

# Language Accommodations on Assessments: Smarter Balanced and Work Samples

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## Essential Question

How can Work Samples be used to create greater access to the Essential Skills for English Learners?

## Guiding Questions/Agenda

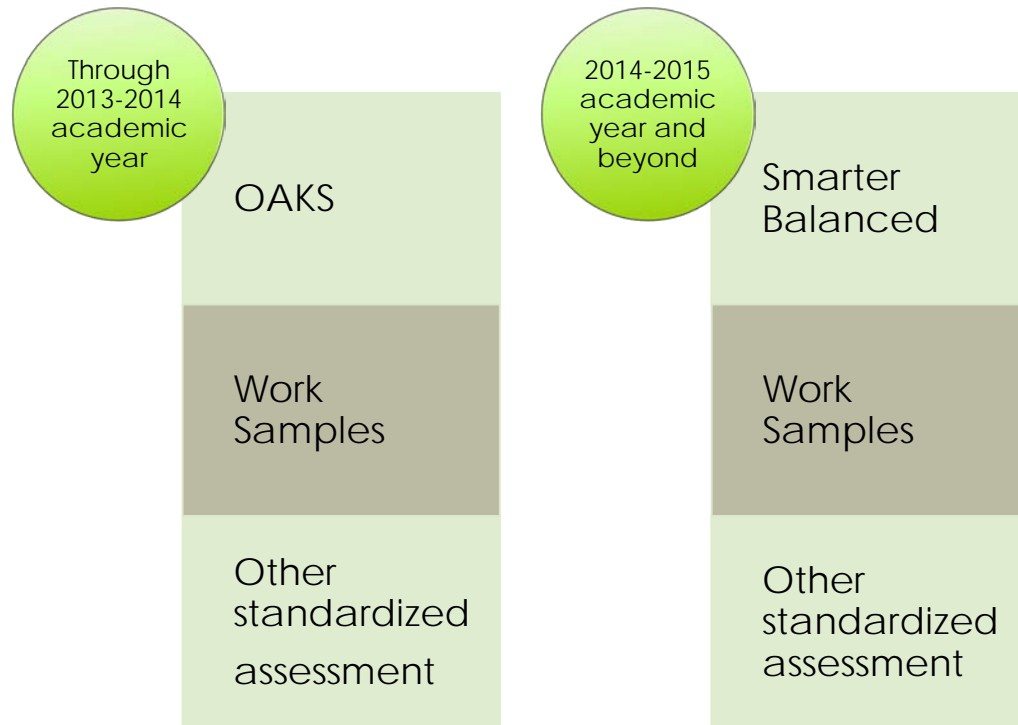
*For English Learners:*

1. What is the difference between the accommodations that were available on OAKS and the accommodations available on Smarter Balanced?
2. What are the Work Sample accommodation options?
3. What is the difference between the accommodations available on Smarter Balanced and the accommodations available on Work Samples?

