Dissertations   Student Research

12-2021

Assigning Assessment Accommodations to English Learners: A Phenomenological Study

Heather May Villalobos Pavia

UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

ASSIGNING ASSESSMENT ACCOMMODATIONS TO ENGLISH
LEARNERS: A PHENOMENOLOGICAL STUDY

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Heather May Villalobos Pavia

College of Education and Behavioral Sciences
School of Teacher Education
Educational Studies

December 2021

This dissertation by: Heather May Villalobos Pavia

Entitled: *Assigning Assessment Accommodations to English Learners: A Phenomenological Study*

has been approved as meeting a requirement for the Degree of Doctor of Education in College of Education and Behavioral Sciences in the School of Teacher Education, Program of Educational Studies.

Accepted by the Doctoral Committee:

_____
Brian C. Rose, Ph.D., Research Advisor

_____
Deborah J. Romero, Ph.D., Committee Member

_____
Margaret Berg, Ph.D., Committee Member

_____
Jennifer Urbach, Ph.D., Faculty Representative

Date of Dissertation Defense _____

Accepted by the Graduate School

_____
Jeri-Anne Lyons, Ph.D.
Dean of the Graduate School
Associate Vice President of Research

ABSTRACT

Villalobos Pavia, Heather May *Assigning Assessment Accommodations to English Learners: A Phenomenological Study*. Doctor of Education dissertation, University of Northern Colorado, 2021.

The English learner (EL) student population has grown steadily for the past 20 years. During this time, the use of standardized assessments has increased as well. Teacher understanding of assessment accommodations that best support ELs is low, despite the research that shows the unreliability of standardized achievement tests that measure the academic achievement of ELs. The purpose of this qualitative, phenomenological study was to examine how 10 teachers engage in the assessment accommodation selection process. Teachers were intentionally selected from intermediate elementary grades where the most native (primary/home) language accommodations are available on state assessments. Data were collected through surveys, questionnaires, open-ended questions, and interviews. Findings describe the experiences of the participants as they navigate the assessment accommodation process. Experiences are classified into overarching ideas of accessibility, support, purpose, process, and application. Results shed light on how the participants interpret standardized assessments, the decision-making process related to accommodation selection for EL students, and the impact of assessments on their instructional decisions and teacher evaluation.

ACKNOWLEDGEMENTS

I want to acknowledge my dissertation chair, Dr. Brian Rose, for his ongoing support during this process. I appreciate both the academic mentorship and friendship shared with me. My committee, support, encouragement, and guidance influence this work more than you possibly know; thank you. To the participants, teachers who gifted me their time and expertise and shared part of their teaching journey with me. My husband, my number one fan and daily cheerleader, supported me with technology, coffee, snacks, and hugs; thank you for believing in me. My son, whose arrival into this world is the greatest gift and best surprise. You are and always will be my most incredible accomplishment, pride, and joy.

TABLE OF CONTENTS

CHAPTER

LIST OF TABLES

TABLE

LIST OF FIGURES

FIGURE

CHAPTER I

INTRODUCTION

Approximately 10% of kindergarten through Grade 12 public school students in the United States are English learners (ELs) (National Center for Education Statistics [NCES], 2020), with estimates that the EL population will account for 25% of K-12 students by 2025 (DePaoli et al., 2015). These students are eligible to receive specialized English language development (ELD) instruction. Under the Every Student Succeeds Act (ESSA), each state is required to monitor if local education agencies (LEAs) are effective in the implementation of their ELD instruction. This measurement of effectiveness includes results from both the English language proficiency assessment and state content assessments. The ESSA maintains the requirement from the previous No Child Left Behind (NCLB) legislation (2001) that a state's annual academic assessments must provide for:

> Inclusion of English learners (ELs), who must be assessed in a valid and reliable manner and provided appropriate accommodations. This includes, to the extent practicable, assessments in the language and form most likely to yield accurate data on what ELs know and can do in academic content areas (i.e., mathematics, reading/language arts, and science) until students have achieved English language proficiency. (United States Department of Education, Sec.1111 2(B)(vii)III 2016).

Despite the ESSA (2015) requirement that ELs "be assessed in a valid and reliable manner and provided appropriate accommodations . . . to the extent practicable, assessments in

the language and form most likely to yield accurate data on what ELs know and can do in academic content areas" ((f) of §200.6), research suggests that one of the most challenging tasks in an EL student's academic life is dealing with the complicated language in content assessments (Abedi, 2006; Abedi et al., 2004; Immekus & McGee, 2016). Parent education, socioeconomic status, teacher qualifications, and school environment contribute to the persistent achievement gap between EL and non-EL students (Gándara & Mordechay, 2017). The single greatest factor in the performance gap between EL and non-EL students, as measured by state content assessments, is attributed to the linguistic complexity and language demand of the assessments (Abedi & Gándara, 2006; Miller, 2018). When the data gathered on student performance through assessment results are inaccurate, efforts to monitor LEA effectiveness in their ELD instruction will be unsuccessful, thus misguiding EL students' educational opportunities (Escamilla et al., 2018).

Statement of the Problem

The problem that this phenomenological study addressed is the educational system's response to meeting the unique needs of ELs, the broad ownership related to the success of ELs, and the admonition that these students are to be "fixed" by a small number of language development teachers. Under ESSA (2015), schools must demonstrate that their EL students are showing academic success ((f) of §200.6). Too often, standardized assessment results are the only data point used to measure a student's or school's success. The practice of using assessment results from a standardized test as the main achievement data point creates an environment where teachers provide every tool available to support the success of EL students on the assessment.

This may mean assigning accommodations for ELs, often without an understanding of the accommodation or knowledge of how the student performs with the accommodation (Bailey & Carroll, 2015).

Research has been conducted on a standardized assessment's ability to accurately measure what an EL knows. Consistent findings demonstrate that standardized assessments are often invalid and unreliable measures for ELs (Abedi & Gándara, 2006; Abedi et al., 2004; Escamilla et al., 2018). Specifically, looking at an item's ability to measure content understanding across subpopulations, Huggins-Manley (2016) found that different constructs are being assessed across groups, indicating that an item designed for monolingual English speakers does not perform the same for ELs. The most effective accommodation for ELs with emergent English language proficiency or who were receiving instruction in Spanish, was a Spanish test version as compared to the English test version (Pennock-Román & Rivera, 2011). When ELs with primary/home language instruction are not assessed in their primary/home language, their access to the assessment as constructed is limited, most likely resulting in test scores that do not accurately represent their content knowledge (Lane & Leventhal, 2015). While Lane and Leventhal (2015) as well as Kopriva et al. (2007) demonstrated the impact of assessments for EL students, there is a gap in the literature with regards to the decision-making process of EL teachers who must decide what accommodations to provide EL students on standardized assessments. Assignment of accommodations to ELs has been based on anecdotal information, and in some cases, it is not clear how the decisions were made (Kopriva et al., 2007).

When properly assigned, an assessment accommodation improves a student's access to the test without changing the construct of the assessment (National Center for Educational Outcomes [NCEO], 2020). However, when the accommodation(s) do not align with the student's

educational experiences, the accommodation may not provide the expected access. Accommodations selected by the student's educational team, including classroom/content teacher, ELD teacher, parent, and student, are the most beneficial to the student (Gottlieb, 2017). English learners who receive appropriate accommodations outperform ELs who receive no or inappropriate accommodations. Additionally, when ELs receive inappropriate accommodations, they perform no better than ELs who receive no accommodations (Kopriva et al., 2007). The direct connection to student performance with the appropriate accommodations and the documented misunderstanding of how to assign accommodations is a further rationale of the need for this research that looks at the overall teacher's experience on administering standardized tests and assigning accommodations. More information is needed on the teacher's experience of administering the tests and how accommodations are assigned; this research looked at standardized assessment accommodation assignment and administration to ELs through the lived experiences of the teachers who are administering them and being evaluated with their results.

Purpose of the Study

This phenomenological study aimed to learn about the teacher experience of administering state tests to EL students with a specific intention of learning what factors contribute to which and how EL accommodations are assigned. This study was significant given the current population trends; the NCES (2020a) reports that the percentage of public-school students who were ELs was higher in fall 2015 (9.5%/4.8 million students) than in fall 2000 (8.1%/3.8 million students). The percentage of students who were ELs was higher in fall 2015 than in fall 2010 in 36 states, and the District of Columbia demonstrating that this increase in ELs was not only isolated to just a few states or region of the country. Federal mandates are that K-12 educational institutions identify students who may qualify for ELD instructional programs

and then implement valid and reliable assessment of language proficiency and academic achievement once identified.

More critical than federal policies are the actual student educational experiences and outcomes at the LEA and, ultimately, individual student level. I looked at teachers to learn how teachers experience administering the assessment and the decision-making process of which assessment accommodation is most likely properly supporting the student, allowing the assessment to yield accurate data. The study looked at different teachers' selection of the accommodations for student use on the assessment. It examined the teachers' holistic experience working with the student to identify factors that impact their decision to assign a specific accommodation. I focused specifically on teachers who work within ELD programs that utilize primary/home language instruction. Participants in the study were public school teachers in the United States mountain west who work with EL students in Grades 3-5 who are in ELD programs that utilize primary/home language.

Research Questions

Q1   How do teachers make meaning of standardized assessments and what are their experiences in administering state standardized assessments to EL students?

Q2   How do teachers make decisions about standardized assessment accommodation(s) assigned to students for testing and why do they make those decisions?

Q3   What are teachers' perceptions of the impact that standardized tests have on their instructional decisions and annual teacher evaluation?

This study's significance was to learn how teachers approach accommodation selection for students in their ELD program, determine the factors that contribute to accommodation selection, and determine what influences perceptions about assessments and accommodations. Understanding what guides teachers in the assessment accommodation decision they make for

their students enables district assessment leadership and state policymakers to develop resources and train teachers more effectively.

Significance of the Study

An EL student's experiences with complex academic English, specifically during a standardized assessment setting, is one of the most challenging academic experiences in their academic career (Abedi et al., 2004; Immekus & McGee, 2016). Thus, when teachers and administrators understand the educational factors that contribute to the appropriate selection of linguistic accommodations designed to improve students' access to the content, they have a greater opportunity to demonstrate their content knowledge (Carroll & Bailey, 2016). A considerable amount of research has been conducted on a standardized assessment's ability to accurately measure what an EL knows in the assessed content (Abedi & Gándara, 2006; Abedi et al., 2004; Escamilla et al., 2018). Findings consistently state that content-based standardized assessments in their original design are invalid and unreliable measures because EL students do not have the language to meet the embedded language demands of content assessments (Lane & Leventhal, 2015). In general, the complex English language demands that accompanying assessment items in subjects outside of language arts, such as math, science, and social studies are often not accurate measures of an EL student's content knowledge because of the language difference.

