

The CELLA Test Accommodations

This section of the *Directions for Administration* provides the list of accommodations to the testing procedures that are permissible for administering the Comprehensive English Language Learning Assessment (CELLA) test.

The following guidelines should be followed by School Coordinators and test administrators when making accommodation decisions for administering the CELLA:

1. Accommodations should facilitate an accurate demonstration of the English Language Learner's (ELL's) ability to use the English language.
2. Accommodations should not advantage the ELL unfairly and thus compromise the validity of the test results.
3. Accommodations used during testing should be similar to those used by the ELL to complete classroom activities and assessments.
4. Accommodations must be necessary for enabling ELLs to demonstrate their ability to use the English language.
5. Because ELLs can vary widely in their level of English proficiency, some students may need more time than others to complete the test. Test administrators should ensure that all ELLs are given sufficient time to complete the test. This accommodation may be provided to all ELLs, regardless of whether they are also a student with a disability or have a Section 504 Plan.
6. If a test administrator can speak the home language of an ELL, the administrator MAY use the home language of the ELL to translate the directions if translating is an effective means of helping the ELL understand what is expected.
7. Assistance by way of an ELL's home language *should be provided on an individual basis* as questions arise.
8. Verbal encouragement (e.g., "keep working," "make sure to answer every question") may be provided; however, it may not be used to cue a student regarding correct/incorrect responses.

The following accommodations are NOT permissible for any ELLs when administering the CELLA:

1. Accommodations may not include the use of an English-to-home language translation dictionary and/or a home language-to-English translation dictionary, as the CELLA is designed specifically to measure the English language skills of ELLs.
2. Test administrators may NOT give ELLs help in the ELLs' home language on specific test questions NOR translate any part of the test other than the directions.
3. Test administrators may NOT translate directions to entire classes, especially if there are ELLs in the class whose home language the administrator does not speak.

The following accommodations may NOT be provided due to their impact on the construct of the test and the validity of the results:

1. Students may NOT respond to writing prompts through signed language. Signed responses that have been transcribed by a sign-language interpreter do not effectively measure a student's English writing skills.
2. Students may NOT respond to a signed interpretation of the Listening items. Responding to signed Listening items does not measure a student's ability to

comprehend spoken English. It is recommended that ELLs who are unable to hear the Listening items be exempted from the Listening section of the CELLA. However, if amplification, speech reading, or other accommodations short of signing allow a student to perceive the Listening stimuli, the student should be allowed to take the Listening section with these accommodations. (See the subsection below that refers to Accommodations for ELLs who are Deaf or Hard-of-Hearing and the subsection on Assistive Devices.)

3. Students may NOT respond to Speaking section questions through signing. Signing and spoken English are separate languages. There are no usable evaluation criteria for signed responses. (The Speaking rubrics measure such things as accent and fluency, as well as grammar, syntax, and vocabulary use. An administrator who is interpreting a signed response would be unable to make an accurate judgment based on the current CELLA Speaking Scoring Rubric.) It is recommended that ELLs who are unable to produce spoken language be exempted from the Speaking section of the CELLA.
4. Test administrators may NOT sign the oral portion of the Reading and Writing items at Level A. A large number of the Reading and Writing items at Level A are designed to measure ELLs' understanding of sound-symbol relationships and ability to write orally dictated sentences. Sound-symbol relationships cannot be expressed through signing.

Students with Disabilities with Current IEPs or 504 Plans

The determination of appropriate accommodations for ELLs who are students with disabilities or who are eligible under Section 504 of The Rehabilitation Act Amendments of 1973 (as amended) should be based on the individual needs of each student. A student should only be provided with the accommodations permitted for that student. Decisions on accommodations shall be made by the Individualized Education Plan (IEP) team, the 504 Plan team, and/or the ELL Committee, as appropriate, and be based on whether or not the current IEP or 504 Plan includes accommodations.

Allowable Accommodations on the CELLA for Students with Disabilities with Current IEPs or 504 Plans

Listed below are the permissible accommodations divided into five categories: Presentation of Test Materials, Responding to Test Questions, Test Scheduling, Test Setting, and Assistive Devices. Note that accommodations for students who are visually or hearing impaired are discussed in greater detail later in this section. For students who are deaf or hard-of-hearing and are also unable to produce spoken language, see **Accommodations & Exemptions for ELLs Who are Deaf or Hard-of-Hearing** on page 262 for more detailed instructions about administering the test to these students. For students who are visually impaired, braille and large-print versions of the test are available. See **Accommodations for ELLs Who are Visually Impaired** on page 263.

