

Helping English Language Learners Access State Mathematics and Science Tests

Report to the State Legislature



Dr. Terry Bergeson
State Superintendent of
Public Instruction

January 2008

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:

Catherine Taylor, OSPI
E-mail: Catherine.Taylor@k12.wa.us
Phone: 360.725.6061

To order more copies of this document,
please call 1-888-59-LEARN (1-888-595-3276)
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:
07-0037

This document is available online at:
<http://www.k12.wa.us/assessment/ResearchReports.aspx>

This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

HELPING ENGLISH LANGUAGE LEARNERS ACCESS STATE MATHEMATICS AND SCIENCE TESTS

Report to the State Legislature

Prepared by

Catherine Taylor, Director of Assessment Alternatives and Innovations

Joe Willhoft, Assistant Superintendent of Assessment and Student Information

**Assessment and Student Information
Office of Superintendent of Public Instruction
Joe Willhoft, Assistant Superintendent**

Dr. Terry Bergeson
Superintendent of Public Instruction

Cathy Davidson
Chief of Staff

January 2008

Executive summary

January 2, 2008

In the 2006-07 school year, more than 80,000 of Washington's students in kindergarten through 12th grade were English-language learners (ELL) and were enrolled in the State Transitional Bilingual Instructional Program (STBIP). These students spoke a total of 170 different languages, with about 85 percent speaking one of seven languages. Two-thirds (67.5 percent) of the ELL students were Spanish-speaking. The next six languages were: Russian (5.7 percent), Vietnamese (3.8 percent), Ukrainian (3.3 percent), Somali (2.0 percent), Korean (1.9 percent), and Tagalog (1.4 percent).

No other language was spoken by more than 1,000 students. The remaining 14.4 percent of the students in STBIP spoke more than 160 different languages. While the state's large ELL enrollment dictates the need to expand access to state assessments, the variety of languages spoken by Washington's ELL students requires flexible and creative solutions.

This document is a report on activities undertaken by the Office of Superintendent of Public Instruction (OSPI) to investigate ways to make state-level assessments, including but not limited to the Washington Assessment of Student Learning (WASL), more accessible to ELL students. The activities described in this document were supported by and in response to a mandate from the 2006 Legislature to study and report on assessment translations and other accommodations for ELL students.

The document is divided into three parts: Part I describes the activities and findings of a special advisory group convened by OSPI; Part II summarizes the proceedings of a federally sponsored meeting to address students with limited English proficiency (LEP) called the "LEP Partnership"; and Part III discusses current actions and possible strategies to expand ELL students' access to the state's tests. Each of these sections is briefly summarized below.

Part I presents the activities and findings of an advisory meeting convened by OSPI. This group was comprised of five national experts in the assessment of ELL students. The major topics of discussion were:

1. Issues and procedures required for primary language translations of tests
2. Research on how test accommodations can support ELL students
3. Recommended research on translated assessments
4. Recommendations for next steps

Part II summarizes the proceedings of a U.S. Department of Education (ED) "LEP Partnership" meeting that took place in Washington, DC, in November 2006. Participants included representatives from 48 states and presenters were individuals with expertise in the assessment of ELL students. The purpose of the LEP Partnership was for ED to begin discussion of a variety of developments in the assessment of ELL students. During the conference, OSPI staff members attended plenary sessions that focused on federal Title III regulations, best practices in the instruction of ELL students,

and best practices in the instruction of ELL students who have transitioned into English-only classrooms. Breakout sessions were focused on six assessment initiatives that ED wanted to initiate:

1. A Framework for Developing High Quality English Language Proficiency Standards and Assessments
2. A Guide for Sight Translation of Assessments
3. A Guide for Native Language Assessments
4. A Guide for Plain English/Linguistic Modifications
5. A Guide to Conducting a Title I/Title III Assessment Linking Study
6. A Handbook of Best Practices in Test Accommodations and State Assessment Policies for English Language Learners (ELLs)

This report provides a description of each of these federal initiatives, followed by a discussion of what Washington would need to do to accomplish these tasks.

Part III describes the current efforts under way at OSPI to increase access for ELL students to state assessments and possible next steps that require additional resources. More than half of the states provide some form of translated assistance for ELL students on statewide assessments. The only assistance currently provided on Washington's assessments is oral translation of the directions. No test questions are translated.

As a result of the activities described in this report, OSPI is taking immediate steps to expand the translation support available to ELL students, with particular focus on the assessments in mathematics and science.

- A research study is under way to evaluate the effectiveness of several translation supports. This study, described in Part III, will yield comparative validity information about these methods, a necessary component of any translation strategy.
- OSPI is also encouraged by an approach used in Michigan and Ohio. In these states, students are given access to translated versions of test questions on CD or DVD. We are asking vendors to provide bids on this form of assistance through the Request for Proposals for the state's assessment system.
- Research indicates one issue that often impedes access to assessments for ELL students is the linguistic complexity of some test items. This is particularly problematic when the linguistic complexity is unrelated to the content being assessed. Although those people writing test items currently receive training on simplified language, OSPI is expanding the training required of item writers to include guidance on how to avoid unnecessary linguistic complexity.

In addition to activities currently under way, OSPI is exploring three possible initiatives. These initiatives are based on recommendations from our advisory group, but each requires additional resources to implement.

- English and bilingual glossaries help ELL students access test items. These bilingual glossaries are unlike English and bilingual dictionaries. Typical English-

second language dictionaries have been shown to negatively affect test validity. English-only glossaries would be easiest to develop and could be used by all ELL students and by struggling readers. These glossaries, developed for each year's test, would provide simplified descriptions of non-academic terms, but would not define academic words that are part of what is being assessed.

- Because of resource issues, CDs and DVDs that provide access to translated versions of test questions would likely only be provided in the state's most-frequently spoken languages outside English. While these materials will be helpful to many of our students, the students representing the less-frequently spoken languages will still not have adequate access to the tests. To help these students, a cadre of sight translators may be the best solution. OSPI could explore the possibility of training and certifying a cadre of skilled sight translators to provide oral sight translations at a local level.
- Two phases of linguistic review of WASL test items would assure that current and future test items on state assessments meet quality standards to avoid linguistic complexity. The first phase would be to review all active items in the WASL mathematics and science item banks for linguistic complexity. Items needing revision would be piloted again before they were counted toward a student's score on a WASL test. The second phase would be to add a formal linguistic review to the test development process, similar to the content and bias/sensitivity reviews that are currently used.

Remaining Policy Questions

Providing ELL students with broader access to state assessments brings forward several policy questions. Developing translated assessments in all primary languages spoken by students in the state would be prohibitively expensive. With that in mind, should the state proceed with the development of translated accommodations even if it will not be provided to all ELL students? Furthermore, if the state does proceed with translated accommodations, what criteria should be used to determine which languages are translated? Both questions raise fairness issues that should be addressed in as broad of a context as possible.