Research conducted by Kopriva et al. (2007) found that ELs who received appropriate accommodations outperformed ELs who received no accommodations or inappropriate accommodations. English learners who receive accommodations that do not align with their needs performed no better than ELs who did not receive accommodations. The direct connection to student performance with the appropriate accommodations and the documented

misunderstanding of how to assign accommodations was a further rationale for the need for this research that looked at how accommodations are assigned.

This study's findings can inform educators, policymakers, and parents on the selection of assessment accommodations for ELs, allowing students the best access to the academic language in the assessment. Providing students with the appropriate accommodations for assessments will reduce the ambiguity of assessment results, providing more reliable data for instructional decision making. These findings can allow for reflection of the impact on local assessment policies and ELD programs as they relate to accommodation decisions and the alignment between ELD and content instruction.

Theoretical Foundation

Language critical theory (LangCrit), as introduced by Alison Crump (2014), was the primary lens of this study. LangCrit theory allows researchers to challenge education practices and theory through a blend of critical race theory (CRT) and LatCrit with an additional focus on language. LangCrit is also influenced by critical language-policy (CLP) rooted in CRT and evaluates implications of language policies on speakers of minority languages. LangCrit allows the researcher to evaluate education theory, policy, and practices for linguism in addition to racism. The junction of race and language are dynamic social constructions, but institutional stories where language and race are countable and fixed are at the forefront (Crump, 2014). Based on this established idea, LangCrit examines race and language as "a full spectrum of identity possibilities–imposed, assumed, and negotiated" (Crump, 2014, p. 209). The study used LangCrit to interpret and tell teachers' experiences as they connect to the Latino(a) EL students they teach.

Methodology

This qualitative phenomenological study aligned with LangCrit gathered experiences of teachers who work in public elementary schools located in the mountain west region of the United States. Email outreach on snowball sampling was used to connect with teachers who work with language learners who are in Grades 3–5 and receive primary/home language instruction. The 10 participants were selected based on interest and eligibility established through the questionnaire. Semi-structured interviews using open-ended questions were used to gather information from those in the study.

The study intended to represent teachers' perceptions and experiences as they administer standardized assessments with accommodations to the EL students they teach. An additional goal within the phenomenological design was to make sense of the phenomena within constructed realities (Webb & Welsh, 2019). Data collection, transcription, coding, and analysis followed the recommended phenomenological guidelines as described by qualitative study experts (Creswell, 2013; Moustakas, 1994; Saldaña, 2016; Smith et al., 2009). A qualitative phenomenological study is advantageous for gathering individual teachers' experiences as they share about their involvement with the standardized assessment process with their EL students. This research method and design allowed for the contribution of the fields of standardized assessment development (manuals and accommodations guides) and education (accommodation selection) about teacher understanding of standardized assessments, accommodations, and perceptions of their impact on student achievement.

Definition of Terms

For the purpose of this study, the following definitions are used.

Accommodation. An assessment accommodation is a change made to assessment presentation, assessment response, or testing condition/environment that allows the qualifying student to better demonstrate their knowledge and skills without affecting the reliability or validity of the assessment (Colorado Department of Education, 2020a; Great Schools Partnership, 2013). Accommodations are categorized as presentation accommodation, response accommodation, or administrative accommodation.

Critical language-policy (CLP). Critical language policy is rooted in critical theory and seeks to understand the implications of language policies on speakers of minority languages (Tollefson, 2006).

Critical race theory (CRT). Critical race theory is rooted in critical theory and seeks to understand and change the life experiences of groups that have been historically marginalized based on race (Chadderton, 2013; Ladson-Billings & Tate, 1995).

Critical theory. Critical theory relates to research that critiques traditional mainstream approaches with an intent to create social change. Specifically, it focuses on inequalities that are largely invisible due to ideological practices that make the inequality seem like an organic condition of the social system (Crotty, 1998; How, 2003).

English learner (EL). An English learner is an individual who, due to any of the reasons listed below, has sufficient difficulty speaking, reading, writing, or understanding the English language and as a result, is be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the broader U.S. society. Such an individual: (a) was not born in the United States or has a primary or home language other than

English; (b) comes from environments where a language other than English is dominant; or (c) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency (NCES, 2020b).

Language critical theory (LangCrit). A branch of CRT blends issues of CRT, LatCrit, and linguicism, defining linguicism as discrimination based on a person's native or primary/home language, language proficiency, or accent. LangCrit seeks to understand and change the life experiences of groups who have been marginalized based on language (Crump, 2014).

Latina/Latino critical theory (LatCrit). LatCrit is rooted in CRT and seeks to understand and change the life experiences of Latinas/Latinos (Gonzalez & Morrison, 2016; Valdes, 2000).

Summary

As the EL student population continues to grow and the use of standardized assessment data ever-expands (Blaise, 2018), there is a need for teachers working directly with and for these students to tell their stories. The story of teaching in an assessment-influenced world and the process of selecting assessment accommodations and administering assessments with accommodations needs to be heard and told. To that end, research has identified that standardized assessments as created do not accurately measure an EL student's academic performance, and teachers have a misunderstanding of assessment and accommodation alignment (Abedi & Gándara, 2006; Butvilofsky et al., 2020; Pennock-Román & Rivera, 2011). This phenomenological study aimed to identify how teachers who work with EL students define, perceive, and experience selecting assessment accommodations, administering the assessment, and teaching as impacted by assessments. The study design was chosen to offer EL advocates a

greater understanding of the resources needed to select effective assessment accommodations for

EL students and learn about the perceived impacts assessment accommodations and assessments

have on instructional practices.

CHAPTER II

REVIEW OF THE LITERATURE

English learner students are the fastest-growing population in U.S schools; this trend has been consistent for the past 20 years (NCES, 2020a). The educators and policymakers within the school system continue to struggle with educational practices and policies that support successful academic outcomes of these students (Leavitt & Hess, 2019). Specifically, the accountability system becomes confounded when using assessment results to evaluate the academic progress EL students are making. For instance, ELD educational settings may use modified curriculum, various instructional accommodations, and simplified language and, as a result, there may be instances where instruction does not match the expectations set by the standards and measured by the assessment. Accommodations allowed on standardized assessments may reduce the linguistic load of the assessment and permit the testing experience to align with the student's instructional experiences; the ability of the assessment to accurately measure a student's content achievement is still questionable. The purpose of this study was to learn about the teacher experience of administering state tests to EL students with a specific intention of learning what factors contribute to which and how EL accommodations are assigned. This review of the literature will discuss the identification of ELs, laws related to ELs, language development programs, complications of testing ELs with standardized tests, assessment accommodations, and educational practices for ELs.

Identification of English Learners

The assessment experience of an EL begins upon enrollment in school. All parents/guardians are provided with a Home Language Survey (HLS) when first enrolling their child into a U.S. school. The Office for Civil Rights (OCR) suggested that the HLS contain, at a minimum, the following three questions:

1. Is a language other than English used in the home?

2. Was the student's first language other than English?

3. Does the student speak a language other than English?

If, on the HLS, there is an indication of a primary or home language other than English, the student is identified as a possible EL and is administered an English language proficiency (ELP) screening assessment. Depending on the results of that assessment along with a school collected BOE, the student is then designated as either EL or not EL. As an EL, the student participates in both the ELP assessment (until redesignated as fully English proficient) and corresponding grade-level standards-based academic achievement tests with EL accommodations (ESSA, 2015).

One of the most critical factors related to ELs and assessment is the correct initial determination of EL eligibility. If the student is misidentified, they may not be placed in the instructional setting that best meets their needs (U.S. Office of Education [USDOE], 2016). Federal law requires schools to screen new-to-district students for EL services within the first 30 days of school or within two weeks after the start of the school year (Title I Part A, Sec. 1112 (d)(3)(A)). Issues may arise during the identification process, such as parents or guardians may not provide accurate information on the HLS. Possible reasons for this may be that they do not understand the questions on the HLS, lack understanding of its purpose to provide services, or

fear being identified as an immigrant. Additionally, they might provide inaccurate information intentionally to prevent their child from being perceived as different, "hard to teach," or the family had a previous negative experience with ELD services (Abedi, 2008; Bailey & Kelly, 2013). Further issues in identification for EL students that lie within the school system may be that administrators or scorers of the screening assessment may not be experts in language development and overall teacher attitude about ELs (Harrison & Lakin, 2018). Once students are identified as ELs and participate in the annual measure of ELP, students must be redesignated or kept in a program appropriately.

Federal law allows each state to set its own eligibility criteria. In the state where the study took place, a baseline for eligibility is set by that state's Department of Education's Office of Culturally and Linguistically Diverse Education (CLDE). The CLDE office worked with EL stakeholders throughout the state, analyzed data with the department's Data and Accountability Unit, and talked with other state education agency representatives who are also members of the WIDA consortia. The state-approved screening assessments (Colorado School Law 22-24-104) are WIDA's W-APT for kindergarten and first semester first-graders and the WIDA Screener for first grade second semester through 12th grade. The state is unique with its EL identification in that within the EL label, there are several categories designed for more specificity of the level of English proficiency. English learner students in the state may be identified as NEP (non-English proficient), LEP (limited English proficient), or FEP (fully English proficient). For instructional purposes, FEP students are still considered ELs because the state provides funding for the monitoring of FEP student progress for two years. For federal assessment accountability purposes, only NEP and LEP students are counted as ELs. Moving forward in this paper, references to EL students will only refer to NEP and LEP students. The tables below outline the

assessment used and cut scores for eligibility; Table 1 describes the process when using the W-

APT assessment, and Table 2 describes the process when using the WIDA Screener assessment.