I. Presentation of Test Materials:

- Students may use magnification devices (e.g., CCTV, reading loupes, and hand-held magnifiers).

- A student may use available means to maintain or enhance visual attention to test items.
- Portions of the test may be masked to direct attention to uncovered item(s).
- Colored transparencies/overlays may be used.
- Papers may be secured to work area if no adhesives are used on the scannable sheet. A scannable sheet may be secured with adhesives and responses transferred to another sheet.
- Positioning tools, such as a reading stand, may be used.
- If a student uses a highlighter regularly in classroom instruction and it is noted on the IEP or 504 Plan, a student may highlight key words and phrases in the directions, items, and passages. The use of a highlighter must be closely monitored. The use of a highlighter on a sheet that is to be scored can negatively impact a student's score. *If a highlighter is used on Level A materials in which items are answered by marking directly in the book, the answers must be transcribed into a separate book.* At all other levels, the answer sheets must be carefully monitored for stray marks. If any highlighting marks are found on an answer sheet, it must be transcribed.
- Test directions may be repeated, clarified, or summarized.
- A student may be allowed to demonstrate understanding of directions to ensure understanding (i.e., repeating or paraphrasing).
- White noise (sound machines) may be used to reduce auditory distractions during the Reading and Writing sections.

II. Responding to Test Questions:

- For multiple-choice questions, students may use varied methods to respond to the test, including written, signed, and verbal responses (or any other method a student might use to indicate responses). A scribe may transcribe the student's responses directly onto the answer sheet.
- For responding to constructed-response items in the Writing section, the following accommodations are allowable:
 - Using writing guides to produce legible answers.
 - Recording responses on special paper, such as raised line, shaded line, or color-coded, which would require that the responses are later transcribed onto an answer sheet by school/district personnel.
 - Dictating responses into a tape recorder would require that the responses are later transcribed onto an answer sheet by the School or District Coordinator and that the original tape is destroyed after testing is completed. Transcribed responses must accurately reflect the response of the student, without changes or corrections by the test administrator or School Coordinator.

Other considerations for Responding to Test Questions accommodations when administering the CELLA to students with disabilities include:

- If the student is providing typed responses to constructed-response Writing questions, the responses must be transcribed by appropriate school personnel onto the answer sheet assigned to the student. Students must be told the amount of space in which the response must be transcribed. Student responses must not be edited or changed in any way when transcribed. In the event that a student provides a typed response in a home language, the response must be transcribed exactly as written by the student. The transcriber must not translate the response. A transcribed response must fit in the

answer space provided on a regular-print answer sheet and may not continue on to additional pages.

- If a student is providing oral responses to constructed-response Writing questions, the student must be told the amount of space in which the response must be written. All responses must be recorded by the appropriate school personnel in the space provided on the student's answer sheet. These responses must be made without any edits, changes, or corrections to the student's responses. If a student gives an oral response, the test administrator must ask the student to indicate punctuation and the spelling of words that the test administrator is not completely certain that the student can spell. The student may review the written material and direct the test administrator on editing.
- If the student types responses on a computer or records responses in some other manner at the school, all copies must be erased or destroyed after the responses have been transcribed onto the student's answer sheet by school/district personnel.
- Devices designed to check grammar or spelling may NOT be used.
- Test administrators may check periodically to be sure that students are marking in the correct spaces.

III. Test Scheduling:

- A student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions.
- A student may use a specific time of the day for specific tests.
- A student may be provided additional time for the administration of the test.
- A student must complete testing in one section before continuing to the next test. At no time is it appropriate to instruct a student to move on to a new test before the allotted time and then return to an earlier test.
- An individual student may be tested over several days as long as the following conditions are maintained to ensure the validity of the test administration across days:
 - The student may not be permitted to change his or her responses to items that were completed on a previous day.
 - The test administrator must closely supervise the administration of the test on an individual basis to ensure that answers from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

IV. Test Setting:

- A student may be administered any test individually or in a small group setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
 - Opportunities for movement may be increased or decreased.
 - Stimuli may be reduced (e.g., the number of items on a student's desk at one time may be limited).
 - The test may be administered in a familiar place such as the home with a test administrator present and/or by a familiar person who has been provided with appropriate training on the administration of the test. Procedures for test security must also be followed and precautions taken in order to ensure that the test remains secure.