Report to the Legislature

Helping English language learners access state mathematics and science tests

January 2, 2008

In this report, we present information from two main sources: an advisory group meeting with specialists in the assessment of English-language learners (ELL) and an LEP partnership meeting sponsored by the U.S. Department of Education (ED).

Part I: Translation/Accommodation Advisory Group

On April 18-20, 2007, OSPI convened an advisory group in Seattle, consisting of experts in assessment of students who are English-language learners. Representatives from OSPI who met with the advisory group were Superintendent Terry Bergeson, Joe Willhoft (Assistant Superintendent of Assessment and Student Information), Catherine Taylor (Director of Assessment Alternatives and Innovations), Yoonsun Lee (Director of Assessment and Psychometrics), and Kimberly Hayes (Coordinator of Second Language Assessments). The charge given to the advisory group was to provide guidance regarding whether Washington state should consider translating the WASL mathematics and science tests. Advisory group members were selected because of their specific areas of expertise. Table 1 gives the names and areas of expertise for each of the advisory group members.

Table 1: Members of the Translation Advisory Committee

Advisor	Profession	Expertise
Jamal Abedi	Professor - University of California-Davis	ELL Accommodations
Richard Duran	Professor - University of California-Santa Barbara	ELL Assessment
Ed Roeber	Executive Director of Assessment and Evaluation - Michigan Department of Education	Large Scale Assessments and Second Language Translations
Charles Stanfield	President, Second Language Testing, Inc.	Second Language Testing
Ronald Hambleton	Professor – University of Massachusetts-Amherst	International Testing and Psychometrics

The discussion that took place over the three days examined the possible ways that access to the WASL could be expanded for ELL students. Two potentially valid strategies emerged: translations and accommodations.

For each of these two strategies, there are a variety of subcategories and a number of cautions. In what follows, we summarize the main ideas that were presented by the advisory group members. These include:

1. Issues and procedures required for primary language translations of tests
2. Research on how test accommodations can support ELL students
3. Recommended research on translated assessments
4. Recommendations for next steps

Translations

Practices in Other States

Several advisory group members presented information about what is being done in other states. Table 2 gives examples of the practices in different states.

Currently, 27 states provide translations in written or oral form. Two of these states use oral presentations of items. Additionally, two states, because of their commitment to bilingualism, provide Spanish versions of the language arts tests. Three states that had once provided translations no longer do so.

Viable Translation Practices

There appear to be three viable approaches to translations:

1. Providing print-based translations for students who are in bilingual programs or are literate in their own languages
2. Provide audio-visual translations – CDs and/or DVDs – for language groups who are not literate in their own languages. This method is viewed as the most cost-effective approach to translations.
3. Provide oral translation through live translators. To maintain standardization across test administrations, specialists would need to be trained in oral translation.

Table 2: Translation Practices in Selected States

State	Current Status
Arizona	The state once provided Spanish versions of tests; ended this practice
California	The state is considering translating the mathematics tests into Spanish.
Kansas	The state translates all mathematics tests into Spanish
Massachusetts	The state translates all mathematics tests into Spanish.
Michigan	The state provides a videodisc translations for mathematics and science tests with the English version of the item on screen and a cursor showing what is being read (\$20-40,000 per language)
Minnesota	The state used to do translations in four languages but has eliminated the practice.
New Jersey	The state translates high school tests into Spanish, Portuguese, and Gajarati via a Special Review Assessment, an “alternative assessment that provides students with the opportunity to exhibit their understanding and skills in contexts that are familiar and related to their experiences.”
New Mexico	The state prints Spanish translations for all grade levels and content areas; oral translations are allowed for other languages; scribed translations are permitted for responses that are not in English
New York	The state translates its tests into Russian, Spanish, Haitian, Creole, Korean, and Chinese. Students may have English and second language version but must respond in only one. Students may respond in their own language. Oral translations of tests into other languages are allowed with a proctor’s supervision.
Ohio	The state provides recorded oral translation for mathematics and science tests in Arabic and Spanish; also provides pre-identified, trained translators for other languages.
Oregon	The state provides Russian and Spanish ‘side-by-side’ versions of the mathematics and science tests
Texas	The state develops the Spanish and English versions of each item simultaneously for grades 3-6 in reading and mathematics, grade 4 in writing, and grade 5 in science; items are reviewed by both Spanish and English reviewers. Since 2004-2005, Spanish items have been developed that fit the test maps and fit the test specifications but are geared to the Hispanic students.
Utah	The state was doing translations in mathematics, science, and social studies but stopped

Research on Test Translations

Research on translations is reported in more than five hundred journals articles, reports, and papers; there are more than a thousand references of substantive studies and methodology. International testing researchers use several methods to obtain evidence of comparability. These include: (a) forward and back translation checks, (b) structural equation modeling (SEM) studies, and (c) differential item functioning (DIF) studies. Each of these methods is used to determine the comparability of assessments, a central validity question. Of concern is whether or not the translation of the test will result in a change in what is being tested – thereby altering the validity of scores. Most of the translation research is done in the United States and began in the 1990s. The best research has been conducted by The International Mathematics and Science Study (TIMSS). OSPI can build on international research documents and working reports; these provide very high quality information.

Comparability of Scores

Before translations are used, the advisory group recommended that OSPI should conduct research to verify the comparability of different language versions of a test with the English version. These studies would be required by the federal No Child Left Behind review of the state's assessments to provide support for the comparability of scores across different forms of the test. Measurement specialists believe that the kinds of changes caused by translations – such as rephrasing items, placing information in different contexts or replacing items with similar items in order to be culturally relevant – can result in the test being modified to the extent that its validity is jeopardized. Studies are needed to provide evidence for validity of scores.

Difficulties with Translations

Linguistic differences: Translations in language arts and social studies are difficult because of the greater reliance on language and culture; test makers must use more than one translator to check for offensive or unfamiliar language due to dialect (e.g., if a translator is from Spain, Cuba, or Puerto Rico, there may be subtle differences in dialect/usage that cause translation problems). Therefore, any translation requires both translation and adaptation (e.g., commas versus periods for decimal points). Once a translation is completed, the language must be refined to be linguistically appropriate.

Familiarity with testing format: Different cultures are differentially familiar with the way testing is done in the United States. For example, American students are good with multiple-choice items. However, many countries do not use the multiple-choice item format. Therefore, immigrants may have difficulty understanding the multiple-choice testing format.

Skills required for test translation: The best translators in the world cannot catch all of the problems. Translation of tests requires specialization in both language and testing. It is necessary to have multiple translators who are knowledgeable of language and culture; knowledge of subject matter; knowledge of test development, item writing, scoring rubrics, etc.