Table 1

English Language Program Eligibility Criteria, Kindergarten and First-Semester First Grade Students

Kindergarten: First Semester Speaking and Listening	Kindergarten: Second Semester Speaking, Listening, Reading, and Writing	First Grade: W-APT for Semester 1
Scores from the administration of only oral domains (listening and speaking) of kindergarten W-APT • NEP: 0-21 (total raw score of the two domains) • LEP: 22-28 (total raw score of the two domains)	Scores from the administration of all four domains of the kindergarten W-APT • NEP: 0-28 (total raw score of the four domains) • LEP: 29-59 (total raw score of the four domains) OR not meeting the minimum required score in any domains: Oral (speaking/ listening) < 29; Reading < 14; Writing < 17	Scores from the administration of all four domains of the kindergarten W-APT (speaking, reading, writing, listening) • NEP: 0-28 (total raw score of the four domains) • LEP: 29-59 (total raw score of the four domains) OR not meeting the minimum required score in any domains: Oral (Speaking/ Listening) < 29; Reading < 14; Writing < 17

Note. Adapted from "Identification Procedures," Colorado Department of Education, 2020c.

Table 2

English Language Program Eligibility Criteria, Second-Semester First Grade Students and Any-Semester Second Grade-Twelfth Grade Students

Grade 1: Second Semester	Grades 2-12
Scores from the administration of WIDA Screener Grade 1	Scores from the administration of WIDA Screener (corresponding grade)
• NEP: 1.0-2.4 (overall)	• NEP: 1.0-2.4 (overall)
• LEP: 2.5-3.9 (overall)	• LEP: 2.5-3.9 (overall)

Note. Adapted from "Identification Procedures," Colorado Department of Education, 2020c.

The conversation on the appropriate identification of ELs is relevant when discussing the assignment of accommodations for standardized assessments. If there are errors on EL identification when standardized assessment results are reported, the students in that subgroup are not accurately representing the performance of that population, thus further muddying the water when discussing the reliability and validity of the assessment.

Laws Related to English Learners

The Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in federally funded programs. Students may not be excluded from any program or activity receiving federal financial assistance. In 1968, the Bilingual Education Act (BEA) was introduced through the Elementary and Secondary Education Act (ESEA). The BEA was Title VII of ESEA. Title VII was the first federal recognition that EL students have special educational needs and that in the interest of equitable opportunities, bilingual programs that address those needs should be federally funded. The Office for Civil Rights Memorandum (Department of Health, Education, and Welfare, 1970) required school districts to take affirmative steps to rectify language gaps. It prohibits assigning students to special education classes based on English language skills and required parent notification of school activities in a language they

could understand. Additionally, it forbids specialized programs for ELs to operate as an educational dead-end or permanent track.

It was not until the 1974 Lau v. Nichols court case that the BEA was given imputes and language of instruction, and instructional resources were part of discrimination along with race, color, and national origin. The Equal Educational Opportunities Act (EEOA) of 1974 placed the Lau decision into law. Section 1703(f) of the act declared:

> No state shall deny educational opportunities to an individual on account of his or her race, color, sex, or national origin by . . . (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs (Pub. L. 93–380, title II, §204, Aug. 21, 1974, 88 Stat. 515).

The clarification of the BEA and the EEOA of 1974 was referred to as the "Lau Remedies." The remedies provided clarification on how to identify and evaluate children with limited-English skills, what instructional approaches would be appropriate when children were ready for mainstream classrooms, and what professional standards teachers should meet, as well as their identification, placement, and appropriate instruction. In Castañeda v. Pickard (1981), the Castañeda standard mandates that programs for language-minority students must be:

1. Based on a sound educational theory
2. Implemented effectively with sufficient resources and personnel
3. Evaluated to determine whether they are effective in helping students overcome language barriers

Plyler v. Doe (1982) holds that states cannot constitutionally deny students a free public education because of their immigration status. The Supreme Court found that any resources

which might be saved from excluding undocumented children from public schools were far outweighed by the harms imposed on society at large from denying them an education.

In the 1980s, there was a resurgence of English-only and English-focused legislations where states passed English as the official language laws (Liu et al., 2014). Currently, there are 31 states with English as the official language (however, Alaska, Hawaii, and South Dakota have more than one official language, with English being one of them.) Apart from Illinois and Nebraska, all official language laws were passed since the 1970s (Liu et al., 2014). In the late 1990s, English-only rhetoric and thinking focused on education. In 1998, California passed Proposition 227, which required public schools in California to teach EL students in special (ELD) classes that are mostly in English ([California] Legislative Analyst's Office, 1998). In most cases, this requirement led to the elimination of bilingual classes. It also shortened the length of time that most EL students stayed in ELD. Moreover, it eliminated most programs that provided multi-year ELD instruction, moving students from ELD instruction within a year. Arizona followed California, passing Proposition 203 in 2000. Proposition 203 repealed the existing bilingual education laws and required that all classes be taught in English, except that students who are ELs would be taught through sheltered English immersion programs that should not exceed one year (Arizona Secretary of the State, 2000). In 2002 Massachusetts passed Question 2 (Secretary of the Commonwealth of Massachusetts, 2002). The law was designed to require that, with limited exceptions, "all public-school children must be taught English by being taught all subjects in English and being placed in English language classrooms" (Secretary of the Commonwealth of Massachusetts, 2002). At the federal level, in 2002, through NCLB, the BEA was renamed the English Language Acquisition, Language

Enhancement, and Academic Achievement Act signifying the shift in education philosophy and expected approach to ELD.

In Colorado, the Colorado English Language Education Initiative (Initiative 31) was defeated in the 2002 election. Initiative 31 would have required that all public-school students be taught in English unless they were exempted under the proposal. Initiative 31 would have allowed waivers for some students to receive bilingual education, but explicitly stated that the waivers should be "very difficult to obtain because the school can grant them only in very restrictive circumstances and can deny them for any reason or no reason thereby reducing the likelihood that bilingual education will be used" (Colorado General Assembly, 2002).

In 2016, through Proposition 58, California voters repealed 1998's Proposition 227, allowing non-English languages to be used in public educational instruction (California Secretary of State, 2016). In November 2017, the Massachusetts House of Representatives passed House Bill 4032 (HB 4032), which was designed to amend and repeal provisions of Question 2. House Bill 4032 allows school districts to use different programs, including sheltered English immersion, transitional bilingual education, dual-language education, or other methods in compliance with federal and state laws to teach English.

Given the history language legislation along with the struggled attempts of creating equitable educational opportunities for students, it is essential that we understand the implementation and use of assessment accommodations. Standardized assessment results are used to guide program design decisions, funding allocations, staffing, and student placement into instructional programs. We need to know that the practices in place related to accommodation and assessment are valid and reliable as much as the assessment itself.

English Language Development Programs

English language development programs are referred to as language of instruction programs. There are many approaches to teaching ELs. Reporting of and types of ELD programs vary from state to state. Additionally, in states with legal mandates for English-only instruction, ELD programming would not include the use of a language other than English. The WIDA consortia tries to collect ELD programming from its member states, but missing data rates are a notable problem. In addition to the high rates of missing data, they caution about the comparability of the data across states (Grant et al., 2017), stating that they are unsure if the data provider understands the different programs and what constitutes as a program under one name may not be the same in another state. The ELD program options in the WIDA ACCESS for ELLs data file are shown in Table 3.

Table 3

Language Instruction Education Programs (LIEP)

LIEP Classification	Definition
EL bilingual	Students gain proficiency in both their native language and English, with at least some instruction provided in the native language. Class composition: ELLs who share a native language.
Mixed bilingual	Approximately equal focus on English and another language, including content instruction in the non-English language. Class composition: ELLs and non-ELLs share a classroom.
EL-specific transitional instruction	The student's native language is used to support English proficiency acquisition, but native language proficiency is not a program goal. Class composition: ELLs only.
EL-specific with English-only support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Class composition: ELLs only.
Mixed Classes with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Support is provided either inside or outside of the regular classroom. Class composition: ELLs and non-ELLs share a classroom.
No support provided	ELLs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual-certified teacher.
Parental refusal of services	The student's parent or guardian has opted to refuse language education services.

Note. Adapted from "WIDA Test Administrator Manual," (2019) WIDA at the Wisconsin Center for Educational Research

The state in which this study took place does not mandate which approach or ELD program needs to be used. Giving local control to the LEA to select a program that best meets/aligns with the needs and resources of their local community can result in different ELD programs (also referred to as LIEP) across a district and within the same school. Programs, as identified by the state department of education's CLDE office, are listed here.

- English as a Second Language (ESL) or English Language Development (ELD): Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).

- Dual Language or Two-way Immersion: Bilingual program promoting students to develop and maintain language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language.

- Transitional Bilingual Education (TBE) or Early-Exit Bilingual Education: Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary.

- Content Classes with integrated ESL Support: Program designed for ELs to learn content and develop English language skills simultaneously in one class. Instruction in language is not separate from the learning of content. As students learn new concepts and skills (for example, in mathematics or history), they learn the language for that content area.

- Newcomer Programs: Program designed specifically for students with low levels of English proficiency and new to the U.S. The goal is to accelerate their acquisition of English language skills and to orient them to the U.S. and its schools.

- Parent Choice: A parent demonstrates their right to refuse language development services for their child.

The combination of student language proficiency, community make-up, and local political systems necessitate the need for various ELD programs (Murphy et al., 2016).

Testing English Learners with Standardized Tests

The No Child Left Behind Act of 2001 updated the Elementary and Secondary Education Act (ESEA) of 1965 (U.S. Department of Education, 2016) and started a new chapter of the educational accountability system. The foundation of NCLB is seen in today's ESSA. The ESSA maintains the requirement that states administer annual standards-based assessments in language arts and mathematics in Grades 3-8 and once in high school, as well as assessments once in each grade span (elementary, middle, and high) in science for all students and an annual ELP assessment for EL students grades k-12. States must offer appropriate assessment accommodations for ELs and children with disabilities and, to the extent practicable, must develop assessments using the principles of universal design for learning, which intentionally reduce barriers and improve flexibility for student engagement with the assessment. This section will discuss the nature of standardized assessments, complications related to assessing EL students, testing bias, and validity and reliability.