V. Assistive Devices:

- Visual magnification and auditory amplification devices may be used.
- Assistive technology may be used without accessing spelling or grammar-checking applications for the Writing section and without using speech output programs for the Reading section. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.

Accommodations & Exemptions for ELLs Who Are Deaf or Hard-of-Hearing

Students who are profoundly deaf and are also unable to produce spoken language should be exempted from both the Listening and the Speaking section. The teacher of each deaf or hard-of-hearing student should make a determination regarding whether or not the student is able to take the Listening or Speaking sections. Once a determination is made, the student's answer sheet should be marked to reflect any exemptions. (See box 22 on page 2 of the answer sheet.)

The following paragraphs provide information about what accommodations are available for deaf or hard-of-hearing students.

Listening Section: Students who are profoundly deaf and receive language input only through signing should be exempt from the Listening section. For students who have some hearing ability, test administrators may use signing to clarify the directions to the Listening section, but they may NOT use signing to explain the content of the Listening section questions. An administrator may read the Listening script aloud (rather than playing the CD) for reinforcement for a hard-of-hearing student who is a proficient speech (lip) reader.

Speaking Section: Students who are not able to produce spoken language should be exempted from the Speaking section. Test administrators may use signing to clarify the directions to the Speaking section, but they may NOT use signing to explain the content of the Speaking section questions.

Level A Reading and Writing Sections: Because the Level A test requires oral administration of the Reading and Writing sections, students at Level A who are profoundly deaf should be exempted from the Reading and Writing sections. Level A students who have sufficient hearing ability to understand the spoken test content may take the Level A Reading and Writing sections under the same conditions as described below for Levels B, C, and D.

Levels B, C, and D Reading and Writing Sections: For the Reading and Writing sections, administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain the content of the Reading or Writing section questions.

Accommodations for ELLs Who Are Visually Impaired

The braille and large-print versions of the CELLA differ from the standard version of the test. For the 2011 administration of the CELLA, braille tests will be available in both contracted and uncontracted braille. Some questions have been omitted from the braille version as inappropriate for students with limited vision. A list is provided at the end of these instructions indicating which questions have been eliminated from the braille test.

Braille and Large-Print Testing Materials

The School Coordinator should provide the test administrator responsible for administering the braille and large-print version of the test with the following materials:

Braille Version:

- Braille Test Book
- Levels B, C, and D Answer Sheet to record student's responses
- A test book that matches the braille level being administered to assist the test administrator
- Directions for Administration

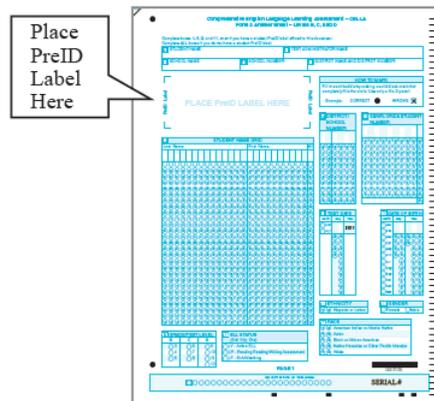
Large-Print Version:

- Large-Print Test Book
- Regular-Print Levels B, C, and D Answer Sheet to record student's responses
- Directions for Administration

The School Coordinator must be responsible for all test materials and ensure that they are returned at the end of each day. Test materials must be kept in secured storage when not in use.

Preidentification (PreID) Labels and Gridding

Please apply the PreID label if it was provided for the student. If the PreID label was not provided, it is necessary to print and grid all the student's information.



Instructions

In Box 22, on page 2 of the Levels B, C, and D Answer Sheet, bubble in the appropriate circle for contracted or uncontracted braille, or the large-print version of the test. If the student is deaf or hard-of-hearing, bubble in the appropriate circle to indicate if the student is exempt from the Listening or Speaking sections of the test. For the remaining sections, please follow the directions provided in the Test Administration Manual.

