

## The Catalyst Series

(a person or thing that precipitates an event or change)

### Accommodations for CSAP

**Catalyst:** Accommodations\* are changes to testing materials, procedures, or the testing situation that reduce the effect of an individual student's disability or linguistic ability or socio-cultural knowledge in accessing the items and responses on CSAP.

\*Per the researched based accommodations manuals referenced on page 4.

All Colorado school districts and BOCES have received the "Standard and ELL Accommodations for CSAP" DVD. The DVD highlights the importance of providing appropriate and effective accommodations support for identified Colorado students taking state assessments.

This Catalyst Series report will examine the important state-level accommodations data from the 2007-08 CSAP administration. The accommodation data collected reflect which student groups used an accommodation to complete the 2007-08 CSAP Reading, Writing, Mathematics, and Science assessments. Please note: in some cases an accommodation may have been provided for by the district but was not used by the student taking the test (for example, extra time used/not used).

Overall the state-wide data indicate that for students with IEPs/ 504 plans and English Language Learners (ELLs), the use of accommodations needs further examination to ensure students are assessed with appropriate accommodations.

The data in the following graphs reflect the accommodations that are documented on the CSAP data grid. These documented accommodations have been shown to provide the greatest access to the assessment for students with disabilities and for English Language Learners.

As we looked at the descriptive statistics at the state level we noted the following:

- 16,960 general education students (non- IEP/504, ELL students) received accommodations on the 2008 CSAP Reading assessment
- 19,942 students with IEP/504 plans did not receive a documented accommodations on the 2008 CSAP Reading assessment.
- 36,782 ELL students did not receive a documented accommodation on the 2008 CSAP Reading assessment.

This prompted us to look at the general statistics about accommodations for CSAP relative to IEP/504 plans and ELL status.

Figure 1: Accommodations by IEP, 504, and/or ELL Status - CSAP Reading 2008 Grades 3-10

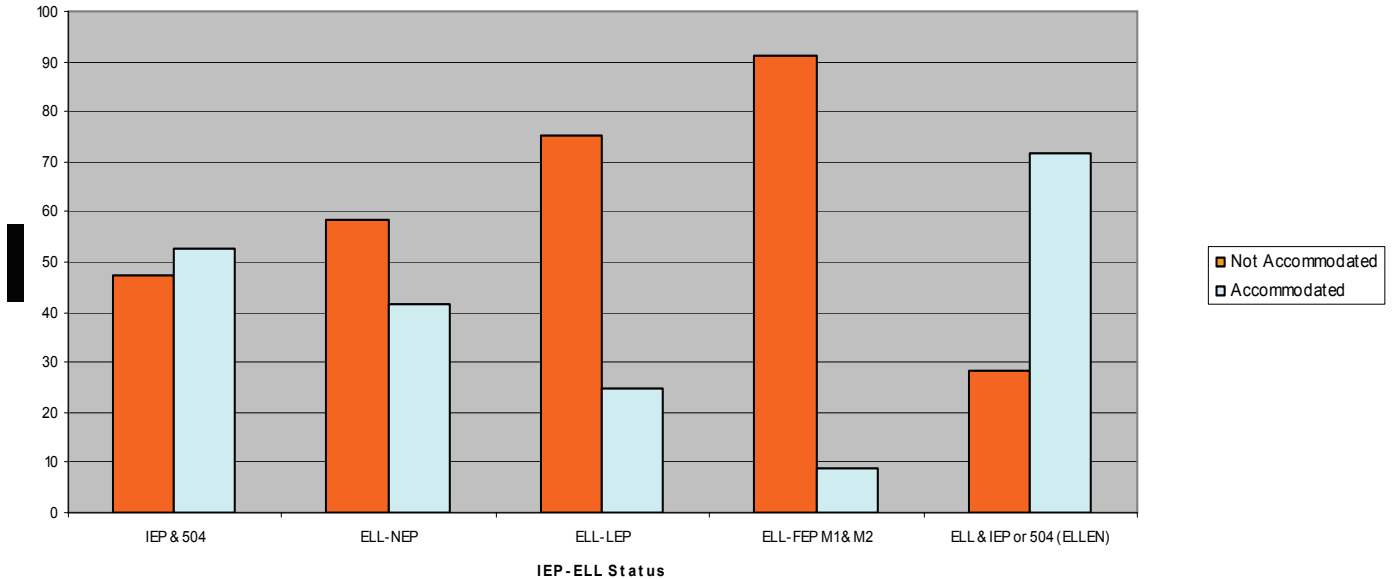


Figure 1 shows the percent of accommodations used for IEP/504 and ELL students on all 2008 CSAP Reading tests grades 3-10. Forty-seven percent of all students with either an IEP or 504 Plan did not receive any accommodation on the CSAP Reading assessment. Also 75% of Limited English Proficient (LEP) students and 58% of Non-English Proficient (NEP) students did not receive any form of accommodation on the state’s English Reading assessment. While a smaller percent (28%) of students who were identified as both IEP/504 and ELL (ELLEN students) did not receive an accommodation, it appears that IEP/504 and ELL students as a whole across the state are not receiving the accommodations support they need in order to show what they know on the state assessment.

