

## Accommodations for English Learners<sup>1718</sup>

The universal design of PARCC assessments is expected to increase access for most students through the availability of a range of accessibility features for all students (see Section 2). However, some English learners may need additional accommodations during PARCC assessment administration. Additionally, English learners with disabilities are entitled to accommodations listed for students with disabilities in Section 3.

Accommodations should be considered for English learners by a group of educators familiar with the student, using the guidance provided in Section 5 – Decision-Making Process for Selecting, Using, and Evaluating Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities. In cases of English learners with disabilities, at least one person familiar with the language needs of the student should be a participating member of the IEP or 504 team, where accommodations decisions are made.

Educators familiar with the student should also consider which additional features will enhance accessibility for the student in order to determine their Personal Needs Profile (PNP). Section 2 describes the PNP and the additional accessibility features available to English learners on computer-delivered PARCC assessments.

### **Table 5. Allowable Accommodations for English Learners on PARCC Assessments<sup>19</sup>**

Table 5 below lists the accommodations on PARCC assessments that are available to English learners, cross-referenced with English Language Proficiency (ELP) level of the student and other administration considerations that may impact the effective use of the accommodation. See Section 5 for how ELP is determined.

#### **KEY for Table 5 below:**

- **Highly recommended** for use by English learners at this English language proficiency level
- ◎ **Recommended** for use by English learners at this English language proficiency level
- **May not be appropriate** for students at this ELP level

<sup>17</sup> On September 25, PARCC adopted a translation policy. Please refer to the translation policy memo posted on [www.parcconline.org](http://www.parcconline.org) for more information.

<sup>18</sup> Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm.

<sup>19</sup> Conflicting laws, regulations, and/or policies exist among PARCC states as to whether they will allow, require, or prohibit translations of state assessments. PARCC's policy concerning translation of the mathematics assessments will be addressed in later editions of the manual. PARCC is considering developing a **native language glossary** for the pop-up glossary that is provided as an accessibility feature for all students. The glossary will include pre-selected, non-construct relevant words.

Accommodations	Most likely to benefit English learners at this ELP Level (Refer to Table 6)			Administration Guidelines
	Beginning	Inter- mediate	Advanced	
<b>Extended time</b>	●	●	●	<p>The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information regarding test sessions and timing since teams will need to consider if the built-in-coverage will meet the students’ needs.</p> <p>Refer to Appendix E for guidelines on administering the PARCC assessments with the extended time accommodation.</p>
<b>General Administration Directions Clarified in Student’s Native Language (by test administrator)</b>	●	⊙	○	<p>The test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language.</p>
<b>General Administration Directions Read Aloud and Repeated as Needed in Student’s Native Language (by test administrator)</b>	●	⊙	○	<p>The test administrator reads aloud, and repeats as needed, test directions in students’ native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administrators providing this accommodation should be literate and fluent in English, as well as the student’s native language.</p>

Accommodations	Most likely to benefit English learners at this ELP Level (Refer to Table 6)			Administration Guidelines
	Beginning	Inter- mediate	Advanced	
<b>Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English</b>	●	⊙	○	Student dictates responses in English to Mathematics test items either to a human scribe or through speech-to-text technology. Students must be tested in a separate setting.
<b>Word-to-Word Dictionary (English/ Native Language)</b>	○	●	●	<p>Student uses bilingual, word-to-word dictionary or electronic translator. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using the accommodation.</p> <p>A list of bilingual word-to-word dictionaries authorized for use on PARCC assessments is available at:  <a href="http://www.doe.mass.edu/mcas/testadmin/lep_bilingual_dictionary.pdf">http://www.doe.mass.edu/mcas/testadmin/lep_bilingual_dictionary.pdf</a><sup>[10]</sup></p>