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|---------------------------------------------|
| 22 ACCOMMODATIONS (If Applicable) |
| <input type="radio"/> Contracted Braille |
| <input type="radio"/> Uncontracted Braille |
| <input type="radio"/> Large Print |
| Deaf/HOH |
| <input type="radio"/> Exempt Listening |
| <input type="radio"/> Exempt Speaking |

The regular-print version is not to be copied or used for any purpose other than to administer the test, and it must be returned to Questar along with the braille and/or large-print versions of the test.

All braille test responses must be transcribed by the test administrator on a regular-print answer sheet provided with the braille test book. The read-aloud instructions for administering the CELLA, which appear in this manual, should be the basis for administering the braille and large-print versions of the test. Some modifications to these instructions are required. The test administrator, with the assistance of the School Coordinator, should review these directions before administering a braille test and modify the instructions as needed. The test administrator will need to use caution when recording the student responses on the answer sheet.

The test administrator should use a regular-print version of the test book to answer questions about the directions that are included in the test. However, the test administrator must not read or interpret any test questions for the student.

When questions are eliminated from the test as inappropriate, the numbering of the remaining questions is not revised. For this reason, the student may encounter a place in the braille test book where a question has been eliminated. When this occurs, the test administrator should skip the corresponding answer space when recording the student's answers.

Timing

Test administrators must provide students using the braille or large-print versions of the test sufficient time to complete the test.

Recording Answers

For braille: All braille test responses will be transcribed and recorded by the test administrator on a regular-print answer sheet provided with the braille test book.

For large-print: Students using the large-print test should record all answers directly on their Levels B, C or D answer sheet. For Level A, the answer sheet is part of the regular-print test book.

Returning Test Materials

Student test books must be returned to the School Coordinator at the end of each day of testing. All answer sheets (the answer sheet for Level A is part of the test book) should be sorted by grade. A Document Count Form For To-Be-Scored Materials By Grade sheet must be completed for each grade being returned for scoring services. You will find detailed instructions for returning materials in the Test Administration Manual.

Braille Tests

The braille version of the CELLA differs from the standard version of the test. Below are instructions indicating which questions have been eliminated from the braille test. The School Coordinator should provide the test administrator with the following materials:

- braille test book
- answer sheet to record students' responses
- standard test book that matches the braille level being administered, to assist the test administrator
- Directions for Administration (matches the braille level being administered)
- a copy of these instructions (Directions for Administration: Accommodations)

Omitted Questions & Notes to Test Administrators

Level A

The entire Level A test is omitted.

Level B

Listening

- Questions 1-8 are omitted.

Speaking

- The Sample question on page 13 in the student test book, and questions 1-4 are omitted.
- Note for Question 12 (Story Retelling): Students will be directed in the test book to listen closely to what the teacher says (and then be directed by the script to listen to a story).
 - The test administrator should omit any reference in the script to the picture.
- Question 14 (Reading Aloud): Text will be brailled in the book.

Writing

- Questions 20-23 are omitted.

Level C

Listening

- Questions 1-8 are omitted.

Speaking

- The Sample question on page 13 in the student test book, and questions 1 and 4 are omitted.
- Note for Question 12 (Story Retelling): Students will be directed in the test book to listen closely to what the teacher says (and then be directed by the script to listen to a story).
 - The test administrator should omit any reference in the script to the picture.

Writing

- Questions 20-23 are omitted.

Level D

Listening

- Questions 1-8 are omitted.

Speaking

- The Sample question on page 13 in the student test book, and questions 1 and 2 are omitted.
- Note for Question 12 (Story Retelling): Students will be directed in the test book to listen closely to what the teacher says (and then be directed by the script to listen to a story).
 - The test administrator should omit any reference in the script to the picture.

Writing

- Questions 20-23 are omitted.

Large-Print Tests

The large-print version of the CELLA differs from the standard version of the test only in that each test has been enlarged to meet the needs of students with visual impairments. There are no questions eliminated from the large-print test. The School Coordinator should provide the test administrator with the following materials:

- large-print test book
- answer sheet to record student's responses
- Directions for Administration (section that matches the large-print level being administered)
- a copy of these instructions (Directions for Administration: Accommodations)

Omitted Questions & Notes to Test Administrators

There are no questions eliminated from the large-print tests.