Figure 2: Accommodations by IEP, 504, and/or ELL Status - CSAP Writing 2008 Grades 3-10

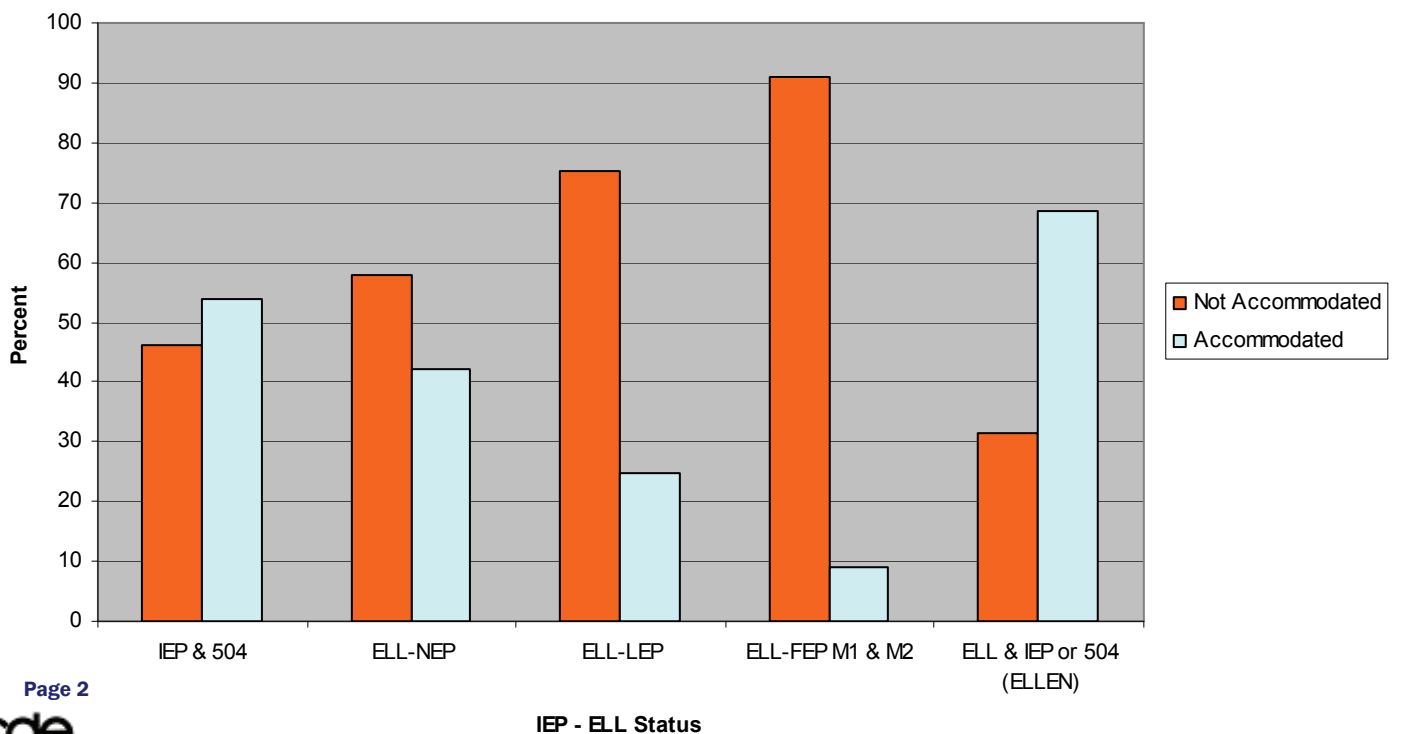


Figure 2 shows the percent of accommodations used for IEP/504 and ELL students on all 2008 CSAP Writing tests grades 3-10. The percent of accommodations used for Writing are very similar to those in Reading. Figures 3 and 4 show similar patterns for Mathematics and Science, respectively. Keep in mind that oral scripts and translated oral scripts are available accommodations for the Writing, Mathematics, and Science, but not the Reading assessment.