Student literacy in their first language: When students are taught in their native languages, they can do well on tests that are given in their native languages. However, if students are not literate in their own languages, written translations are not useful. Additionally, stand-alone translations would not be helpful for ELL students who are instructed in English, which would include instruction in the technical vocabulary of mathematics and science.

Live versus taped translations: Live oral translations can easily lead to score invalidity. For example, translators may hint at correct answers, mistranslate text or provide examples that are not appropriate for the specific cultural experiences of the student.

Taped translations: Oral presentation of items allows more options for students because not all are literate in their own languages. However, using oral presentations can result in measurement of memory rather than content knowledge. In addition, translations are not very cost effective. The problem with introducing memory into the test is that students with better auditory memory skill may perform better than those with poorer auditory memory skills. This presents a potential validity threat, as students' memory skills are not part of what is supposed to be assessed.

Trade-offs for sight versus taped translations: Like taped translations, sight translations may introduce memory into the measurement.

Myths/misunderstandings about translations

Myth: If you know two languages, then you can be a translator.

Reality: Although one can be a master of a language, to be a translator, one must also have deep cultural experience, know the subject matter and have some knowledge of test development, item writing, and scoring rubrics. Normally it is hard to find individuals with this scope of knowledge. Often translators need to be trained in good testing practice, have a checklist of what the translator should be looking for and be monitored during translations.

Myth: A good literal translation guarantees validity.

Reality: It does not. Problems with direct translations include format unsuitability, restrictive time limits, unclear directions and inappropriate content.

Myth: Judgmental reviews are sufficient to identify problems in a test translation and adaptation; translators are excellent reviewers.

Reality: Translators can overlook many important features; field testing turns up many unanticipated problems with test items.

Myth: The common strategies of back translation design and use of a bilingual design to compile empirical validity data are sufficient to validate a test for use as a second language assessment.

Reality: First, back translation is a good start, but test developers must also use forward translation and have a cultural/language expert review the second language version. Second, bilingual students are different from monolingual students and should not be viewed as representatives for both cultures; they usually represent unique blends of two distinct cultures.

Guidelines and Research

There are well-established procedures for translations. The purpose of these guidelines, translation designs and statistical methodologies is to assure that translated tests and source tests result in testing scales that are equivalent across multiple languages. The main source of guidelines for establishing evidence for the validity of scores from translated tests can be found in the ***Standards for Educational and Psychological Testing*** (Joint Council of the American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 1999.) In addition to the ***Standards*** document, there are international test construction guidelines for test adaptation, which are used for translations done in other countries. Examples of assessments that have been translated include:

1. Several IQ and personality tests have been adapted into more than a hundred languages
2. International achievement tests (TIMSS, PISA, and PIRLS) are translated into more than 30 languages
3. International credentialing exams are translated
4. High school graduation tests are developed in multiple languages in many countries (e.g., Israel, South Africa)
5. “Quality of life” measures are receiving wide use in many languages and cultures

Estimated costs of translations

Translations of achievement tests can cost from \$20,000 to \$40,000 per language, grade level and content area. When tests differ from one year to the next in order to maintain item security, these costs must be incurred each year. In Washington, 11 mathematics and science assessments are given each year – grades 3 through 8 and high school for spring mathematics tests, grades 5, 8 and high school for science tests, and summer high school mathematics retests. Were all tests to be translated, the cost would be \$220,000-\$440,000 per language. If only the high school tests were translated, costs would be \$60,000-\$120,000 per year.

How to do translations

There are several routine steps used to do translations:

1. Hire experts knowledgeable in language, dialect and culture to translate. (For example, Mexican dialect would be useful for a greater number of students in Washington state.) Use multiple translators for each test who are knowledgeable of language and culture, have knowledge of subject matter, and understand test development, item writing, scoring rubrics, etc.
2. Identify items (and stimulus materials) that can be translated; identify items that cannot be translated; for items (and stimulus materials) that cannot be translated, develop items with equivalent meaning.

3. Use video/DVD because it is extremely cost effective. Video/DVD has evolved over time. Originally, these materials did not offer much more than “talking heads,” but now they can be used to show the student the location of the item in the test booklet and include arrows to indicate where to mark in the book.
4. Do direct translation; back translation; and then forward translation. All versions should result in the same meaning.
5. Administer the original items to English speakers; the translated items to second language speakers.
6. Conduct DIF studies to determine whether any of the items favor one group over another. Conduct structural equation modeling and confirmatory factor analysis studies to determine whether the resulting scores (for each test) have the same essential structure. Do item response theory (IRT) scaling studies to determine whether the scales are the same regardless of the test administered.
7. Administer the two forms of the test to fully bilingual students to determine whether they earn the same score regardless of the test.
8. For oral translations, make sure that there are two agencies involved – one to do the initial translations and a second to check the translations for appropriateness for the specific population.
9. For video/DVD translations, synchronize the translation with a cursor that moves through the items as they are given in the second language.

Accommodations

The purpose of any accommodation is to reduce the effects of “nuisance variables” (factors that affect scores that are not related to the knowledge and skills being tested). The process for developing accommodations for any student include: a) identifying the nuisance variable(s) (such as unnecessary linguistic complexity), b) determining how to control the effects of the nuisance variable(s), c) making appropriate changes to the test or the administration procedures, d) providing appropriate adjustments to accommodate the student, and e) ensuring that the accommodation is provided to students who need it. Common nuisance variables include linguistic complexity, page density, linguistic characteristics of distracters (wrong answer choices) for multiple-choice items, and font sizes.

Accommodations must not alter what is being measured. Accommodations that can alter the construct being measured include use of dictionaries and inconsistencies between the language of instruction and the language of the test. Dictionaries can provide content-related information that assists students in responding to test items. If the language of instruction is English but students are given a translated test, they are not likely to do well on the translated test.

Appropriateness of Accommodations for ELL Students

Teachers sometimes provide “blanket” accommodations for all students rather than finding the accommodation that is best suited to the individual student’s needs.

Teachers, wanting to do the right thing for their students, are often confused when there are too many options or when they don’t have sufficient time and training to identify the appropriate accommodation for each student. Providing unnecessary accommodations for a student may hamper rather than assist the student.

In many states, the accommodations offered to ELL students are the same as those offered to students with disabilities. However, ELL students need different types of support. Research has shown that accommodations for ELL students have mixed results; with some accommodations appearing to work better than others. Translation is the most common accommodation for ELL students; however, some states do not want to or cannot do translations.