Nature of Standardized Tests

The nature of standardized tests removes the test from the natural educational setting and tendencies of teachers. A standardized test requires that all test takers answer the same questions or a selection of questions (from a bank of similar questions), that all test takers experience the same testing conditions, and that the test is scored in a standard/consistent manner by a trained scorer who does not know the student or school setting. A standardized test is developed by

people with specialized knowledge and training in test construction (content experts and psychometricians); they generally go through a significant test development cycle to ensure that they meet standardized assessment criteria (Colorado Department of Education & Mund, 2020). The assumption is that they are valid, reliable, and fair, and results can be compared across student populations from various school districts (Solórzano, 2008). These assumptions are challengeable when used with ELs. In particular, standardized tests results are not as dependable when students differ from the norming group are tested (Huggins-Manley, 2016; Solórzano, 2008). Additionally, standardized tests are secure material available only for administration during a set testing window established by the state department of education (Howard et al., 2017). Many teachers administer self-developed assessments, assessments provided through curricular materials, or interim assessments purchased by the LEA. The LEA-purchased assessments may seem standardized, but often lack the security of state standardized assessments and standardized testing conditions. Assessments administered throughout the year are an assessment of learning designed to allow the teacher to make real-time instructional decisions for each student. State standardized assessments are administered once annually and are designed to provide a large-scale view of school and program performance.

Complications in Testing
English Learners

Even though state standardized assessments are developed with principles of universal design for learning, there are complications related to the assessment's ability to accurately capture an EL student's achievement; there is a construct-irrelevant variance, sometimes referred to as language use. The variant in achievement between an EL and non-EL is caused by a factor that is not related to the construct that the assessment is designed to measure (De Backer et al., 2017). In other words, when the linguistic complexity interferes with a student's ability to

demonstrate their knowledge, a validity concern is legitimate (Wolf et al., 2008; Wolf & Leon, 2009). When the assessment is designed for the mainstream population, there can be issues of the assessment being out of reach for EL students; and the assessment does not accurately portray the student's academic ability (Acosta et al., 2019). The disconnect unrelated to the assessed content standards may be due to expected knowledge learned through lived experiences that may be exclusive to certain groups (e.g., cultural, language, geographic, or economic) that the content standards experts and assessment developers may not be aware of (Kruse, 2016; Solano-Flores & Trumbull, 2003). Solórzano (2008) identified three issues concerning ELs and standardized assessments: (1) evaluating content knowledge via academic achievement tests, (2) defining English language competency levels vis-à-vis language proficiency tests, and (3) investigating test fairness and opportunity to learn.

Research related to standardized achievement tests and their ability to measure the academic achievement of ELs is provided here. It is important to note that standardized tests in general are normed to monolingual English students (Yang, 2020) and that tests written in English constitute the testing of English which is a construct bias (Fairbairn, 2007). In an effort to measure how language-dependent an assessment is, Pennock-Román (2002) conducted a study in which students took an English proficiency assessment, a content assessment in their primary/home language (Spanish), and an equivalent content assessment in their second language (English). The content assessments provided subtest scores in Psychology, Biology, and Analytical Reasoning. The variance in scores (Psychology, 18%; Biology, 17%; and Analytical Reasoning, 16%) was considered construct irrelevant and related to language proficiency. Abedi et al. (1997) examined the interaction between item length and language spoken at home on item mean score the 1990 NAEP eighth-grade math test. Item length was

measured as number of lines in the stem and answer choices (short item: one-line; long item: two or more lines). They found that both long and short items were more difficult for students who were ELs than those who were never ELs. Additional work questioned the efficacy of large-scale assessments designed for monolingual English-speaking students (Butvilofsky et al., 2020), stating the limitations of English only/English designed assessments too often confuse bilingual learners as struggling readers. They also say that for bilingual students, a biliterate writing assessment allows the student to demonstrate proficiencies that an English assessment cannot.

Further studies through the mathematical lens presented students with a state mathematics assessment in English or with English text and the questions presented orally in the primary/home language (Spanish or Arabic). They found that the assessment with the primary/home language supports led to higher scores (Sireci & Wells, 2010). Concerns about accurate accommodation assignments and the teacher's decision-making process are legitimate. The research found that teachers could not assign accommodations more effectively than when a random set of accommodations is generated, even when explicit assignment criteria are provided (Koran et al., 2006). Teachers of ELs, both content teachers and EL specialists, have a hard time identifying accommodations for the different levels of English proficiency and lump ELs into one homogenous group (Douglas, 2004). English learners, by definition, have not mastered English at a level to perform in mainstream classroom without supports; consequently, the linguistic demands of assessment will compromise their performance on content assessments (Martiniello, 2009).

Testing Bias

Testing bias is also thought of as test fairness. Testing bias is the concern that tests, specifically large-scale standardized ones, do not allow students who are cultural minorities to demonstrate their knowledge or achieve at the same level of their mainstream peers. Tests are usually reviewed for bias by committees with representative members or through psychometric analysis of how an item performs for subgroups (Fairbairn & Fox, 2009). Biases could be related to socioeconomic, linguistic, or cultural (race, ethnicity, or religion) differences (Trundt et al., 2018). There are three commons ways in which assessment can be biased: construct bias, content bias, and predictive bias (Sackett et al., 2009).

Construct bias is a bias on what the test is measuring. For example, a test intended to measure mathematical achievement that is administered in English to a student who is not yet proficient in English has a language construct bias that will interfere with measuring math achievement. There is most likely a construct bias because while the assessment is supposed to be measuring math skills, it measures a student's ability to solve English math problems. Generally, assessments given in English have a construct bias of language that undermines the validity of a standardized assessment for EL students (Fairbairn & Fox, 2009; Solano-Flores & Trumbull, 2003).

Content bias is when specific questions are more difficult for one set of test-takers than another based on a skill/content that is not being measured. When test item scenarios assume that all students have been exposed to the same concepts and vocabulary or have had similar life experiences, content bias may occur (Newkirk-Turner & Johnson, 2018). For example, if a question asks a student to calculate the distance at which a kayaker travels in a certain amount of

time requiring knowledge of kayaking and nautical vocabulary in contrast to asking a student to calculate the same time/distance question for a rummer, a content bias will most likely occur.

Predictive bias is the third most common type of test bias. Many tests are used to predict how a student will perform in the future. If a test does not as accurately predict future performance for minority, low-income, or EL students as it does for middle- and higher-income White students and monolingual English-speaking students, it has predictive bias. This becomes problematic when results are used as a criterion for special programs or education tracks (gifted, STEM [science, technology, engineering, and math], or AP [advanced placement classes]) and ultimately college admission, the assessment is biased for some populations (Sackett et al., 2009). Ultimately, it can be argued that predictive bias exists because an assessment had a construct bias (language) and content bias that prevented a student from being able to demonstrate their full academic abilities (Alt et al., 2014; Newkirk-Turner & Johnson, 2018).

Validity and Reliability

The three most common test biases are also the measures of validity; we need content validity, predictive validity, and construct validity. The development, administration, and scoring of a standardized assessment are all intended to produce results that are valid and reliable (Chalhoub-Deville, 2016; Suskie, 2000). When a test is valid, it means that the assessment allowed students to demonstrate their knowledge of the content without external factors coming into play. The assessment measures what the student knows, not who they are. When the assessment is valid, the inferences we draw about the test-taker based on their results are true. Their achievement on the content is not impacted by assessment construct, and the content of the assessment is not externally allowing for predictive validity. For an assessment to be reliable, test-takers consistently respond to test items in the same way. The standard error of measurement

is small, predicting that the student would perform nearly the same with like content and question design on a subsequent day (Colorado Department of Education, 2018; WIDA, 2018).

Standardized assessments have a long history of being perceived as legitimate scientific tools to measure learning (Wang et al., 2006). Moreover, a policy of testing all students, despite their ability, may be aimed at providing equity in terms of keeping students included instructionally, but that policy conflicts with an assessment's claim of providing valid and reliable results that program evaluation and instructional inferences can be made based on the results (Kornhaber, 2004). An assessment can be valid and reliable for the mainstream population, but not be reliable for EL or special education students. Assessment accommodations are supposed to increase the reliability of assessment results for ELs, but when misaligned accommodations are provided, results continue to be invalid measures of academic achievement for ELs (Solano-Flores, 2006). For Els, the tests often pose significant reading challenges that interfere with the measuring of content knowledge, making test scores invalid indicators of content knowledge or achievement (Butler & Stevens, 2001).

Assessment Accommodations

Accommodations for standardized assessments are designed to provide all students with equitable access to the assessment, placing all students on the same starting line (National Center on Educational Outcomes, 2020). Accommodations are afforded to students who are identified as having a specific need to provide them with an equitable testing experience. Accommodations available on standardized assessments can be related to presentation (how the assessment is presented), response (how the student responds), or administrative consideration (something in the administrative environment is different than the standardized setting). An appropriate accommodation would not benefit students who do not need the accommodation but does give

access to those who do. Students qualify for accommodations if they are students with individual education plans (IEPs) or a 504 plan or who are ELs. Individual education plans are part of the Individuals with Disabilities Education Act (IDEA); to be eligible for an IEP, a student must have a condition that falls under one of the 13 disability categories that IDEA covers (IDEA, 2004). As a result of that condition, they need special education services to make academic progress. A 504 plan is provided through Section 504 of the Rehabilitation Act of 1973. Section 504 is an anti-discrimination, civil rights statute that prohibits disability-based discrimination and requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled students are met. Students who are placed on an EL plan through ESSA (§1112(e) 3116(b)) are provided with assessment accommodations; ESSA requires that recipients of Title I and Title III funds identify assessment accommodations for EL students to use on standardized testing.

Types of Accommodations

Accommodations on standardized tests are designed to make the assessment accessible to the student receiving the accommodation; they are not designed to provide an advantage. Accommodations are categorized into three categories: presentation, response, and administrative. Presentation relates to how the assessment is presented to the student; presentation changes the way the student receives the assessment. Response relates to allowable student responses forms, and administrative is related to the setting or a logistic related to the assessment.

Presentation Accommodations

For the purpose of the research, two presentation accommodations will be discussed. The two presentation accommodations for EL students are auditory presentation and native

(primary/home) language presentation. (Please note that a presentation accommodation such as large print, while a presentation accommodation, is not discussed here because that relates to visual access and would be listed in an IEP or 504 and is not a linguistic support.)

Auditory Presentation. An auditory presentation accommodation is available for students who have a documented need requiring support for reading, print, or focus/attention. Students may qualify for this accommodation based on an IEP, 504 plan, or EL status. Auditory presentation may be provided through a computer's text-to-speech feature or through a human reading aloud to the student. The auditory presentation language matches the text language of the assessment. An auditory presentation of a reading test violates the construct of the test design, whereas with other content subjects, it may provide access to a student whose listening is more proficient than their reading. However, this accommodation does not provide statistically significant results. Castellon-Wellington (2000) summarized that this accommodation does not work because the students are not familiar with the vocabulary used in the test items; thus, any improvement is not noticeable.

