



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California Assessments

NUMBER: REF-044782.1

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Office of Data and Accountability

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ROUTING
 Local District Administration
 LD Special Education Support Principals
 Assistant Principals
 School Coordinators
 EL Coordinators
 Special Education Teachers
 Related Services Staff
 District/School Nurses
 ELPAC Test Coordinators

PURPOSE: This reference guide provides guidance for schools regarding the universal tools, designated supports, and accommodations for English Language Proficiency Assessments for California (ELPAC) assessments for the 2018-19 school year.

MAJOR CHANGES: The following Universal Tools have been added:

- Pupil use of highlighter(s) in the test book for grades 2 through 12.
- Pupil use of marking in the test book for grades 3 through 12 (non-highlighter).

The following designated support has been modified to allow the student to request test directions to be repeated:

- Audio or oral presentation of test directions in English, which may be repeated as requested by the student

The following accommodations have been removed:

- Audio or oral presentation of test questions for the writing section in English (Writing ONLY)
- Presentation of questions using Manually Coded English or American Sign Language (Writing ONLY)

The following accommodations have been added:

- Pause or replay the audio during the administration of test questions for the listening domain
- Pause or replay the audio during the administration of test questions for the speaking domain – summarize an academic presentation
- Presentation of, and responses to, test questions using Manually Coded English or ASL – pupil responses must be transcribed into the answer book by the ELPAC test examiner (Listening, Speaking and Writing ONLY)
- For Listening and Speaking: Use of an assistive device that does not interfere with the independent work of the student – pupil responses must be transcribed into the answer book by the ELPAC test examiner
- Use of written scripts by the test examiner for pupils for whom streamed audio is not accessible (Listening ONLY)



INSTRUCTIONS: I. BACKGROUND

State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) has transitioned from the CELDT to the ELPAC as the state ELP assessment. The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised of two separate ELP assessments: one for the initial identification of students as English Learners (ELs), and a second for the summative assessment to measure a student’s progress in learning English and to identify the student's level of ELP.

II. PURPOSE OF GUIDELINES

The LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California Assessments is designed for use by school-level personnel and decision-making teams:

- Individualized Education Program (IEP) teams
- Section 504 Plan teams
- Student Support and Progress Teams (SSPT) BUL-6730.1.

The guidelines outlined below provide information for classroom teachers, special education teachers, school nurses, administrators, and related services personnel to use in selecting and administering accessibility tools and accommodations for those students who need them. Based on *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California*, there are three different levels of support available on the ELPAC assessments. These different levels are outlined in Sections III, IV, and V of this reference guide.

III. UNIVERSAL TOOLS

The following universal tools can be provided to any student. These tools may require the student to be provided with extended time in order to make use of the tool. These universal tools are to be provided regardless of whether the student has a disability or a documented need in an IEP or Section 504 Plan.

Table 1: Universal Tools Available to All Students

Non-embedded Resources – Universal Tools
Breaks, including testing over more than one day, between the test contractor-identified test sessions
Oral clarification of test directions by the test examiner in English.



Pupil use of highlighter(s) in the test book for grades 2 through 12
Pupil use of marking in the test book for grades 3 through 12 (non-highlighter)
Scratch paper
Sufficient time to complete the test

IV. DESIGNATED SUPPORTS FOR ELIGIBLE STUDENTS

Table 2, on page 5, lists the non-embedded designated supports that are only provided to students with a documented need. Three groups of students may be eligible for these designated supports:

- students with disabilities (SWD)
- at-risk learners, and
- students with a temporary or recent injury

In order to provide a student with a designated support allowed in these guidelines, the District requires that the decision be documented in one of the following ways:

A. Documentation for Students with Disabilities

1. Documenting on the IEP: The current drop-down menus within the Welligent IEP form for Section K, “Participation in State and District-wide Assessments” (IEP Page 7), were revised in spring 2018 to align to the new designated supports and accommodations allowed during administration of ELPAC.
2. Preparing for Spring 2019 Testing: IEP Case Managers are responsible for reviewing all recommended testing supports on their students’ IEPs prior to the end of January each school year. IEP team meetings may need to be held prior to ELPAC administration in spring 2019, if the listed tests and/or supports are not updated.

In preparation for ELPAC test administration, the IEP Case Managers will communicate with the ELPAC testing coordinator and test examiner to ensure that students with disabilities have access to documented designated supports and/or accommodations.