Figure 3: Accommodations by IEP, 504, and/or ELL Status - CSAP Mathematics 2008 Grades 3-10

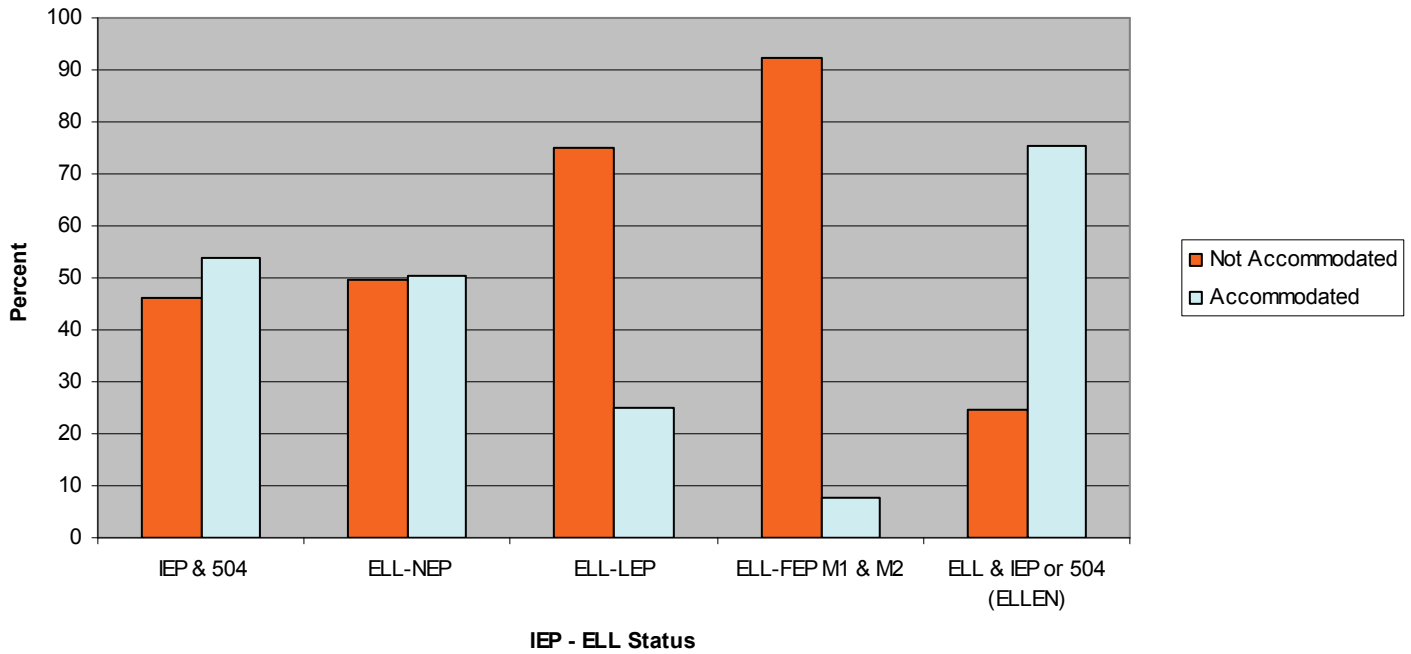
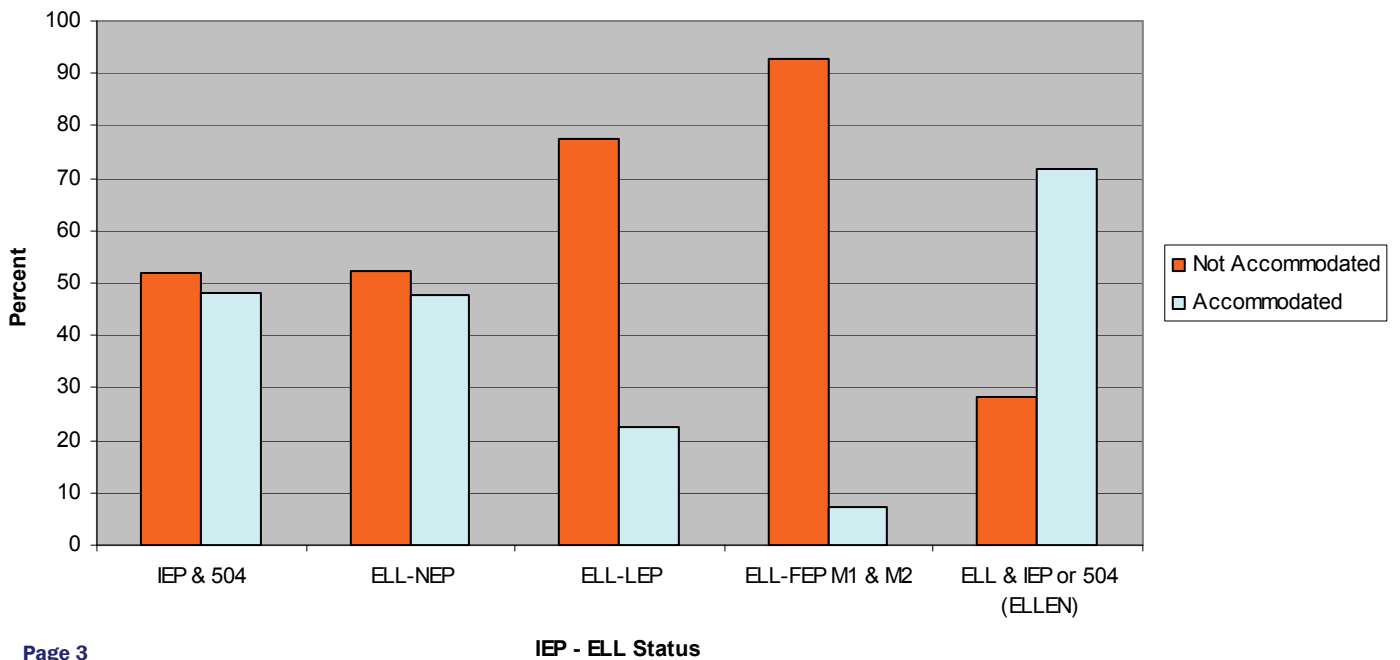


