

Use of Maine Accommodation E6

There are a total of 3,288 Limited English Proficient students in Maine K-12 schools. Among them, 87 different languages are spoken.

Accommodation E6 allows local test administrators to provide an LEP student with a word for word translation into native language of state assessments with the exception of: the reading sessions, and student responses to the writing and reading sessions. Student responses to the mathematics and science & technology sessions may be translated into English. All student responses sent for scoring must be in English.

This accommodation has been provided to allow maximum access for LEP students in a state with a low incidence population of LEP students overall, and particularly by grade level testing group. Such small numbers make state level translations fiscally impractical, since a single language translation for one grade level would cost approximately \$10,000. The local translations, while not ideal, do provide access to the very small numbers of students who use accommodation E6. Based on the small numbers of students using the accommodation, we do not believe overall validity and reliability statistics have been compromised. We believe the statistics attached will support this approach.

Total Number of Students Participating in the 2004-2005 Test Administration

Content Area	Grade 4	Grade 8	Grade 11	Total All Grades
<i>Reading</i>	14,081	16,223	15,392	45,666
<i>Mathematics</i>	14,096	16,226	15,362	45,684
<i>Science</i>	14,096	16,228	15,330	45,654

Students Using Accommodation E6 for the 2004-2005 MEA Test Administration

Content Area	Grade 4	Grade 8	Grade 11	Total All Grades
<i>Reading</i>	10	3	1	14
<i>Mathematics</i>	15	9	1	25
<i>Science</i>	13	10	2	25

We are currently reviewing all of our accommodations and making significant changes to them. We want to make delivery of the accommodations as consistent across the state as possible. For that reason, we will, in our new accommodations list, provide specific guidance as to: 1) the types of students for whom a given accommodation is appropriate, and 2) the way in which each of the accommodations should be delivered. Information on accommodations and their implementation will be part of the annual workshops on administration of state assessments.

Code	Accommodations Category	Details on Delivery of Accommodations
Present/ Past		

P. PRESENTATION (continued)

Tests were administered:

P7. (C9)	with student use of a bilingual dictionary as needed.	Dictionaries used must be approved by ESL/bilingual program staff. The student may have the dictionary available for individual use as needed.
P8. (E6)	with word for word translation into native language for an LEP student by trained local personnel.	Translation is NOT allowed for: the ELA reading passages and student responses to the ELA – reading and ELA – writing sessions. Translators must be trained.
P9. (E7)	Using “sheltered English” content for an LEP student in a manner that does not compromise test integrity.	Simplification of content specific terms is NOT allowed. Such simplification would change what is being measured. Guidance identifying those terms will be provided.

R. RESPONSE

Tests were administered:

R1. (D1)	using a scribe or recording device (<i>oral dictation to a scribe or a recording device is NOT allowed for the writing session</i>).	The student may dictate answers to trained personnel or record answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Recorded answers must be scribed prior to the return of test materials.
R2. (C4) (C8) (C7)	using alternative or assistive technology/devices that are part of the student’s communication system.	The technology is used to permit the student to read and/or respond to the test. In addition to computers, such devices might include, for example, text enlargers, speech-to-text, amplification devices, Dynaboxes, etc.
R3. (C3) (C6)	other assistive devices.	To enable a student to organize thinking, focus, and/or use a device that serves as a specific strategy related to a test item, other assistive devices may be used. They might include such things as templates, graphic organizers, arithmetic tables (<i>only in the calculator allowed section of the Mathematics test</i>), noise buffers, place markers, carrels, etc.
R4. (C5)	with student use of a word processor .	A student may use a word processor for constructed response items and/or for the Writing section of the assessment.
R5. (D2)	with student use of a braille (responses would need to be recorded in standard format by a scribe).	A student may use a braillewriter, a slate and stylus, and/or an electronic braille to respond to questions.
R6. (B9) (C1) (D2)	with student use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc.
R7. (C9)	with student use of a bilingual dictionary as needed.	Dictionaries used must be approved by ESL/bilingual program staff. The student may have the dictionary available for individual use as needed.
R8. (E6)	with word-for-word translation of the responses of an LEP student into English by trained local personnel.	Student responses to the mathematics and science & technology sessions may be translated into English by trained personnel. All student responses sent for scoring must be in English.
R9. (E5)	using administrator verification of student understanding following the reading of test directions.	After directions have been read, the test administrator may ask the student what they have been asked to do. If directions have been misunderstood by the student, the directions may be read again.

O. OTHER
(must be documented and submitted to the Department of Education in advance)

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