3. Documenting on the Section 504 Plan: Recommended designated supports and/or accommodations must be documented on Form 8 of the LAUSD Section 504 Plan. For more information on the LAUSD



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Section 504 Policy, see BUL-4692.6, “Section 504 of the Rehabilitation Act of 1973,” dated October 27, 2017. After the Section 504 Plan meeting, a copy of Form 8 must be delivered to the school’s ELPAC testing coordinator and stored in a secure location prior to the first day of the testing window.

4. Students with Disabilities who take an Alternate Assessment for ELPAC: Students who are on the alternate curriculum may need to be assessed with an alternate language proficiency assessment. Students taking this alternate assessment are identified by IEP teams using the *Participation Criteria Checklist for Alternate Assessments*. More information is available in the District publication from the Division of Special Education, BUL-048496, “Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum,” dated April 9, 2018. If a student taking all or part of an alternate assessment, an ELPAC answer book must be submitted for scoring with Box 11 bubbled for “Alternate Assessment” for the domains given with the alternate assessment. See the Student Testing Branch ELPAC Administration Instructions for more details.

B. Documentation for At-Risk Learners

1. At-risk learners may need access to certain designated supports to participate in the ELPAC assessments.
2. These designated supports must be documented via Attachment A. The decision must be signed by both the teacher and a school administrator.
3. A copy of Attachment A must be delivered to the school’s ELPAC testing coordinator and stored in a secure location prior to the first day of the testing window.

C. Documentation for Students with Temporary or Recent Injuries

1. Students with temporary/recent injuries (such as a broken hand or arm, eye injuries) may need access to certain designated supports to participate in the ELPAC. Appropriate designated supports must be documented on Attachment A preferably with a District/school nurse present. The decision must be signed by both the teacher and a school administrator.



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2. A copy of Attachment A must be delivered to the school’s ELPAC testing coordinator and stored in a secure location prior to the first day of the testing window.

3. A student with a temporary/recent injury who requires one or more accommodations (e.g., responses dictated to a scribe for selected response items, including multiple choice items) to participate in the ELPAC assessment must have an active Section 504 Plan on file that specifies the needed accommodation(s) on Form 8.

Note: For students with disabilities who already have an IEP or Section 504 Plan and also have a temporary/recent injury that is unrelated to the primary disability, the need for temporary accommodation(s) will need to be documented in an amended IEP or Section 504 Plan. The IEP team and/or Section 504 Plan team will need to convene and discuss the need for ELPAC testing accommodations to be given during the duration of the injury only.

Table 2 lists the designated supports that are available for the ELPAC and may require the assistance of a teacher or staff person who has signed a test security affidavit.

Table 2: Designated Supports for Students with Documented Need

Non-embedded Resources – Designated Supports
Audio or oral presentation of test directions in English, which may be repeated as requested by the student
Color overlay
Adjustments to setting, including: <ul style="list-style-type: none"> • Audio amplification equipment • Most beneficial time of day • Special lighting or acoustics • Special or adaptive furniture • Testing the student in a separate room provided that the student is directly supervised by an employee of the school district or non-public school who has signed the ELPAC Test Security Affidavit
Covered overlay, masks or other means to maintain visual attention to the test consistent with the test contractor’s test directions
Magnification
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)
Noise buffers



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V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES

- A. Accommodations are only provided to students with eligible disabilities who have either an IEP or a Section 504 Plan.
- B. To provide a student with disabilities with an accommodation allowed in these guidelines, the District requires that this decision be documented either in the student's IEP or in the student's Section 504 Plan, ideally prior to the first day of the testing window.
- C. If an IEP team/Section 504 Plan team does not see a specific accommodation listed in this table but was recommended by an earlier IEP team for use during state assessments, that accommodation is no longer allowable. The IEP should not recommend continued use of that accommodation.
- D. At this time, there is no option for students to take ELPAC state assessments with modifications or for students to take an assessment that has been specially modified.
 - 1. If a previous IEP or Section 504 Plan lists a modification that is not included in this list of accommodations, it is not allowable on the ELPAC.
 - 2. The IEP team/Section 504 team may not recommend modifications when none are allowable.

In the event that a support that has been determined by an IEP team to be necessary is not listed in this reference guide, please contact the Student Testing Branch for further information. Unlisted Resources are subject to the approval of the California Department of Education. Unlisted Resources may result in the student receiving an invalidated score for the applicable section(s) of the ELPAC.