Causes of difficulty for ELL students

The most common nuisance variable for ELL students is unnecessary linguistic complexity. ELL students perform more poorly when the language demands are great. The most effective accommodation for ELL students is to control for linguistic complexity through linguistic modification. Research shows that linguistic features have the greatest impact on reading scores and the least impact on mathematics scores.

Sources of linguistic complexity include the number of words per item, non-mathematical and non-science vocabulary, using more words than are needed to get the point across, passive voice, use of clauses, awkward wording, and the density of information on the test page. Another source of linguistic complexity can be whether the topic or content of a passage or test item is relevant or of interest to the student.

Linguistic simplification

To address linguistic complexity, it is usually necessary to simplify the text. Linguistic simplification is not an editorial process; it requires identifying the problematic feature and making adjustments based on knowledge of content and well as the features of the language. Linguistic simplification can provide support for all students; print translations may help students who are literate in their own languages; aural translations may help students from a limited number of language groups (those for whom translations are available). Also, because ELL students are generally taught concepts in English, they differ in their capacity to translate academic concepts into their native languages. Linguistic simplification tends to support all students – even low-achieving English speakers.

Dictionaries and glossaries

Other accommodations offered to ELL students include extended time, use of glossaries, use of English dictionaries, and use of bilingual dictionaries. Currently, 26 states provide test specific glossaries and 33 states use English dictionaries.

Research on accommodations

As with translation, the main concern with any accommodation is that the accommodation may alter the construct being assessed. For example, use of an English-language dictionary with definitions of scientific or mathematical terms could provide extra assistance for ELL students that non-ELL students do not have.

There have been many studies on accommodations (other than translations). In well designed studies, accommodations are provided to students who are ELL and students who are not ELL. The results show that ELL students' scores are improved while non-ELL students' scores do not change. Figure 1 shows the expected results of a controlled study of accommodations.

Accommodations that are supported by research include: a) customized English dictionaries and glossaries that do not include key academic terms, b) customized bilingual dictionaries or glossaries that provide definitions for all of the words on the test that are not related to academic content, c) native-language testing when the students are taught concepts and skills in their native languages, and d) computer-administered tests that give students quick links to definitions of non-academic terms.

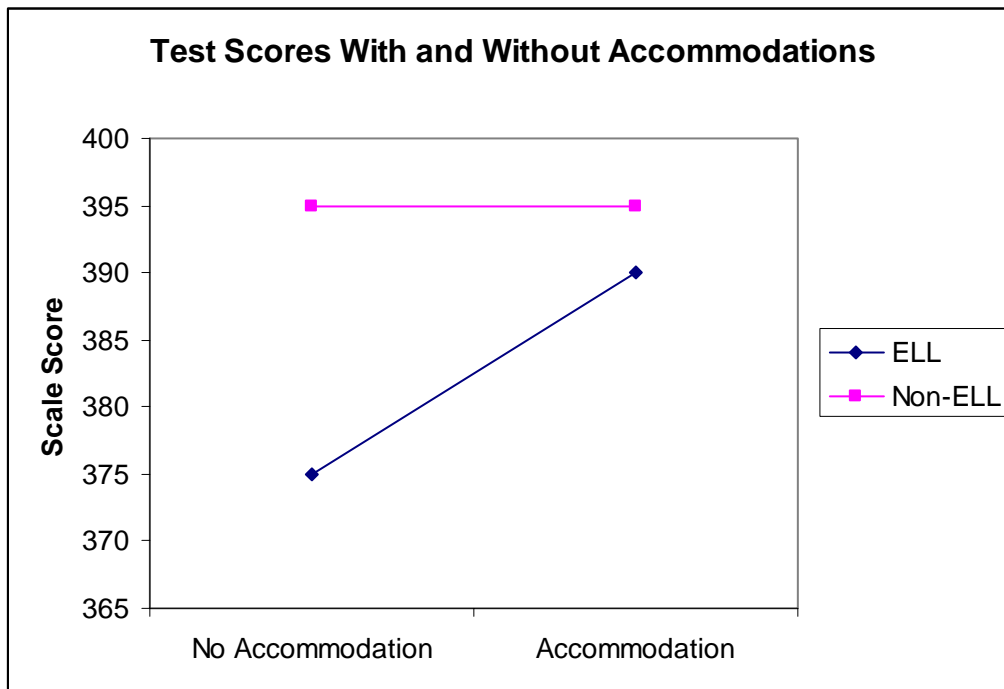


Figure 1
Hypothetical Scores for ELL and Non-ELL Students with and without Accommodations

Recommendations from Advisory Group

The following is a summary of the major recommendations from the advisory group. These recommendations were used as the basis for determining the next steps to be undertaken by OSPI.

1. OSPI should conduct a study on translations comparing students' performances under five conditions:
 - a) Audio English
 - b) Audio-visual English
 - c) Audio translation to primary language
 - d) Audio-visual translation to primary language
 - e) No translation accommodation (Control)
2. OSPI should use a careful, random a design so it is possible to determine which method of translation works best.
3. OSPI should begin the research with high school (because of the graduation requirements) and consider conducting the study in more than one language.
4. There is no need for OSPI to conduct studies on accommodations other than translations. There is a wealth of research on other accommodations.
5. OSPI should add a glossary to each year's tests with translations for any terms that might be unfamiliar to ELL students because of cultural background.
6. OSPI should examine the existing items on the tests to determine whether there is a need for more linguistic simplification.
7. OSPI should conduct a study to evaluate what level of simplification works best for students. Research suggests that if test questions are oversimplified, student performance decreases.
8. If OSPI moves ahead with translated forms of the WASL, a policy decision should be made to determine which languages should be translated. Other states have arrived at similar policy decisions and should be resources for general guidance. Nevertheless, Washington's decision on this matter should be based on public policy discussions within the state.

Part II: LEP Partnership Meeting

In November 2006, five OSPI staff members¹ attended a conference in Washington, DC sponsored by the U.S. Department of Education (ED). The focus of the conference was on the achievement of students with limited English proficiency (LEP). The conference attendees represented 48 states. The ED has entitled this group the “LEP Partnership.” During the conference, state representatives attended plenary sessions that focused on federal Title III regulations, best practices in the instruction of English-language learners (ELL) and best practices in the instruction of ELL students who have transitioned into English-only classrooms. Breakout sessions were focused on six assessment initiatives that the ED wanted to initiate.

The goal of these six initiatives is to provide technical assistance to help states improve assessments for LEP students. These projects were recommended by states at an earlier LEP Partnership meeting in October of 2006. The projects that were the focus of the breakout sessions included:

1. A Framework for Developing High Quality English Language Proficiency Standards and Assessments
2. A Guide for Sight Translation of Assessments
3. A Guide for Native Language Assessments
4. A Guide for Plain English/Linguistic Modifications
5. A Guide to Conducting a Title I/Title III Assessment Linking Study
6. A Handbook of Best Practices in Test Accommodations and State Assessment Policies for English Language Learners (ELLs)

OSPI staff members attended plenary and breakout sessions. The intent of the breakout sessions was to build initiatives that could focus on how to implement the six projects. At this time, ED has not articulated plans for implementing the six projects. Each of these projects is further described below.