Native (Primary/Home) Language Presentation. A primary/home language accommodation is available for students who have demonstrated that they are more able to show their content achievement when the assessment is presented in their primary/home language other than the original language of the test. Language presentation of the assessment does not determine the student's response language, the student response can be in their primary/home language or English. However, in the state where they study took place on the Grade 3 and 4 Spanish language arts assessment, only Spanish responses are scored. (For purposes of this study, the assumption is made that assessments are developed in English, unless otherwise noted.) Students may qualify for this accommodation based on EL status. Primary/home

language accommodations are not automatically the great equalizer. Research has found that, in addition to their knowledge of the content area assessed, ELs have different sets of strengths and weaknesses in English and in their primary/home language, and in addition to their intrinsic cognitive demands, test items posed different sets of linguistic challenges (Solano-Flores, 2006).

Response Accommodations

For the purpose of the research, two response accommodations will be discussed. The two response accommodations for EL students are native (primary/home) language response and speech-to-text. (Please note that a response accommodation such as an assistive communication device, while a response accommodation, is not discussed here because that relates to an oral or physical access need and would be listed in an IEP or 504 and is not a linguistic support.)

Native (Primary/Home) Language Response. A native (primary/home) language response accommodation is available for students who have demonstrated that they are more able to show their content achievement in a language other than the original language of the test. Language presentation of the assessment does not determine the student's response language, the student's response can be in their primary/home language. Students may qualify for this accommodation based on EL status. In the state where the study took place, with exception to Grades 3-4, the English language arts assessment is not available in languages other than English. On the ELA assessment only, English responses are scored. (For purposes of this study, the assumption is made that assessments are developed in English, unless otherwise noted.) An EL student's linguistic proficiency in either language varies across the language domains (i.e., listening, reading, speaking, writing) and is shaped by schooling (e.g., bilingual or sheltered instruction), parental education levels, time in the U.S., and socio-economic factors (Solano-Flores, 2006). Unless a student has had consistent instruction and practice responding in their

primary/home language, this accommodation, most likely, will not support accurate results of student content achievement.

Speech-to-Text. A speech-to-text accommodation is available for students who have a documented need requiring support for producing text, either via keyboard or pencil/paper. Students may qualify for this accommodation based on an IEP, 504 plan, or EL status. Speech-to-text may be provided through a computer's speech-to-text feature or a human scribing the student's spoken response. An EL student's English proficiency varies across the language domains (i.e., listening, reading, speaking, or writing) and is impacted by the LEA and classroom's instructional focus (Solano-Flores, 2006). Unless a student has had consistent practice speaking their schoolwork and other answers into a device or to a person, this accommodation will most likely not support accurate results of student content achievement.

Administrative Accommodations

For the purpose of the research, three administrative accommodations will be discussed. The three administrative accommodations for EL students are word-to-word dictionary, extended time, and translated directions. An administrative accommodation, such as adaptive or special furniture, is not discussed here because that relates to physical access and would be listed in an IEP or 504 and is not a linguistic support.

Word-to-Word Dictionary. A word-to-word dictionary accommodation is available for students who have demonstrated that they are able to show greater content achievement when allowed to use a word-to-word dictionary of their primary/home language and the language in which the test was developed. (For purposes of this study, the assumption is made that assessments are developed in English, unless otherwise noted.) Students may qualify for this accommodation based on EL status. Clark-Gareca (2016) found that teacher implementation and

use of this accommodation during instruction and classroom assessment is about 10% of the time, indicating that, most likely, during a standardized assessment the accommodation is unfamiliar and possibly confusing.

Extended Time. An extended time accommodation is available for students who have a documented need requiring additional time to complete an assessment. Students may qualify for this accommodation based on an IEP, 504 plan, or EL status. Extended testing time may be used to support students with cognitive, physical, and communication disabilities, or second language processing needs who need additional time to complete one or more test sections. Extended time is typically 1.5 times the standardized allowed time. The extended time accommodation is easily and frequently provided during both instruction and assessments; unfortunately, extended time does not produce significantly improved test scores (Castellon-Wellington, 2000; Kieffer et al., 2009).

Translated Directions. A translated directions accommodation is available for students who have demonstrated that they have a greater understanding in a language other than the language in which the test was developed. (For purposes of this study, the assumption is made that assessments are developed in English, unless otherwise noted.) This accommodation is used most often when a translation of the assessment content would interfere with the construct and content of the assessment. Students may qualify for this accommodation based on EL status. Translated directions have the least impact of any accommodation afforded to a student based on EL status (Young et al., 2008). If a student cannot access the directions and concept of the assessment, there is a greater need beyond directions in primary/home language, and this accommodation will not do enough to provide access to test items.

Teacher Experience Assigning Accommodations

Now that the obstacles of using standardized assessments have been illustrated and a review of accommodations that assist in making the assessment more accessible is complete, the literature on teacher understanding of assessment for students who are EL will be discussed. Through research completed on professional development related to EL assessment, Kim et al. (2014) found that teachers believe that assessments are not effectively administered when there are large numbers of ELs in a school. Another concern is that the teachers' knowledge of assessing ELs and the ability to interpret results can impact their ability to design appropriate instructional activities. They also write that when teachers confuse the ability to speak English with intelligence, they may, however unintentionally, develop a deficit mentality toward their students that will interfere with classroom effectiveness. Siegel (2014) wrote that a teacher's belief about student learning and students influences their assessment decision. Additionally, research shows that many teachers hold deficit views of EL students (Bryan & Atwater, 2002). This could have a significant impact on a teacher's experience in administering assessments and selecting accommodations.

There is a gap in teacher understanding of assessment results that also contributes to a lack of understanding in assessment accommodation and standardized assessment procedures. Solano-Flores (2006) identified a gap between the disciplines of special education and language development when there was direct transfer of accommodations for one type of student to the other. For example, an accommodation of enhanced lighting that may contribute to enhanced testing conditions does not target linguistic need. Additional research found that teachers tend to select the same set of accommodations for all their students, even though students differ widely in their ELP, and educational experiences demonstrated in individual profiles (Koran & Kopriva,

2017). Teachers regularly want to select primary/home language accommodations based on a student's home language and English proficiency level and not on the language of instruction and learning opportunities. Primary/home language accommodations are not beneficial when the student's language of instruction has been in English (Kieffer et al., 2009; Pennock-Román & Rivera, 2011). If accommodations are selected by a team that includes the parent, the practice of defaulting to primary/home language assessments might be corrected.

Interestingly, precursors set by many state departments of education are that accommodations used on state standardized assessments are to be implemented in the classroom before use on a standardized assessment. Accommodations implemented in the classroom are frequently accommodations that are not allowed on standardized assessments such as modified or simpler content, less content, or one-on-one support (Clark-Gareca, 2016). The student's education team must determine whether students need specific accommodations in the classroom or testing situations. An expectation that the student has an organized education team indicates the continuation of special education ideals in the English language development world (IRIS Center, 2020; Rivera & Collum, 2006). A student's educational team must know what works best for the students to help them achieve academically and be active participants in their own learning (Luke & Schwartz, 2007). While the individual strengths and needs of students must be considered for the teams to make appropriate recommendations for those students. However, often it is the classroom teacher or ELD teacher making the accommodation decision in isolation (Kopriva et al., 2007). Research conducted with special education educators found that educators showed expertise in identifying the needs of different students but struggled to select standardized test accommodations for those needs (Plake & Impara, 2006). Overall, research highlights the challenges in assigning accommodations for EL students (Thurlow & Kopriva,

2015); the gap lies in understanding an EL teacher's experience of assigning the accommodation for use during testing.

Educational Practices

This section discusses the educational practices related to EL students. Discussion of the legal aspects related to school district missteps related to ELD instruction are presented followed by research related to actual educational practice related to educational opportunities for Els.

Legal Aspects

Evidence of the public education system's slow response to appropriate instructional practices for ELs is found through the ongoing investigations of districts by the United States Department of Justice and the United States Department of Education, Office for Civil Rights. When an investigation finds that school districts are not in compliance with the Equal Educational Opportunities Act of 1974 or Title VI of the Civil Rights Act of 1964 (Title VI), U.S.C. § 2000d, a Settlement Agreement, Consent Decree, or an Agreement to Resolve is written. A school district's inability to comply with the laws in place to ensure and protect the educational rights of ELs reflects a systemic struggle with approaches to linguistic opportunities and equity further highlighting the need to learn about assessment accommodation assignment from the teacher's perspective.

The general requirement of a Settlement Agreement is that "The District will take appropriate action to overcome language barriers that impede equal participation" by ELs in its instructional programs (20 U.S.C. § 1703(f). The U.S. Code 20. § 1703(f) reads:

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by—(f) the failure by an educational agency to

take appropriate action to overcome language barriers that impede equal participation by

its students in its instructional programs.

Providence Public School District in Rhode Island entered into a settlement agreement in

August 2018; the settlement remains in effect until Fall 2021 (Providence Public Schools--

Settlement Agreement Between the United States and Providence Public Schools, 2018). The

issues of noncompliance violated Section 1703(f). The issues established were that the district:

(a) placed hundreds of ELs in schools that lacked EL services; (b) used an educationally unsound

EL program, failed to adequately implement several of its EL programs, failed to staff its EL

programs with enough qualified teachers, segregated some ELs in its Sheltered ESL program for

an unreasonable amount of time, lacked sufficient materials to implement some of its EL

programs, failed to adequately train principals, did not identify all Els in a timely manner, did not

effectively communicate with LEP parents, did not provide ELs equal opportunities to

participate in specialized programs, used inappropriate exit criteria, and did not adequately

monitor former ELs; and (c) did not properly evaluate its EL programs for effectiveness

(Providence Public Schools--Settlement Agreement Between the United States and Providence

Public Schools, 2018).