Table 3: Accommodations for Eligible Students with Disabilities

Non-embedded Resources – Accommodations
Braille test material provided by the test contractor
For test questions which assess the domain of writing: <ul style="list-style-type: none"> • Dictation by the pupil of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (Writing ONLY) • Use of word processing software with the spell and grammar check tools turned off (Writing ONLY)
Large-print versions reformatted from regular print version
Pause or replay the audio during the administration of test questions for the listening domain
Pause or replay the audio during the administration of test questions for the speaking domain – summarize an academic presentation
Presentation of, and responses to, test questions using Manually Coded English or ASL – pupil responses must be transcribed into the answer book by the ELPAC test examiner (Listening, Speaking and Writing ONLY)
Responses dictated to a scribe for selected response items, including multiple-choice items (Listening, Reading and Writing ONLY)
Supervised breaks within a section of the test
Test questions enlarged through electronic means
Testing at home or in the hospital by a test examiner
Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit (Listening, Reading and Writing ONLY)
Use of an assistive device that does not interfere with the independent work of the student – pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe (Listening, Speaking, and Writing ONLY)
Use of written scripts by the test examiner for pupils for whom streamed audio is not available (Listening ONLY)

VI. SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

Some students with low incidence disabilities may have additional requirements that are documented in the IEP but outside of Section K. For



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students with specific physical, sight, hearing, and/or mobility needs that are not documented in Section K, it is the responsibility of the IEP case manager to communicate those needs to the principal and the school ELPAC Test Coordinator so that they can be provided to the student during testing.

VII. SPECIAL INSTRUCTIONS FOR STUDENTS WITH SIGNIFICANT ILLNESSES AND INJURIES

For any student who is enrolled in a District school on the first day of the testing window but is unable to attend school for a significant or undetermined period of time due to illness or injury, the School ELPAC Test Coordinator must contact the Student Testing Branch for further instructions. This includes students who are hospitalized or are confined to their home or another facility for treatment and/or recovery, and/or students not in school due to the birth of a child. For such students who are also students with disabilities with an IEP or Section 504 Plan, the Student Testing Branch may require additional information from the school.

VIII. DOCUMENTING USE OF ACCOMMODATIONS ON ANSWER BOOKS

At the time of testing, the use of any accommodation(s) must be documented on Box 10 of the ELPAC answer book. See the Student Testing Branch ELPAC Administration Instructions for more details.

RELATED RESOURCES:

REF-050096.1, *2018-19 State, District and National Mandated Testing Calendars*, dated October 29, 2018.

BUL-4692.6, *Section 504 of the Rehabilitation Act of 1973*, dated October 27, 2017.

BUL-048496.0, *Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum*, dated April 9, 2018.

California Department of Education (CDE) website is <http://www.cde.ca.gov>. English Language Proficiency Assessments for California (ELPAC) website is <https://www.cde.ca.gov/ta/tg/ep/index.asp>. This webpage includes the link to ELPAC Matrix Four document for download.

ASSISTANCE:

For assistance or further information, please contact the Student Testing Branch, at (213) 241-4104.



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REF-044782.1

Attachment A

**ELPAC Assessment Recommendation Form
For At-Risk Students or Students with Temporary or Recent Injuries
Needing DESIGNATED SUPPORTS**

At-risk learners or students with temporary or recent injuries may need access to certain designated supports to participate in the ELPAC assessments. These designated supports must be documented via Attachment A. The decision must be signed by both the teacher and a school administrator. A copy of Attachment A must be delivered to the school's ELPAC coordinator and stored in a secure location prior to the first day of the testing window.

NOTE: This document should NOT be completed for students with an IEP or Section 504 Plan.

School:	School Code:	Date:
Student Name:	Student SSID:	Grade:

Reason for Designated Support/s: (include description of injury as appropriate for students with temporary or recent injuries)

NON-EMBEDDED DESIGNATED SUPPORTS:

Adjustments to setting, including:

- Audio amplification equipment
- Most beneficial time of day
- Special lighting or acoustics
- Special or adaptive furniture
- Testing the student in a separate room provided that the student is directly supervised by an employee of the school district or non-public school who has signed the ELPAC Test Security Affidavit

- Audio or oral presentation of test directions in English, which may be repeated as requested by the student

- Color overlay

- Covered overlay, masks or other means to maintain visual attention to the test consistent with the test contractor's test directions

- Magnification

- Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)

- Noise buffers

Teacher Signature: _____

Date: _____

School Administrator: _____

Date: _____