1. A Framework for Developing High Quality English Language Proficiency Standards and Assessments

States have overwhelmingly requested assistance from ED on how to evaluate technical quality, validity, and alignment of English-language proficiency (ELP) standards to ELP assessments, and alignment of ELP standards and assessments to the achievement of challenging content standards in the core subject areas required to be assessed under NCLB. ED plans to work with states to develop guidelines that lay out standards of practice for ELP standards and assessments and explore a variety of ways states can ensure that ELP standards and assessments are aligned with the achievement of challenging content standards under Title I.

¹ Terry Bergeson, Joe Willhoft, Alfonso Anaya (Director of Bilingual Programs), Gayle Pauley (Director of Title 1 Programs), Catherine Taylor

For Washington, this work would involve re-evaluation of the current English-language development (ELD) standards in terms of whether they promote development of language knowledge and skills related to the academic disciplines of reading, mathematics, and science. Secondly, Washington would have to either modify the current Washington Language Proficiency Test (WLPT-II) or adopt a language proficiency test that provided assessment of both English-language proficiency and the language knowledge and skills related to academic disciplines of reading, mathematics and science.

2. A Guide for Sight Translation of Assessments

The states represented at the LEP Partnership meeting requested a guide for sight translation for use by states and districts. Sight translations occur when a language interpreter provides on-the-spot translations of text from mathematics, science and social science assessments from English to the student's native language. ED plans to work with states to develop a guide that will cover a number of topics, including how to select a qualified interpreter who can carry out the sight translation, the guidance that should be provided to the interpreter, and a sample confidentiality agreement. ED expects that the guide will include a template for information that could be given directly to an interpreter and will cover the interpreter's obligations to the district, how to prepare for the test administration, the ethics of sight translation in a testing situation, how to respond to student questions, dos and don'ts during test administration, and a sight-translator report form. The option of providing recorded oral translations is also expected to be included.

For Washington, if funding could be secured, assessment work in this area would involve providing: (a) guidelines for districts to use when providing sight translations, (b) training a cadre of certified sight translators for referral to schools and districts, and (c) applying guidelines for recorded oral translations of mathematics and science assessment tools into one or more of the top six language groups in the state. Currently, the top seven language groups (with at least 1,000 students), in descending order are: Spanish, Russian, Vietnamese, Ukrainian, Somali, Korean, and Tagalog.

3. A Guide for Native Language Assessments

At the LEP Partnership breakout sessions on native language assessment, OSPI staff members gained insight into what other states were doing with native-language versions of their assessments. In this case, the focus was on print translations. For this document, ED plans to provide a practical, user-friendly guide to written native language assessments. It is expected that the guide will be organized around topics and concerns surrounding native language assessments, such as:

- Why translate a test to a student's native language?
- What are the different kinds of native language assessments?
- What states have the most experience in using native language assessments?
- What has been learned from the experience of states using native language assessments?

- What additional costs are involved for a state to use native language assessments?
- When do the numbers justify the cost?
- What are the advantages and disadvantages of using a bilingual test booklet or a separate monolingual test booklet?
- Which content areas are most amenable to native language assessments?
- What effect can native language assessment have on reliability, validity, and score comparability?
- Does the use of a native language assessment create problems for obtaining federal approval during the peer review process?
- How can a state show that a translated assessment is comparable to an English version?
- What affect does a decision to create a native language assessment have on the test development process?

For Washington state, if funding could be secured, assessment work in this area would involve (a) translating mathematics and science assessment tools into print for one or more of the major languages and (b) conducting studies to obtain evidence of score comparability between English and translated tests.

4. **A Guide for Plain English/Linguistic Modifications**

ED expects this project to result in a conceptual and research framework, as well as practical guidelines, to help states navigate the stages of development, implementation, and evaluation of linguistic modifications to large-scale assessments. ED expects that the guidelines will focus on plain English as a viable assessment strategy for states. Relative to other strategies, such as portfolios and native language translations, plain English lends itself more readily to standardization and broader application across language groups; thus, there are both cost benefits and practical benefits to states. The guide is intended to address three major areas related to assessment accommodations for ELL students:

Rationale/Principles and Research on Linguistic Modifications This section will provide state department staff, test developers, and policy makers with (a) a definition of plain/simplified English, (b) a synthesis of existing research relevant to this assessment strategy, and (c) guidelines/parameters for interpreting and using the research findings.

Applications to State Assessments This section will provide state department staff and policy makers with a framework for examining state policies and practices to determine the appropriateness of Plain/Simplified English as an assessment strategy within a state's assessment and accountability system.

Instruction and Guidelines This section will provide state department and test developers with a "how to" guide for developing Plain/Simplified English assessments based on research and theory. More specifically, it will provide

information about item types and content to which this strategy is most amenable, example items with annotations, and other relevant ancillary information (e.g., formatting) to help states and their test contractors develop Plain/Simplified English assessments.

For Washington, if funding could be secured, assessment work in this area would involve:

- a) Conducting studies to determine the effects of different degrees of linguistic simplification. For example, simplistic solutions might involve removing all contextual elements (e.g., stories around mathematics story problems). Research on WASL, however, shows that such contextual elements actually enhance students' level of performance.
- b) Developing guidelines for writing stimulus materials (e.g., mathematics graphics, science scenarios) and items in plain English – guidelines that define specific strategies for maintaining appropriate levels of linguistic simplicity.
- c) Reviewing all stimulus materials and items on reading, mathematics, science, and writing assessment tools to evaluate the level of language complexity, modifying items with unnecessary linguistic complexity, and then piloting these items again.
- d) Writing all new items and stimulus materials in line with the plain English guidelines.

5. A Guide to Conducting a Title I/Title III Assessment Linking Study

A number of states requested the LEP Partnership to explore whether and how state assessments for LEP students might be used to measure both ELP standards and content standards in reading and writing with a single assessment instrument. As a first step in such an exploratory effort, the group proposed work to address the following questions:

- a) Can ELP and English/language arts assessment results inform each other at the student and program level?
- b) Can states develop a "bridge" between the ELP and English language arts assessments by:
 - o Linking the two at joint proficiency or other points on each scale;
 - o Developing growth trajectories across the two for accountability purposes; and
 - o Modifying ELP assessments to measure reading/language arts content?