Arlington Public Schools in Virginia entered into an agreement in June 2019; the

agreement will remain in place until late Summer of 2022 (Settlement Agreement Between the

United States and Arlington Public Schools, 2019). The issues of noncompliance that violated

the guidelines set forth in Section 1703(f) of ESSA included: (a) ensure that parents and

guardians knowingly consent to or refuse to enroll their children in EL services during the EL

identification process; (b) provide sufficient translation and interpretation services for LEP

parents; (c) provide ELs with sufficient language services and adequate access to grade-level

curricula at Thomas Jefferson Middle School (TJMS) and other secondary schools that used the same EL programs as TJMS; (d) staff its EL program at TJMS with enough qualified teachers; (e) train principals on how to evaluate teachers of ELs; (f) provide sufficient materials to implement its EL program at TJMS; (g) ensure that ELs are not over-identified as needing special education services based on their language barriers in elementary schools and are not denied timely evaluations for suspected disabilities at TJMS; (h) adequately monitor current and former ELs at TJMS; and (i) properly evaluate its EL program at TJMS and other schools (Settlement Agreement Between the United States and Arlington Public Schools, 2019).

Denver Public Schools (DPS) in Colorado has been under federal court decree since 1984. The most recent version of the decree was filed in 2012. The 2012 consent decree is a 10-chapter document that focused on expectations of EL programming in the district (English Language Acquisition (ELA) Denver Public Schools, 2013). Foci of the decree by chapter are: (a) Chapter 1--Instructional Services; (b) Chapter 2--Instructional Services Advisory Team; (c) Chapter 3--Parent Communication, Student Screening, and Provisional Placement as well as Assessments for Eligibility and Monitoring of Students who Decline Services; (d) Chapter 4--Redesignation and Exiting the Program; (e) Chapter 5--Personnel and Training; (f) Chapter 6--Parental Oversight; (g) Chapter 7--Considerations Related to Special Education and Section 504 Services for English Language Learners; (h) Chapter 8--Charter Schools; (i) Chapter 9--Accountability; and (j) Chapter 10--Duration of Consent Decree, Enforcement, and Remedies for Noncompliance. In a 2018 Independent Monitor Report, the findings did show that progress and positive work was being conducted related to the Consent Decree. The monitors still found that DPS was partially meeting the expectations laid out in Chapter 7, Considerations Related to Special Education and Section 504 Services for English Language Learners. Additionally, they

found a "glaring issue" related to Chapter 8, Charter Schools, pointing out that charter schools serve a small percentage of beginning level EL (ACCESS1) students and that until they serve a greater number of ACCESS-1 students, a charter school's effectiveness in meeting the needs of ELs cannot be determined. There was a major concern with the implementation of expectations in Chapter 6, Parental Oversight, that there were Program Schools (the Consent Decree defines Program Schools as schools that have ≥16 EL students) that did not have an English Language Acquisition Parental Advisory Committee (ELA PAC): a school-based committee chosen by parents with children in the EL Program at the school. The monitors wrote that this was concerning because they made the recommendation numerous times, noting that the Consent Decree calls for an ELA PAC in every Program school.

The OCR heard its first complaint on Adams County School District 14 (Adams 14) in Commerce City, Colorado, in 2010. The Complainant alleged that the District discriminated against students, parents, and staff based on national origin (Hispanic). Specifically, the Complainant alleged that the District is a hostile environment for Hispanic staff and students. The district made no admission of wrongdoing but did enter into an agreement to resolve in 2014. In a 2018 Resolution Agreement monitoring letter from OCR, it was reported that EL programming was left to the principals and that evidence demonstrated that principals decided not to implement an alternative language plan in a manner the met the requirements of Title VI and the District's Resolution Agreement with OCR. The monitoring letter also reported that the district superintendent made a statement to bilingual staff that he wanted to get rid of all the ELL students. Presently, Adams 14 is in its first year of a four-year contract with Florida-based MGT Consulting, becoming the first district in Colorado to hand over management to a company (Robles, 2019).

The presented difficulties of school districts meeting the needs of EL students highlights the necessity to study the need for accommodation assignment for ELs. When the basic educational rights and daily instructional needs are not being met, one is left to wonder what standardized test administration looks like, the validity of results, and the implications of those results. In the next section research on the educational setting, teachers, and overall educational experience of ELs will be discussed.

Actual Practice

Valdés (1998) wrote of ELD instructional settings as the "ESL ghetto," in which ELs interact only with one another and teachers who teach ELD; EL students did not know or interact with students who were not learning English. She reported that in beginning ESL classrooms, there were the beginners, there were students who were placed in beginning ESL as a punitive measure because of their behavior, and there were other students whose English showed limitations, but were far from beginners. She wrote that she was never able to determine why the second group of students was held in the beginning ESL classroom. She hypothesized that it could have been that the assessment was not reflective of their English development or that they were kept in the class, too, because the teacher depended on them to translate (Valdés, 1998). When students move out of ESL, the mainstream content teachers who are forced to take ELs directed their instruction to the ability levels of the mainstream students. With the anti-immigrant energy, newly arrived students are routinely accused of not wanting to learn English and of "failing to profit from the education that the state is giving them at a great cost" (p. 13). English learners are segregated from native English-speaking peers, policymakers do not know that the English that most of what new ELs hear comes in bits and pieces of artificial-sounding language. Several studies have found that English language learners in mainstream classes rarely utter

more than a few words, a situation that ends up stunting their English language development (Rubinstein-Ávila, 2009; Valdés, 1998).

Rubinstein-Ávila (2009) wrote that "the miseducation of Latino English language learners is a ticking social and economic time bomb" (p. 311). The statement reflected the earlier work completed by Valdés (1998). Rubinstein-Ávila added that EL students are more likely to live in areas where there are few areas to interact with native English speakers, limited opportunities for traditional middle-class extracurricular activities, and little to no access to tutors or internet connected computers.

Further evidence that EL students lack the same opportunities as non-EL students is that EL students are not distributed evenly across classrooms; most EL students are in classrooms with other EL students and, in these classrooms, over 70% of the students are eligible for free or reduced meals and over 75% of the students are Latino (Master et al., 2016). Additionally, this research found a correlation that teachers who score higher on the Liberal Arts and Science Test (LAST), an exam required for teachers in New York, have greater outcomes in the classroom; teachers of EL students have lower scores on the LAST assessment, and initial failure rate was notably higher for teachers of ELs (23.3%, compared to 15.6% for non-ELs). Furthermore, EL students are more likely to learn content subjects with a teacher who is certified in ELD instead of the subject such as math or science (Master et al., 2016).

A significant obstacle in educating EL students is the shortage of teachers qualified to meet their diverse needs. While content teachers are sympathetic, they often do not realize the amount of time that it takes to reach academic language proficiency. In a study of professional development designed specifically for content area teachers to develop ELD instructional skills, research found that instructional decisions overlooked language development considerations;

instructional priorities related to the disciplinary practices put forth in content standards (Molle, 2020). Tangible task completion was valued over language development and, despite the professional development facilitators teaching that language development instruction is something that can be done at any time, teachers continued to operate as if language instruction needed a specific setting. Despite two years of specific ELD instruction in professional development, the transfer of language development practices across instructional tasks and disciplines was limited (Molle, 2020). This research demonstrates the gap between educator ability to develop language across all disciplines and a focus on academic tasks that may impact teaching for grade-level achievement and rationale for accommodations selection. The urgency for quantifiable task completion reflects the educational system's emphasis on English as the only way to academic proficiency, again impacting how educators approach instruction, assessment accommodation selection, and results interpretation.

The educational system is unable to see students as fluid bilinguals developing two languages at once and through the previously mentioned EL identification assessment that requires that students be labeled with a level of English proficiency. Recently, Flores et al. (2020) found that even in dual-language programs, educators view EL students through a deficit lens. When students are learning both English and their primary/home language at the same time, students are viewed as *languagelessness,* a mindset that students are not fully proficient in either English or Spanish; that their bilingualism needs remediation (Flores et al., 2020). Another reference to this mindset comes with the word *alingual,* also meaning students who are not proficient in English or Spanish (Rubinstein-Ávila, 2009). Instead of seeing EL students through a deficient lens, educators need to approach teaching through an asset-based lens and redefine what constitutes both language and knowledge. Furthermore, issues with logistics such as

managing funds, managing student identification, and scheduling cause more problems. There are reports of mismanaged bilingual education funds in addition to schools not knowing how to meet the needs of ELs. Problems may include scheduling errors with students being placed in wrong programs, not receiving ELD when needed, or not being exited to mainstream education when English proficiency has been met (Wilson et al., 2014).

In addition, to the issues within the school system, educators are dealing with larger societal dynamics related to language. The pressure to learn English is extreme, and students become aware of their English limitations early on; moreover, they tune in to the power that English holds in our society. The ability to speak English gives students a sense of power and accomplishment within an immigrant community very early and even within the Spanish-speaking community, Spanish is pushed to the back burner and used for family and friends or remedial purposes (Monzó & Rueda, 2009). The desire to speak English is so strong that students try to "pass" as English proficient as this shows their awareness of the power and status of English in this country. The cost of passing as English proficient can come at the expense of actual learning (Monzó & Rueda, 2009).

Theoretical Framework

Critical language theory, as introduced by Crump (2014), is the primary lens of this study.

> LangCrit is a critical framework for language studies that recognize intersections of audible and visible identity in shaping possibilities for being and becoming. It is a lens that allows for an examination of how individual social practices and identity performances are connected to a larger ecosocial system of discourses, policies, and practices. (p. 219)

There is an underlying force of racism against those who are not of the majority group. Critical race theory challenges the mainstream mindset on race and racism (Solórzano & Yosso, 2001) and how it reacts to race inequalities. Critical race theory was first highlighted in the legal arena, pointing out the slow response and civil rights movement failures. Later, CRT was introduced as a framework for evaluating the systemic racial inequalities in the education system (Ladson-Billings, 1998). Historically, CRT looked at the racism experienced by Blacks through a system implemented by Whites. However, other forms of discrimination that are not based on physical appearance exist. These discriminations may be due to a difference in culture, language, religion, family structure, or dietary practices. Discrimination of this type can be referred to as *cultural racism*, *ethnicism*, or *linguism* (Smolicz & Secombe, 2005).

Latina/o critical race theory (LatCrit) examines experiences unique to the Latina/o community such as immigration status, language, ethnicity, and culture (Solórzano & Delgado Bernal, 2001; Valdés, 2005). Gonzalez and Morrison stated that "LatCrit calls for an expanded discourse on race that breaks down and contextualizes dominant American understandings while taking into account Latino perspectives that emphasize nationality and ethnicity" (2016, p. 90).