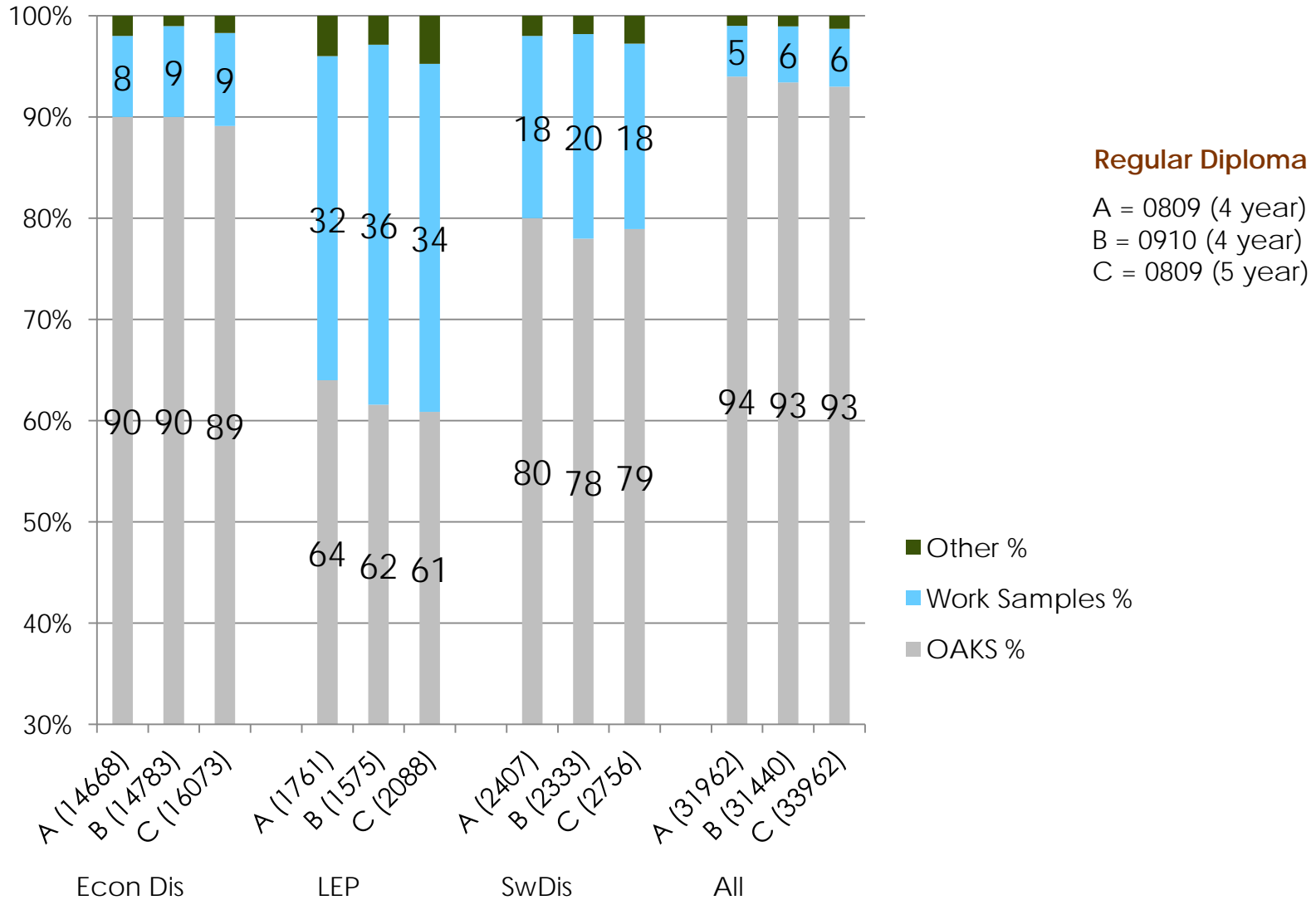
# Assessment Transition

## 2014-2015

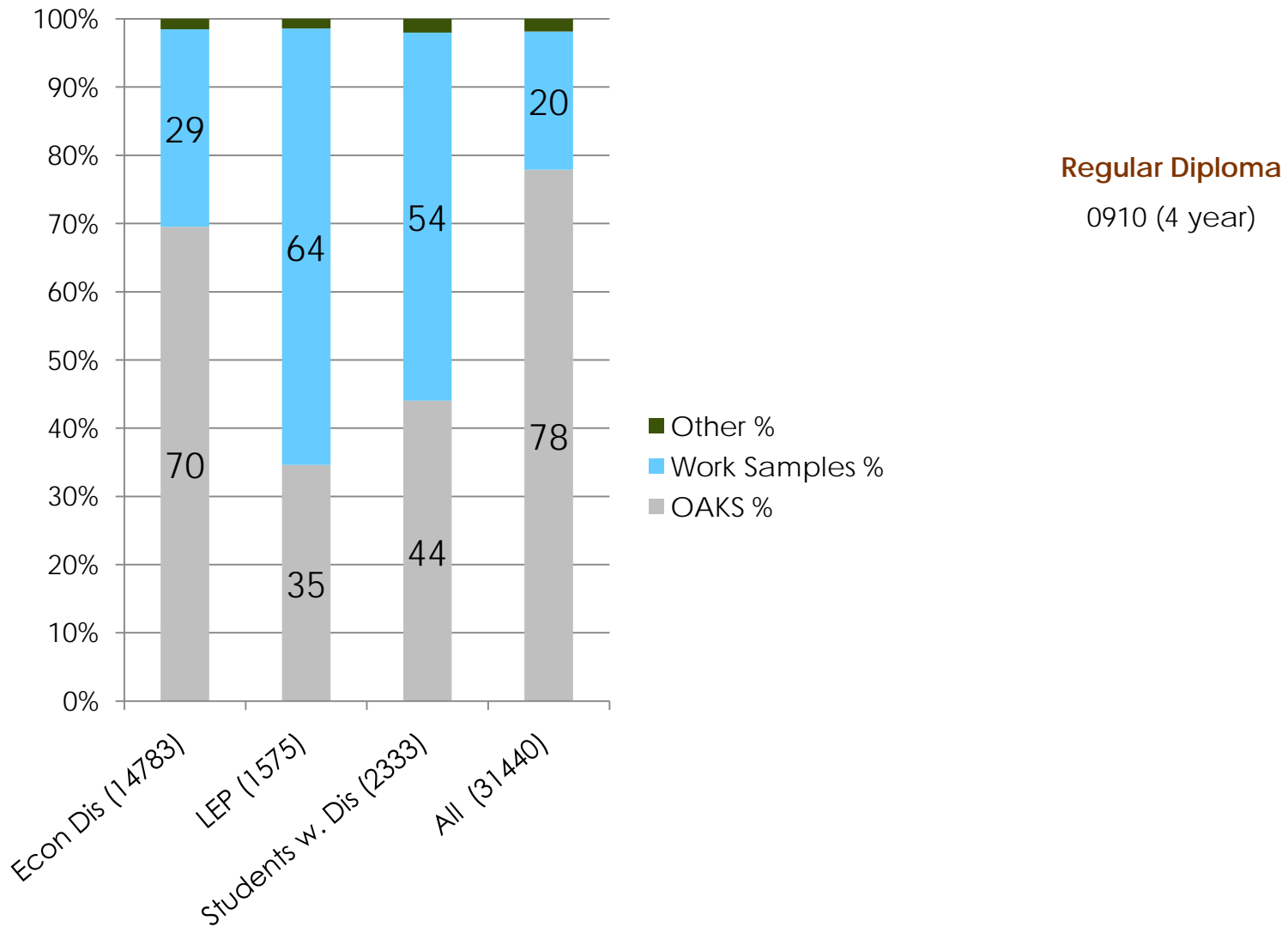
- OAKS (Reading, Writing, and Math) will be replaced by the Smarter Balanced assessment
- Students will still have three assessment options for demonstrating proficiency in the Essential Skills



## METHODS OF MEETING THE **READING** ESSENTIAL SKILLS



## METHODS OF MEETING THE **WRITING** ESSENTIAL SKILLS



# References

## Links to the source material

### **Assessment Accommodations website**

<http://www.ode.state.or.us/search/page/?id=487>

### **OAKS Accommodations Manual 2013-14**


<http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accommodations-manual-for-2013-2014final-2-14.pdf>

### **Smarter-OAKS Accessibility Crosswalk**

<http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accommodation-crosswalk.xls>

### **Smarter Usability, Accessibility, and Accommodations Guidelines**

[http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced\\_Guidelines\\_091113.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf)



What is the difference between the accommodations that were available on **OAKS** and the accommodations available on **Smarter Balanced**?

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# Vocabulary

OAKS Classification	Smarter Classification
<b>Allowable Resource</b>	<b>Universal Tool</b>
<b>Definition:</b> Subject-specific resources identified as allowable in the Test Administration Manual that are made available to students by a test administrator during a testing event. Allowable resources are not student-specific, and their use does not invalidate test results. Allowable resources are the only resources that districts may give to students during administration of an Oregon Statewide Assessment.	<b>Definition:</b> Access features that are available to all students based on student preference and selection.
<b>Eligibility:</b> Available to <b>all students</b>	<b>Eligibility:</b> Available to <b>all students</b>