ED plans for this project to review existing Title I/Title III linking studies and provide a step-by-step approach on how to design, implement, and interpret information from a dual testing program to increase the efficiency and validity of LEP testing. Through its technical assistance network, the ED plans to provide support for states interested in conducting these bridging studies.

For Washington, this would involve very little additional work. The current ELD standards for Washington state include the same English language arts standards as those in our state's Essential Academic Learning Requirements and Grade Level Expectations. When the *Stanford English Language Proficiency* (SELP) test was selected by the state as the core instrument for its English language proficiency test, items were added to ensure that the transition level of performance required some of the language knowledge and skills required by WASL, and the test was renamed the *Washington Language Proficiency Test* (WLPT-II). Additional items could be added to the reading and writing tests to strengthen that relationship. Once these items were added, a reasonable bridge between scores would be possible.

6. A Handbook of Best Practices in Test Accommodations and State Assessment Policies for English-Language Learners (ELLs)

States represented at the LEP Partnership meeting agreed that it would be beneficial to collaborate in the refinement of appropriate test accommodations for ELLs and develop a handbook that states could use to refine and update state policies. The project team is expected to work with a panel of state and district Title I and Title III Directors as well as technical experts to review current state inclusion and accommodation policies, refine the number of accommodations that states might include in their policies, and determine which accommodations would most benefit students, depending on their level of English-language proficiency. ED plans to report the results of these discussions on a regular basis to states for feedback. The project team is expected to develop a working paper to create an idealized policy handbook that states could use to refine their own policies.

For Washington, some of this work has already begun. Appendix A provides a list of the accommodations that are available to students who take WASL and Assessment for Segmented Mathematics (ASM). Page 3 of the list gives the specific accommodations for ELL students. Appendix B provides a list of accommodations that are available to students who take the Washington Language Proficiency Test (WLPT-II) and are also served by special education programs.

Final Note

OSPI should continue to participate in the LEP Partnership. This ED initiative covers a broad range of topics and has engaged almost all states. While ED has provided no assurance as to whether any of the initiatives will move forward, it is clearly in Washington's best interest to stay involved and abreast of developments.

Part III: Current Work Efforts and Possible Next Steps

In response to what has been learned through the Translation/Accommodation Advisory Group and the LEP Partnership meeting, OSPI is undertaking three major efforts to work toward making the WASL tests more accessible to English-language learners (ELL). Three additional steps will be taken should funding become available.

Current Work Efforts

Work Effort 1: Translations included in the 2007 Request for Proposals (RFP) for the Washington State Assessment System (WSAS)

A separate, biddable section for the development of translated forms of the WASL mathematics and science tests was included in the 2007 Request for Proposals (RFP) for the state's assessment system. In this way, Washington will be able to identify the costs of both print and oral translations. Once the proposals for WASL translations are evaluated, OSPI will seek funding for translations and will work with the successful bidder to embark on the development of translated science and mathematics WASL tests.

Work Effort 2: Translation study

OSPI has begun work on a study to investigate the impact of different methods of translation for the WASL mathematics and science items. Work has already begun to develop the audio and audio/video translations of WASL mathematics and science tests at two grade levels: one at the elementary level and one at high school. Washington's two most common primary languages will be used: Spanish and Russian. Districts will be invited to participate in the research. Once a sufficient number of students for each language group are located for the study, students will be randomly assigned to one of five testing conditions:

1. A standard WASL printed test
2. A CD with the WASL test items read aloud in English
3. A DVD with WASL test items read aloud in English along with an image of each item from the test booklet and a cursor that follows the oral presentation across the image of the item
4. A CD with the WASL test items read aloud in the student's primary language
5. A DVD with WASL test items read aloud in the student's native language along with an image of the item from the test booklet and a cursor that follows the oral presentation across the image of the item

Tables 3 and 4 give the research design for this study. The results of the study will help the state determine the most appropriate translation accommodation for ELL students.

Table 3: Number of Spanish Speaking Students Randomly Assigned to Each Test Condition of the WASL Mathematics and Science Translation Study

Grade Level and Content Area	Standard Printed WASL	English Oral Presentation of Stimulus Materials and Items	English Audio-Video Presentation of Stimulus Materials and Items	Spanish Oral Translation of Stimulus Materials and Items	Spanish Audio-Video Presentation of Stimulus Materials and Items
Grade 4 Math	20	20	20	20	20
Grade 5 Science	20	20	20	20	20
Grade 10 Math	20	20	20	20	20
Grade 10 Science	20	20	20	20	20

Table 4: Number of Russian Speaking Students Randomly Assigned to Each Test Condition of the WASL Mathematics and Science Translation Study

Grade Level and Content Area	Standard Printed WASL	English Oral Presentation of Stimulus Materials and Items	English Audio-Video Presentation of Stimulus Materials and Items	Russian Oral Translation of Stimulus Materials and Items	Russian Audio-Video Presentation of Stimulus Materials and Items
Grade 4 Math	20	20	20	20	20
Grade 5 Science	20	20	20	20	20
Grade 10 Math	20	20	20	20	20
Grade 10 Science	20	20	20	20	20

Work Effort 3: Enhanced Item Writer Training

Current practice requires WASL item writers to be taken through exercises that help them see how to simplify the language in test items. These materials will be reviewed with particular attention to linguistic complexity and will be refined to ensure that linguistic modifications that are supported by research are included in the item-writer training. A linguistic review checklist will be developed so that the WASL contractor's test development editors also check items for potentially problematic language. All new training materials will be independently reviewed by a panel of experts.

Possible Next Steps

Three other tasks could be undertaken to determine whether the WASL science and mathematics tests can be made more accessible to ELL students. These efforts would require additional funding.

Possibility 1: Development of Glossaries for WASL Tests

Research has shown that English and bilingual glossaries help ELL students access test items. In contrast, English and bilingual dictionaries can negatively affect the validity of test scores when students use them to locate answers to test questions.

As with print translations, bilingual glossaries depend upon the primary language literacy of the student. In addition, it is not possible for the state to provide glossaries for all of the languages spoken by ELL students. However, if funding is made available, OSPI could develop English glossaries that help students decode non-academic terms. These glossaries could be made available to all students, regardless of their primary language. Struggling readers might also benefit from the availability of glossaries. Glossaries could be developed for all of the WASL tests – including the reading and writing tests. In this way, students could use tools to assist them in comprehension of print information, just as proficient adults do. At the same time, terms that are central to each discipline (e.g., literary analysis terms, mathematical and scientific vocabulary, and terms that are the focus of reading comprehension items) would be omitted from the glossaries. Glossaries would have to be developed each year for the tests at each grade level.