Shuck (2006) found that the systematic views and discussions about race in the United States created a natural avenue for creating a "us vs. them" discourse when discussing native and non-native speakers of English. She stated,

> Understanding how speakers link ideological models, naturalizing a hierarchical social order with White, native English speakers on top, can shed light on the relations between such a social order and practices of systematic exclusion of some social groups from access to educational, political, and economic resources. (p. 274)

Highlighting that while the difference between ELs and the population majority may not always be race, mentally, a race-type division leading to a hierarchy, both spoken and unspoken, is created. Equally, LangCrit helps explain the social status phenomenon created by a native or primary/home language other than English and English language proficiency.

Summary

Standardized assessments and the use of their data are a large part of the educational landscape for all teachers and students. For teachers of ELs and the EL student, the assessment terrain can be tough. The review of literature discussed the identification process of ELs, laws related to the educational opportunities the students should be provided, difficulties in their measuring academic achievement with a standardized assessment, and current education practices students are experiencing. The literature showed that EL students are evaluated with a standardized assessment upon first entering a U.S. school and are assessed throughout their schooling. Standardized assessment can be one of the most challenging experiences of an EL student's academic year. Additionally, teachers have a difficult time identifying appropriate assessment accommodations. Despite the legal expectations in place, EL students are regularly in an academic setting that does not provide them with an adequate opportunity to learn. The literature identified each of these issues in isolation, further showing the value of this study in researching the teachers' experience of assigning assessment accommodations to ELs. Chapter III will describe the research methodology used to discover the teachers' experience in assigning assessment accommodation. The third chapter will also include the rationale for qualitative research methodology along with details related to the setting, context, participants, data collection methods, and data analysis approaches. Finally, there will be a discussion of credibility and transferability, limitations, and delimitations.

CHAPTER III

METHODOLOGY

This phenomenological study investigated how teachers' lived experiences in teaching ELs, assigning assessment accommodations, and administering the standardized assessments influence their perceptions of assessments, decisions regarding assessment accommodations, and the impact assessments have on their teaching. In this third chapter, I discuss the methodology of the study, first through an explanation of the rationale for the qualitative research approach, followed by the explanation of phenomenological research and fit of the approach. Additional discussion about researcher stance and research methodology along with setting and context, research participants, data collection methods, data analysis, trustworthiness, transferability, and limitations and delimitations of this research are also outlined.

Qualitative Rationale

Qualitative researchers are interested in understanding how people interpret their experiences, construct their worlds, and what meaning they attribute to their experiences (Merriam & Tisdell, 2016). Given this, qualitative research is grounded in people's lived experiences and is typically conducted in the participants' natural setting, focuses on context, and is emergent and evolving (Bloomberg & Volpe, 2016). Qualitative research involves an interpretive and natural approach to the subject matter, meaning that the study occurs in a natural setting in an attempt to interpret a phenomenon related to the meaning the participant brings (Denzin & Lincoln, 1998). Additionally, it is based on a belief that knowledge is constantly

constructed as people engage in and make meaning of an activity, experience, or phenomenon (Merriam & Tisdell, 2016).

> Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study. . .. Qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting . . . data analysis that is both inductive and deductive and established patterns and themes. . .. The final written report. . . includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (Creswell, 2013. p. 44)

Qualitative research involves the studied use and collection of a variety of empirical materials like, but not limited to, personal experience, introspection, life story, interview, and visual texts that describe routine and problematic moments and meanings in an individual's life (Denzin & Lincoln, 1998). In qualitative research, data must be noticed by the researcher and treated as data for their purpose of their research; in other words, the researcher must observe something or create an interview process that asks for or allows the data to arise (Creswell, 2013; Merriam & Tisdell, 2016). On the other hand, quantitative data often uses numeric data to analyze trends, compare groups, or relate variables using statistical analysis (Creswell, 2013).

Phenomenological Research

This phenomenological research study focused on teacher experiences through multiple approaches of data collection with thick description and member checking (Bloomberg & Volpe, 2016; Creswell, 2013). Phenomenology as qualitative research is a study of a human experience, focuses on the wholeness of experience, searches for meaning rather than measurement, obtains descriptions of experience through first-person accounts, and regards the data of experience as

imperative in understanding human behavior and as evidence for scientific study (Moustakas, 1994). Phenomenology is a philosophy associated with Husserl (1952) and a type of qualitative research. Husserl, thought of as the father of phenomenology, stated that the "human consciousness actively constitutes the objects of experience" (cited in Denzin & Lincoln, 1998, p. 138) as he developed his argument that the relationship between perception and its objects is not passive. Husserl (1952) saw phenomenology as a way of reaching the participants' version of true meaning through penetrating deeper and deeper into reality. Furthermore, his transcendental phenomenology is called so because the observer transcends "the phenomena and meanings being investigated to take a global view of the essences discovered, i.e., settling for generic descriptions of the essences and phenomena without moving to a 'fine-grained' view of the essences and phenomena under investigation" (Sloan & Bowe, 2013, p. 1294). The philosophy of phenomenology focuses on the experience and how experiencing something is transformed into consciousness (Husserl, 1952). Phenomenology as a method of research is an emphasis on the participants' lived experiences and the interpretation of those experiences (Crotty, 1998; Merriam & Tisdell, 2016). Through phenomenology the researcher learns how study participants make meaning. This is done focusing on the wholeness of an experience in contrast to just parts of the experience, it searches for the essence of the experience rather than measurements or explanations (Moustakas, 1994, p. 21). The goal of phenomenology is that the researcher will describe as accurately as possible the phenomenon and will refrain from any previous ideals but will remain true to the participants' experience. One step in doing so is bracketing; to bracket one's self is to put aside one's experiences and believed truths (Denzin & Lincoln, 1998; Moustakas, 1994), and then the researcher can focus on the lived experiences of the participant. Epoché like bracketing is the process involved in consciously blocking biases. For instance,

when educators spoke of assessments being unfair as a researcher, I listened and documented their experience instead of interjecting with my experiences and work related to eliminating biases in test items. Experiences and believed truths I bracketed were my experiences as an assessment developer and teacher, and I will need to be cognizant of not asking questions that lead to my values, interjecting my experiences, or making judgments.

Fit of Approach

A qualitative phenomenological study is a solid fit for this research based on the characteristics of phenomenology research and the nature of data collection methods which are effective in telling story of an individual experiencing a shared phenomenon (Creswell, 2013). Phenomenological research seeks to study the common meaning of a lived experience (Chan et al., 2013; Creswell, 2013). The purpose of this study was to learn about assessment accommodations selection for ELs; phenomenology was used to understand accommodation assignment through the teachers' experience of assigning accommodations, administering the assessment, and teaching in response to assessment results and preparation.

A qualitative phenomenological study is an appropriate design to gather a deeper comprehension of the teachers' lived experiences of assessment administration to ELs for several reasons. The phenomenon is the experience that the teacher has when they are simultaneously a student's teacher and advocate as well as the administrator of a standardized evaluation tool, with the additional dynamic of being evaluated based on the student's performance (National Education Association [NEA], 2008). A qualitative phenomenological study was selected over testimonio, ethnography, narrative, and case study because in the phenomena being studied there is a component that continually evolves and another component that remains constant. A teacher's experience with assessments and the students for whom they are selecting

accommodations changes with each assessment administered and with each student for whom they are selecting accommodations. The constant component is the assessment accountability teacher evaluation system. A teacher's experience of administering assessments that are used as part of their evaluation of students they instruct and advocate for is a contemporary phenomenon.

The phenomenon of teacher experiences administering assessments and selecting accommodations for EL students, aligned with Latin American studies and LatCrit, however, is not completely true to the participants' lived experiences. Researchers use testimonio to document and/or theorize their own experiences as well as that of others and is known to bring about healing and social change (Delgado Bernal et al., 2012; Huber, 2009); the intention of this study was to tell the story of participants and not connect to the researcher. An ethnographic study involves immersion in a specific environment (Bloomberg & Volpe, 2016; Creswell, 2013;). Additionally, an ethnographic design was not appropriate for this study because the study relates to a participant's experiences with a specific phenomenon, not on understanding a systemic cultural system. Each participant's individual experience is a factor that would put them into a category for ethnographic study. Through the narrative approach, the researcher constructs meaning from a chronological cohesive story (Creswell, 2013). Case study is an in-depth and detailed investigation of the development of a single event, situation, or individual and while the administration of standardized assessments could be the event, phenomenology was selected over case study, again, because the intention was to tell the subjective, lived experiences and perspectives of participants (Chan et al., 2013; Saldaña, 2016).

Researcher Stance

As mentioned previously, phenomenology allows the researcher to uncover and interpret the inner essence of the participants' cognitive processing regarding a shared experience. As

discussed previously, I bracketed my beliefs and assumptions to fully listen to and interpret the experiences of the participants (Merriam & Tisdell, 2016). I blocked biases I bring from my work in assessment development and my previous work as an EL teacher. While I do not work in a school setting. I do work in education with a specific focus on equitable assessment opportunities of ELs. Thus, I have a particularly vested interest in how and which linguistic accommodations are selected for EL students. While being a member of the EL-focused educational community at large, it was possible that I would work with teachers with whom I had a previous relationship. I did know one participant, and one participant knew of me. I felt that these participants still felt free to express their experiences and were not impacted by my professional background.

My personal language background is a simultaneous bilingual one. One of my parents is a native English speaker and the other is a native Spanish speaker. Each parent learned and is still learning the language of the other. In addition to parental influences, my early years were split between my grandma and aunts to *tías*, *tíos*, and *primos*. Some of my earliest memories are translating for my grandma and tía. My Spanish reading was developed at home and in Spanish Sunday school. English reading was developed at home, through living in an English community, and school. In 1988, "Colorado English as Official State Language Initiative" (Initiative 1) was on the ballot. The measure was approved and declared English the official language of Colorado (Colorado General Assembly, 1988). As a child, I did not understand what this meant but became afraid of speaking Spanish in public. It was not until 10 years later when working in a bilingual elementary school that this fear was overcome.

Before my current position, I worked as a pull-out EL teacher, bilingual classroom teacher, pull-out Spanish language literacy teacher, classroom language transition teacher,

content teacher, and a Newcomer program teacher. My entire career and undergraduate studies have been devoted to ELs. As a researcher, I bring biases and perspectives developed from experiences and literature. My perspective is that EL accommodation decisions for standardized assessments are made in confusion. I developed this perception through fielding hundreds of questions, despite annual accommodation training and detailed information in the assessment procedures manual. Also, through my professional role, I could see that students regularly have an accommodation assignment that does not match their language proficiency code and/or the LIEP. Perhaps that is due to the dual role the teacher plays as the student advocate and implementer of assessment policy (Kopriva et al., 2007). I also believe, given the teacher evaluation system, participating in standardized assessments can be a very intense experience for teachers to navigate (NEA, 2008; Colorado Code of Regulations, 2019).