# Vocabulary

OAKS Classification	Smarter Classification
<b>Restricted Resource</b>	<b>Designated Support</b>
<b>Definition:</b> Any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.	<b>Definition:</b> Features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate).
<b>Eligibility:</b> Available to <b>all students</b> based on a determination of individual student need; requires documentation of student need	<b>Eligibility:</b> Available only to students for whom an adult or team (consistent with state-designated practices) has indicated the need for these supports (as well as those <b>students for whom the need is documented</b> )

# Vocabulary

OAKS Classification	Smarter Classification
<b>Accommodation</b>	<b>Accommodation</b>
<b>Definition:</b> A practice or procedure in presentation, response, setting, and timing or scheduling that, when used in an assessment, provides equitable access to all students. State-approved Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.	<b>Definition:</b> Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students to show what they know and can do.
<b>Eligibility:</b> Available to <b>all students</b> based on a determination of individual student need	<b>Eligibility:</b> Available <b>only for students on an IEP or 504 Plan</b>

# Accommodations Crosswalk

## Math

Support	ODE Classification - Math	Smarter Classification - Math	Comments
Digital notepad	n/a	universal tool	More generous
English glossary, embedded	n/a	universal tool	More generous
Expandable passages	n/a	universal tool	More generous
Simplify language in directions	accommodation	non-allowable	Narrower
Speech to text	n/a	accommodation	available only for students on IEPs or 504 Plans
Writing tools	n/a	universal tool	

# Accommodations Crosswalk

## English Language Arts

Support	ODE Classification - Reading	Smarter Classification - ELA (Reading)	ODE Classification - Writing	Smarter Classification - ELA (Writing)	Comments
Digital notepad	n/a	universal tool	n/a	universal tool	More generous
English dictionary, embedded	non-allowable resource	non-allowable	n/a	universal tool	More generous
English glossary, embedded	n/a	universal tool	n/a	universal tool	More generous
Global notes	n/a	non-allowable	n/a	universal tool	More generous
Speech to text	n/a	accommodation	n/a	accommodation	More generous
Strikethrough	allowable resource	universal tool	n/a	universal tool	More generous
Spell check	n/a	universal tool	allowable resource	universal tool	More generous
Writing tools	n/a	universal tool	allowable resource	universal tool	More generous

# Accommodations Crosswalk

## English Language Arts

Support	ODE Classification - Reading	Smarter Classification - ELA (Reading)	ODE Classification - Writing	Smarter Classification - ELA (Writing)	Comments
Graphic organizers (ODE-provided)	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Guide to Revision	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Interpret directions orally	accommodation	non-allowable	accommodation	non-allowable	Narrower
List of common transitions/transitional phrases	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Official Scoring Guide	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Posters describing writing process	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Simplify language in directions	accommodation	non-allowable	accommodation	non-allowable	Narrower
Spelling list (teacher-provided)	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Translated directions	allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Translations (stacked)	non-allowable resource	non-allowable	allowable resource	non-allowable	Narrower
Verbatim audio recording of translated test	accommodation	non-allowable	accommodation	non-allowable	replaced by text-to-speech
Text-to-Speech	non-allowable resource	designated support (items); accommodation (passages)	allowable resource	designated support	available for ELA items; available for ELA reading passages for students on an IEP or 504 Plan; includes controlling volume and use of auditory amplification device
Read-aloud	modification	designated support (items); accommodation (passages)	accommodation	designated support	available for ELA items; available for ELA reading passages for students on an IEP or 504 Plan; includes use of auditory amplification device

## Activity

Green Sticky Tab More Generous	Pink Sticky Tab
More Generous (4-11)	Narrower (12-21)
What are some classroom strategies that you could use to prepare students for a test <b>with these new accommodation options?</b>	What are some classroom strategies that you could use to prepare students for a test <b>without the accommodation options that were available on OAKS?</b>



What are the  
**Work Sample**  
accommodation  
options?