Possibility 2: Training of a Cadre of Sight Translators

If Washington state decides to offer translated versions of the WASL mathematics and science tests, it is important to note that there are more than 150 different primary languages spoken by Washington students. With this number of languages, it is not feasible to provide translations for all of the different languages spoken in the state. OSPI could explore the possibility of training and certifying a cadre of skilled sight translators who provide oral translations at a local level for some of the less-frequently spoken languages. At this time, at least 1 percent of the students at each grade level in Washington state speaks one of seven languages: Spanish, Russian, Vietnamese,

Ukrainian, Somali, Korean, and Tagalog. Trained sight translators will be needed for the other languages spoken by Washington students.

Possibility 3: Linguistic Reviews of Items

Although all items are reviewed by independent content committees and bias/sensitivity committees, routine reviews by a linguistic review committee have not been part of the processes for WASL items. To remedy this situation, two tasks could be undertaken. The first would be to review all of the items currently in the WASL science and mathematics item banks to determine whether additional linguistic simplification is needed. A consequence of this effort, however, would be that linguistic simplification would essentially result in new items, which would have to be piloted again. The costs associated with piloting the items would have to be anticipated and accounted for.

Second, a set of linguistic review checklists could be developed, linguistic review committees could be trained, and this level of review could be added to the review process that occur before items are pilot tested.

Summary

OSPI convened an advisory group of national experts in April 2007, preceded by involvement in the LEP Partnership meeting in Washington, DC, in November 2006. Both events provided OSPI with a wealth of information that can be used to develop procedures and tools to support ELL students on statewide assessments. Some of the recommended next steps can be accomplished without a significant amount of additional costs, and are already under way. Other strategies would require additional resources. Once vendors' bids in response to the Request for Proposals to the Washington State Assessment System (WSAS) are received, OSPI will know in more detail what additional funding is needed and will plan accordingly.

Appendix A

Accommodations available on the Washington Assessment of Student Learning (WASL), Assessment for Segmented Mathematics (ASM), and the Washington Alternate Assessment System (WAAS) Portfolio Assessment

Accommodations Available for all Students

These accommodations are available to all students, with or without an IEP or Section 504 Plan.

SCHEDULING
<p>Extended time</p> <ul style="list-style-type: none"> • Assessment for students in grades 3-8 occurs at a time of day best suited for the student • Assessment for students in grade 3-8 may be administered across the entire testing window
<p>Frequent breaks during a test section:</p> <ul style="list-style-type: none"> • Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, tests, or activities • Individual breaks when needed
SETTING
<p>Provide good lighting and ventilation, a comfortable room temperature, and as much freedom as possible from noise, traffic, and other interruptions.</p>
<p>Provide comfortable chairs and tables set at an appropriate height with sufficient room for materials.</p>
<p>Make sure that all needed materials, equipment, and tools are available and in good condition.</p>
<p>Change a student's location within a room.</p>
<p>Provide individual or small group testing for students who are easily distracted.</p>
<p>Use physically enclosed classrooms (classrooms with four walls) rather than open classrooms</p>
<p>Provide study carrels for students who are easily distracted.</p>
<p>Offer noise buffers such as earphones, earplugs, or headphones that are not connected to any audio device.</p>
PRESENTATION
<p>Cue student to begin working and stay on task</p>
<p>Provide assistance in turning pages, handling booklets, etc.</p>
<p>Reread assessment directions verbatim</p>
<p>Allow the student to read the directions aloud long as it does not distract other students</p>
<p>Direct students to underline or mark assessment directions with a No. 2 pencil</p>
<p>Provide an audio-recording of the directions for the student</p>
<p>Provide assessment directions in student's primary language, including signing (SEE or ASL)</p>
<p>Use tools to adjust color backgrounds like overlays</p>
RESPONSE
<p>Student uses an abacus and other manipulatives for students on the tools day of the mathematics test.</p>
<p>Student uses a No. 2 pencil adapted in size or grip</p>
<p>Student uses a strip of heavy paper to assist in tracking.</p>

Accommodations Available to Students with Disabilities

In addition to the accommodations listed on Page 20, the following WASL and ASM accommodations are available if written in the student's Section 504 Plan or Individualized Education Program (IEP).

DO NOT USE THIS LIST TO MAKE ACCOMMODATIONS DECISIONS FOR ANY STUDENT.

The **2007-2008 Accommodations Guidelines** are used by Section 504 Plan and IEP teams to select and ASM accommodations for each student (<http://www.k12.wa.us/assessment/altassess.aspx>).

Before a test session begins, proctors and district assessment coordinators must check with the provider for each student's IEP or Section 504 Plan to determine what accommodations are to be provided. Assessment accommodations will be documented in the student's IEP or 504 Plan. Note that students are likely to have different accommodations for different content areas.

SCHEDULING
Administer the assessment at a time of day best suited for the student
Allow students to complete only one test section each day. This accommodation is available at high school; however, all tests must be administered within the testing window.
SETTING
Provide a separate testing location if the student has a human reader, plays audio-recordings without headphones, reads directions and items aloud, uses speech-to-text software, or uses text-to-speech software without headphones
Provide a separate testing location if the student dictates to a scribe.
Provide headphones if the student plays audio-recordings or uses speech-to-text software.
Provide a specific location if the student needs special equipment, a room with specific conditions, or a room with easy access to assistive technology.
PRESENTATION
Give Braille or large print editions of the assessment
Provide low vision devices such as magnifiers, closed circuit TV (CCTV), and other tools familiar to students
Provide tools to modify text backgrounds or display printed material with image enhancements on the screen
Give directions and items from mathematics, science, and writing tests in sign language including American Sign Language (ASL) or Signing Exact English (SEE). Interpreters use the method of signing that is familiar to the student. Signers must not paraphrase, clarify, elaborate, or provide assistance
Provide audio amplification devices to increase clarity of orally presented information
Provide human reader for mathematics, science, and writing directions and items
Provide an audio CD presentation of mathematics, science, and writing directions and items
Provide an audio CD presentation of reading passages and items (High School ONLY!)
Provide text-to-speech software that allows students to listen to text as it is displayed on a computer screen
RESPONSE
Student uses calculation devices including abacus, calculator, arithmetic table, manipulative, number chart on mathematics test sections that allow tools; calculation devices on no-tools sections (High School ONLY!)
Student uses specialized computer software to generate graphics required by mathematics and science tests. Computer generated graphics are transcribed VERBATIM into a regular test booklet.
Student uses spelling and grammar devices such as electronic dictionaries, thesauruses, and/or spelling devices on any test for which the Section 504 Plan or IEP stipulates their use
Student uses speech-to-text software or word processor to generate responses to items including writing prompts. Electronically generated responses are transcribed VERBATIM into a regular test booklet.
Student dictates responses via an assistive communication device, pointing, sign language, or speech. Scribes record students' responses VERBATIM into a regular test booklet.
Student uses visual/graphic organizers such as graph paper, place markers, scratch paper and templates, and semantic mapping software. Responses are transcribed VERBATIM into a regular test booklet.

