

***SECTION 5***

***STATEWIDE  
ASSESSMENTS  
AND  
ACCOMMODATIONS***



## SECTION 5

### STATEWIDE ASSESSMENT

#### **The Comprehensive English Language Learning Assessment (CELLA)**

CELLA is a statewide assessment for all active ELLs and identified LFs in grades K-12, which assesses the four language modalities: listening, speaking, reading and writing. This comprehensive test:

- addresses NCLB requirements for Title I, (Part A) and Title III
- aligns to the Language Arts through ESOL Curriculum. Language Arts Through ESOL represents the "vehicle" by which ELLs demonstrate mastery of the Sunshine State Standards.
- provides data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III of NCLB.

The CELLA is designed to provide evidence of program accountability per Title III of NCLB; charting student progress over time for AYP; information for placement decisions; diagnostic information about individual students' strengths and weaknesses in English.

#### **Florida Comprehensive Achievement Test (FCAT)**

##### **Accommodations for ELLs in the Administration of Statewide Assessment**

ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and with Appendix A of the FCAT Test Administration Manual.

**Students who have exited the program (LF), and are being monitored, are not eligible to receive testing accommodations.**

As stated in Appendix A of the FCAT Test Administration Manual:

Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL Plan. Permissible accommodations for these ELLs are listed below. The test may be administered with any one of these or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside front cover of this manual.

**Flexible Setting.** ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration ([Appendix P](#)).

**Flexible Scheduling.** ELLs may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

**Additional Time.** ELLs may be provided additional time; however, a session must be completed within one school day.

**Assistance in Heritage Language.** For the mathematics and science tests and the prompt portion of the writing test, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer writing and science test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the entire prompt to the student. If the FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students.

For the reading test, the ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.

In addition to the information above, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. **All student responses must be written in English.** Responses written in languages other than English will not be scored.

**Approved Dictionary.** ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

Training is provided on the procedures for administration of statewide assessments including appropriate accommodations for ELLs by the District Student Assessment Department.

Testing accommodations consistent with those offered on the FCAT are also offered to ELLs during the administration of the SAT-10.

Testing accommodations must be documented on the [Accommodations Checklist for Active English Language Learners \(ELLs\)](#) ([Appendix O](#)). These same accommodations must also be provided on a regular basis, during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book.

The flexible setting accommodation requires parent notification and an [FCAT/SAT-10 Testing: Flexible Setting Accommodation](#) letter is available for this purpose in English, Haitian-Creole, Portuguese and Spanish ([Appendix P](#)). The Multicultural, ESOL and Program Services Department provides information on required accommodations for assessment and instruction through trainings for ESOL Curriculum Contacts, teachers, administrators, and support staff. District ESOL Instructional Facilitators visit schools and classrooms to assist in the implementation of this requirement.

## **Q & A Section 5: Statewide Assessment and Accommodations**

**Q: Are testing accommodations for ELLs provided only for statewide assessments such as FCAT?**

**A:** No. These same accommodations must also be provided on a regular basis during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's plan book.

**Q: What are the allowable accommodations for ELLs in the administration of statewide assessment?**

**A:** ELL accommodations are listed and described in detail in Section 5, and in Appendix L.

**Q: How are accommodations documented for ELLS?**

**A:** Testing accommodations must be documented on the "Accommodations Checklist for Active English Language Learners" (Appendix O). These same accommodations must also be provided during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's lesson plans.

**Q: Must parents be notified of provided testing accommodations?**

**A:** The flexible setting accommodation requires parent notification. The "FCAT Testing: Flexible Accommodation" letter is available for this purpose in English, Haitian-Creole, Portuguese, and Spanish (Appendix P). A copy of this letter must be kept in the ELLSEP folder.