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# Work Sample Accommodations

## Cheat Sheet

### Accommodations for ALL Students

	Math	Reading	Writing
Oral Directions	Native Language	Native Language	Native Language
Prompt	Native Language	Native Language	Native Language
Reading Material	N/A	English	English
Response	English	English	English

# Work Sample Accommodations

## Cheat Sheet

### Accommodations for Eligible\* Students

	Math	Reading	Writing
Oral Directions	Native Language	Native Language	Native Language
Prompt	Native Language	Native Language	Native Language
Reading Material	N/A	Native Language	Native Language
Response	Native Language	Native Language	Native Language

### \*Eligibility Criteria

	Math	Reading and Writing
By the end of his or her 11 <sup>th</sup> grade year, the ELL student...	<ul style="list-style-type: none"> <li>Is on track to meet all other graduation requirement</li> <li>Is unable to demonstrate proficiency in the Essential Skills in English</li> </ul>	<ul style="list-style-type: none"> <li>Is on track to meet all other graduation requirement</li> <li>Is unable to demonstrate proficiency in the Essential Skills English</li> <li>Has been enrolled in a U.S. schools for five (5) years or less</li> <li>Has earned at least a 3 on the ELPA</li> </ul>

# Work Sample Accommodations


	Reading and Math	Writing
Changes in the test directions	<ul style="list-style-type: none"> <li>• Interpret directions orally (A103)</li> <li>• Provide written version of oral directions (A104)</li> <li>• Simplify language in directions (A105)</li> <li>• Provide written translations of oral directions (A107)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret directions orally (A103)</li> <li>• Provide written version of oral directions (A104)</li> <li>• Simplify language in directions (A105)</li> <li>• Provide written translations of oral directions (A107)</li> </ul>
Changes in how the test questions are presented	<ul style="list-style-type: none"> <li>• Make a verbatim audio recording of side-by-side tests in English-Spanish, read verbatim directly from the student's screen (A205)</li> <li>• Administration of side-by-side Spanish-English mathematics, science, and social sciences tests (not reading) (A214)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish, read verbatim directly from the test booklet (A205)</li> <li>• Administration of the Spanish**/English writing prompts (A215)</li> <li>• Local interpreter may provide a written translation of the writing prompt in a student's native language in advance of test administration (A216)</li> </ul>
Changes in how the student responds	<ul style="list-style-type: none"> <li>• Point to or dictate multiple choice responses to a test administrator (in English or language of origin) (A303)</li> </ul>	

## Activity

Native language accommodations

- ❑ Not Available
- ❑ Directions
- ❑ Directions, Tasks/Prompts
- ❑ Directions, Tasks/Prompts, Scoring
- ❑ Directions, Tasks/Prompts, Scoring, Reading passages

Black Dot	Red Dot
What your district is <b>currently doing</b>	What your district <b>will probably will do in the future</b>



What is the  
**difference between** the  
accommodations  
available on  
**Smarter Balanced** and  
the accommodations  
available on  
**Work Samples?**

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# Work Sample Accommodations that are Not Available on Smarter Balanced

	Reading and Math	Writing
Changes in the test directions	<ul style="list-style-type: none"> <li>• Interpret directions orally (A103)</li> <li>• Provide written version of oral directions (A104)</li> <li>• Simplify language in directions (A105)</li> <li>• Provide written translations of oral directions (A107)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret directions orally (A103)</li> <li>• Provide written version of oral directions (A104)</li> <li>• Simplify language in directions (A105)</li> <li>• Provide written translations of oral directions (A107)</li> </ul>
Changes in how the test questions are presented	<ul style="list-style-type: none"> <li>• Make a verbatim audio recording of side-by-side tests in English-Spanish, read verbatim directly from the student's screen (A205)</li> <li>• Administration of side-by-side Spanish-English mathematics, science, and social sciences tests (not reading) (A214)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish, read verbatim directly from the test booklet (A205)</li> <li>• Administration of the Spanish**/English writing prompts (A215)</li> <li>• Local interpreter may provide a written translation of the writing prompt in a student's native language in advance of test administration (A216)</li> </ul>
Changes in how the student responds	<ul style="list-style-type: none"> <li>• Point to or dictate multiple choice responses to a test administrator (in English or language of origin) (A303)</li> </ul>	

## Opportunity to Take Notes/Reflect

*For English Learners:*

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## Essential Question

How can Work Samples be used to create greater access to the Essential Skills for English Learners?



# Contact Information

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