Figure 4: Accommodations by IEP, 504, and/or ELL Status - CSAP Science 2008 Grades 5, 8, 10



This first edition in the Catalyst Series is meant to assist you in looking at questions that may be helpful for you to ask about accommodations within your school community and district.

Stakeholder	Questions to Ask about Accommodations for Assessment
District Administrators And School Administrators	<p>How do I ensure that teachers are trained in the use and policies of accommodations for CSAP?</p> <p>What do the data show about how and why accommodations are selected and used for CSAP and other assessments?</p> <p>What can we do to ensure that students with documented needs for accommodations are receiving them for instruction and assessment?</p> <p>Are CSAP accommodations addressed and monitored in formal plans as required?</p>
Teachers and Educators	<p>How do I ensure that the policies and procedures for CSAP accommodations are reflected in the formal plan?</p> <p>How do I know if a student in my class needs an accommodation for instruction and/or assessment?</p> <p>How do I apply accommodations to meet the instructional and assessment needs of my students in the classroom?</p> <p>How do I implement accommodations for state assessments?</p>
Parents	<p>Do I understand my child's need for an accommodation on CSAP?</p> <p>Have I been involved in the planning and approval of accommodations for CSAP?</p>
Students	<p>Do I understand why I need an accommodation for CSAP?</p> <p>Do I understand how these accommodations may help support me in taking the test?</p>

**Further Resources Available**

As you examine your district and school data around accommodations you may want to look at the following resources available on the Unit of Student Assessment web site under publications at :  
<http://www.cde.state.co.us/cdeassess/publications.html>

**Data Interpretation Guide** Provides guidance on how stakeholders can use the data and reports from each of the state assessments to answer their questions regarding student performance and/or program and curricular alignment.

**Colorado Accommodations Manual** Provides guidance to teachers and administrators regarding the use of general accommodations for instruction and assessment for all students with a documented need for an accommodation.

**Colorado Accommodations Manual for ELLs** Provides guidance to teachers and administrators regarding the use of linguistic accommodations for instruction and assessment for all students with a documented need for an accommodation.

## TERMS

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**Accommodations**-allow students to demonstrate their knowledge of test content without changing the test construct, or model. Accommodations involve changes testing materials, testing procedures, or the testing situation in order to allow the student to participate meaningfully in a large scale assessment. \*Per the researched based Accommodations Manual referenced on page 4.

**Linguistic Accommodations**-enable ELLs to demonstrate their knowledge of test content by addressing the unique linguistic and socio-cultural needs of the students without altering the test construct. \*Per the researched based Accommodations Manual for ELLs referenced on page 4.

**IEP**-The Individual Education Program Plan (IEP) is a written plan/program developed by the schools special education team with input from the parents and specifies the students academic goals and the method to obtain these goals.

**504 Plan**-is a civil rights law that prohibits discrimination against individuals with disabilities. A 504 Plan ensures that a child with a disability has equal access to an education.

**ELL**-English Language Learners (ELLs) are students who speak a language other than English and are classified as non-English-Proficient (NEP), limited-English proficient (LEP) or fluent-English-proficient (FEP) ((monitor year 1 or monitor year 2 (M1 or M2)).

**NEP**- Non English Proficient (NEP)

**LEP**-Limited English Proficient (LEP)

**FEP**- Fluent English Proficient (FEP)

**ELLEN**-English Language Learners with Exceptional Needs (ELLEN)