Accommodations Available to English Language Learners

In addition to the accommodations listed on Page 20, the following WASL and ASM accommodations are available to English Language Learners (ELL). Except where noted, these accommodations are available to all ELL students, whether or not they are still being served by ESL or Bilingual programs.

Before a test session begins, proctors and district assessment coordinators must check with the ESL/Bilingual specialists to ensure that appropriate accommodations are provided. Note that students are likely to have different accommodations for different content areas.

SCHEDULING
Give students as much time as they need to complete the a test section as long as they are working productively and each test section is completed in a single day
Give students frequent breaks during a test section
SETTING
Offer small, separate testing environment so students can concentrate
Offer a separate testing location if the student has a human reader or plays audio-recordings without headphones
Offer a separate testing location if the student dictates to a scribe
Provide headphones if the student plays audio-recordings
PRESENTATION
Have a human reader read directions VERBATIM in English during the Mathematics, Science, and Writing tests
Have a human reader read stimulus materials (such as science scenarios or mathematics problems) and item stems VERBATIM in English during the Mathematics, Science, and Writing tests (Students in ESL or Bilingual Programs ONLY!)
Have the human reader repeat directions VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests
Have the human reader repeat scenarios and item stems VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests (Students in ESL or Bilingual Programs ONLY!)
Have the human reader increase wait time between item stems (Students in ESL or Bilingual Programs ONLY!)
Have the human reader decrease reading pace
Provide an audio CD with oral presentation of mathematics, science, and writing directions and items (Students in ESL or Bilingual Programs ONLY!)
Visually isolate text with a ruler, paper, or a piece of paper with a window
Cue to begin working or to stay on task; non-verbal cueing such as motioning students to move on or verbal cueing such as saying, "Keep going" or "Go to the next page."
RESPONSE
Student uses a dictionary and/or thesaurus in print or electronic form (no spell check) in English, native language, bilingual, numerical, or visual formats during the Writing test.
Student uses a glossary during the Mathematics and Science tests (if provided by OSPI).
Student dictates responses to a scribe. Scribes record students' responses VERBATIM into a regular test booklet.
Student uses speech-to-text software to generate responses to items and writing prompts. Electronically generated responses are transcribed VERBATIM into a regular test booklet.

Appendix B

Accommodations Available for the Washington Language Proficiency Test (WLPT-II)

Accommodations Available for all Students

These accommodations are available to all students, with or without an IEP or Section 504 Plan.

SCHEDULING
<p>Extended time</p> <ul style="list-style-type: none"> • Assessment occurs at a time of day best suited for the student • Assessment may administered across the entire testing window
<p>Frequent breaks during a test section:</p> <ul style="list-style-type: none"> • Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, tests, or activities • Individual breaks when needed
SETTING
Cue student to begin working and stay on task
Provide good lighting and ventilation, a comfortable room temperature, and as much freedom as possible from noise, traffic, and other interruptions.
Provide comfortable chairs and tables set at an appropriate height with sufficient room for materials.
Make sure that all needed materials, equipment, and tools are available and in good condition.
Change a student's location within a room.
Provide individual or small group testing for students who are easily distracted.
Use physically enclosed classrooms (classrooms with four walls) rather than open classrooms
Provide study carrels for students who are easily distracted.
Offer noise buffers such as earphones, earplugs, or headphones that are not connected to any audio device.
PRESENTATION
Provide assistance in turning pages, handling booklets, etc.
Reread assessment directions verbatim
Allow the student to read the directions aloud long as it does not distract other students
Direct students to underline or mark assessment directions with a No. 2 pencil
Provide an audio-recording of the directions for the student
Provide assessment directions in student's primary language, including signing (SEE or ASL)
Use tools to adjust color backgrounds like overlays
RESPONSE
Student uses a No. 2 pencil adapted in size or grip
Student uses a strip of heavy paper to assist in tracking

Accommodations Available to Students with Disabilities

In addition to the accommodations listed on Page 24, the following WLPT-II accommodations are available if written in the student's Section 504 Plan or Individualized Education Program (IEP).

The **2007-2008 WLPT-II Accommodations Guidelines** are used by Section 504 Plan and IEP teams to select WLPT-II accommodations for each student (<http://www.k12.wa.us/assessment/altassess.aspx>).

Before a test session begins, proctors and district assessment coordinators must check with the provider for each student's IEP or Section 504 Plan to determine what accommodations are to be provided. Assessment accommodations will be documented in the student's IEP or 504 Plan. Note that students are likely to have different accommodations for different content areas.

SCHEDULING
Administer the assessment at a time of day best suited for the student
Change testing schedule or order of subtests
Allow students to complete only one subtest or test section each day
SETTING
Provide a separate testing location if the student has a human reader, plays audio-recordings without headphones, reads directions and items aloud, uses speech-to-text software, or uses text-to-speech software without headphones
Provide a separate testing location if the student dictates to a scribe.
Provide headphones if the student plays audio-recordings or uses speech-to-text software.
Provide a specific location if the student needs special equipment, a room with specific conditions, or a room with easy access to assistive technology.
PRESENTATION
Give a large print edition of the assessment
Provide low vision devices such as magnifiers, closed circuit TV (CCTV), and other tools familiar to students
Provide tools to modify text backgrounds or display printed material with image enhancements on the screen
Sign directions and items from listening, speaking, and writing in American Sign Language (ASL) or Signing Exact English (SEE). Interpreters use the method of signing that is familiar to the student. Signers must not paraphrase, clarify, elaborate, or provide assistance
Provide audio amplification devices to increase clarity of orally presented information
Provide a human reader for writing directions and items
Provide an audio CD presentation of writing directions and items
Provide a human reader for reading passages and items (High School ONLY!)
Provide an audio CD presentation of reading passages and items (High School ONLY!)
RESPONSE
Student uses spelling and grammar devices such as electronic dictionaries, thesauruses, and/or spelling devices on any test for which the Section 504 Plan or IEP stipulates their use
Student uses speech-to-text software or word processor to generate responses to items including writing prompts. Electronically generated responses are transcribed VERBATIM into a regular answer document.
Student speaks responses into a tape recorder. Recorded responses are transcribed VERBATIM into a regular answer document
Student dictates responses via an assistive communication device, pointing, sign language, or speech. Scribes record students' responses VERBATIM into a regular answer document
Student uses visual/graphic organizers such as graph paper, place markers, scratch paper and templates, and semantic mapping software. Responses are transcribed VERBATIM into a regular answer document.
Student repeats and explains directions to check for understanding