Research Methodology

As mentioned previously, phenomenology is a qualitative study design focused on using experience as data to explain a phenomenon. During this process, the researcher is involved in disciplined and systemic efforts known as bracketing or epoché to set aside prejudgments (Moustakas, 1994). This study approach aligns with the study goals of telling the teachers' lived experience of administering standardized tests to ELs. In this section, I outline the methodology for the study. I begin with an explanation of the setting and context, followed by a description of the participants. Then I will describe my data collection and data analysis procedures. Finally, I discuss the trustworthiness of the study.

Setting and Context

The setting for this study was in a mountain west state; the state has approximately 910,000 preschool through 12th grade public school students in 178 school districts. Participants

were identified by their school's participation count for the state's Spanish language arts assessment. Participation in the state's Spanish language arts assessment requires that the student received literacy instruction in Spanish within the past nine months (Colorado Department of Education, 2020b). I focused on schools that have Spanish language arts assessment participation because that assessment is considered an accommodated version of the English language arts assessments. Administration of the Spanish language arts assessments demonstrates selection of primary/home language accommodations. When students participate in the Spanish version of the math, social studies, or science assessment, the accommodation of a language other than English is not noted in reported results. Given the requirement of the Spanish language arts assessment, by default, the context of the identified teachers is a bilingual school setting. Fifty-one schools in the state meet the minimum of ≥16 students participating in the Spanish language arts assessment at either Grade 3 or 4. Of those schools, 39 are in the same large urban district, 9 are in four different mid-to-large suburban sized school districts, and the remaining 3 are in three separate small rural districts. Recruitment emails were sent to teachers in all eligible schools (Appendix A).

Participants

Ten teachers participated in this study. Participants were teachers who work with ELs in Grades 3-5 in schools that have students participating in the Spanish language art assessment, as described above. These grade levels were intentionally chosen because state law allows for a Spanish language arts assessment in Grades 3 and 4, and many of these utilize primary/home language instruction through Grade 5. Assessment results were used to identify which districts/schools participated in the Spanish language arts assessments. Targeted participants were those who work in schools with ≥16 students who participate in the state-developed

Spanish language arts assessment. The rationale for selecting educators who work in schools with ≥16 students participating in the Spanish language arts assessment was because 16 is the minimum at which summative scores are reported. Participants were recruited through a wide-cast email to teachers in 51 schools. Possible participants were contacted via email and were encouraged to share the email with eligible colleagues for snowball sampling (Aderifar et al., 2017). The email was sent to approximately 250 teachers as identified by their school's participation in the Spanish language arts assessment and the grade level they teach based on information found on the school website. The first 10 teachers who responded to the emailed recruitment flyer were chosen as the study's participants. Seven of the participants responded to the initial recruitment email. The remaining three were recruited through the snowball method in which the recruitment email was shared by someone who participated in the study or received the recruitment email and forwarded it on. I had a previous professional relationship with one participant, and one participant knew of me and my work through their supervisor, but I did not know them before this research study. Once teachers responded to the recruitment email, they were sent a follow-up email with the consent form.

Data Collection

Data collection included a demographic survey, pre-interview scaled questions, an interview discussing scaled question responses, an interview with open-ended interview questions, and participant-provided classroom artifacts. The selected data collection measures supported the study's intent of telling a participant's experience of the phenomena. The demographic survey and scaled questions were distributed through the Qualtrics online survey platform. The survey and scaled questions allowed for very specific information about the participant and participants' perspective to be collected. The interviews and artifacts allow the

participant to define their experience in their unique way (Merriam & Tisdell, 2016).

Pseudonyms were assigned to each participant to maximize confidentiality. Each of these data

sources, as they relate to this study, are outlined in this section.

Demographic Survey

As previously stated, once the consent form was returned, the participants were asked to

fill out a demographic survey (Appendix B) about themselves and their school setting. The

demographic questions collected information related to general education experience, narrowed

down to experience in an ELD program, and further narrowed to experiences in an ELD program

that utilizes primary/home language instruction. Additionally, the survey asked about the

teacher's native language and current professional role and state licensure endorsements.

Participants were asked about the percentage of EL students in their school. This background

information was necessary to understand the setting for the participants' experiences as told

through phenomenology. Table 4 and Table 5 show the participant responses to the demographic

survey.

Table 4

Participant Demographics Part 1

Participant	Current Grade	Years of Experience	Years Teaching in an ELD Program	Years Teaching in an ELD Program with Native Language Instruction	Highest Degree	Endorsed in Culturally and Linguistically Diverse Education (CLDE)	If Yes, Type of CLDE Endorsement
Angie	5th	6-10	4-6	0-3	Master's	No	
Carlos	4th	16+	11-15	0-3	Master's	Yes	Culturally and Linguistically Diverse Education (ESL)
Daniela	5th	16+	16+	16+	Master's	Yes	Culturally and Linguistically Diverse Education, Bilingual Education
Gabriela	3rd	2-5	0-3	0-3	Bachelor's	Yes	Culturally and Linguistically Diverse Education (ESL)
Isabela	5th	16+	16+	16+	Doctorate	Yes	Culturally and Linguistically Diverse Education (ESL)
Julie	5th	6-10	0-3	0-3	Master's	No	
Leah	4th	6-10	4-6	4-6	Master's	Yes	Culturally and Linguistically Diverse Education (ESL)
Pepe	4th	16+	16+	16+	Master's	No	
Rebecca	3rd-5th	16+	11-15	11-15	Master's	Yes	Culturally and Linguistically Diverse Education (ESL)
Susan	3rd-5th	16+	16+	16+	Master's	Yes	Culturally and Linguistically Diverse Education (ESL)

Table 5

Participant Demographics Part 2

Participant	Current Role	Native Language	Gender	Race/Ethnicity
Angie	Classroom teacher both English and Spanish component in a bilingual setting	English	Female	White
Carlos	Classroom teacher	English	Male	Hispanic/Latino
Daniela	Classroom teacher both English and Spanish component in a bilingual setting	Spanish	Female	Hispanic/Latino
Gabriela	Classroom teacher both English and Spanish component in a bilingual setting	Spanish	Female	Hispanic/Latino
Isabela	Classroom teacher	Spanish	Female	Hispanic/Latino
Julie	Classroom teacher	English	Female	White
Leah	Classroom teacher both English and Spanish component in a bilingual setting	English	Non-binary	White, American Indian or Alaskan Native
Pepe	Classroom teacher	Spanish	Male	Hispanic/Latino
Rebecca	ELD Specialist extra support (push-in/pull-out)	English	Female	White
Susan	Special Education	English	Female	White

Scaled Questionnaire

Participants were provided with 24 researcher-developed scaled questions (Appendix C) before the first interview. All questions related to knowledge of and assignment of assessment accommodations to students who are ELs. The first 6 questions were on a 5-point Likert scale asking for participants to read each statement and mark the answer that best reflected their

knowledge or a belief they held. The last 7 questions were on a 3-point scale asking participants

to rate the frequency of an event. Those questions asked the participant to read each statement

and mark the answer that most closely represented the frequency of that statement in their

school; this information guided the researcher in understanding the participants' experience and

provided details to analyze data into meaningful units.

Interviews

In the phenomenological interview, I attempted to uncover the teachers' lived experience

of administering assessments to ELs and what the preparation (accommodation assigning)

process looked like. I believe that administering assessments to ELs and being in a place where

they are both the student's evaluator and advocate is a significant experience, and that assessment

happens as much to the teacher, if not more, as it does to the student taking the assessment.

Learning about the lived experience of these teachers gave personal meaning to what guided

their actions (Merriam & Tisdell, 2016) related to accommodation assignment, preparation for

administering the assessment, and actual assessment administration. Interviews allowed for

themes to emerge in straightforward ways (Crotty, 1998). Each participant was interviewed twice

for this study. The first interview asked participants to expand on their scaled questionnaire

responses. The second interview had open-ended questions, and participants were asked to

discuss an assessment-related classroom artifact. Each interview lasted approximately an hour.

Both interviews were recorded for transcription purposes. Recordings were stored in a secure

two-factor authentication cloud-based storage system and were deleted after transcription.

Transcriptions were also stored in a secure two-factor authentication cloud-based storage system.

First Interview

　　Participants were provided with the earlier mentioned questionnaire (Appendix C) before

the first interview. They were asked to complete the questionnaire in preparation for the

interview. The scaled questionnaire was used as the discussion starter, with the researcher asking

the participant to share more or why they selected their various responses. For example, one of

the questions in the questionnaire was "EL students in my school are given accommodations on

state standardized content assessments based on their individual needs." The scaled responses

were *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*. I asked the participant to

tell me why they selected that response and, as needed, I asked if they could tell me more. Those

two follow-up questions kept me from leading the participant's answer and supported the

bracketing of my previous experiences. An interviewer must perfect a style that rewards the

response but does not evaluate the response (Fontana & Prokos, 2007). Getting these greater

depth responses gave greater opportunity to tell the lived experience of administering

assessments to EL students. As mentioned, the interview lasted approximately one hour. At the

end of the first interview, participants scheduled a time for their second interview and were asked

to identify an assessment-related artifact to bring to the second interview. Participants had an

opportunity to ask clarifying questions about what an assessment artifact might be.

Second Interview

　　The second interview was within a week of the first interview. Participants were provided

with the open-ended questions (Appendix D) the day before the interview, allowing them time to

think about the questions beforehand; written responses were not requested. The open-ended

questions related to the participant's perception of their role in selecting assessment

accommodations for students, benefits, and challenges of and the most and least beneficial

assessment accommodation. The goal of this interview was understanding (Fontana & Prokos, 2007), allowing greater insight into the teacher's experience within the phenomenon.

Artifact

During the second interview, participants shared an artifact from their work. "The very existence of material artifacts is tied to politics and power--who could write, who could preserve objects that mattered to them, which materials represent legitimate sites of history" (Bailey, 2019, p. 103). Bringing Bailey's work into this study, teachers were asked to share an artifact from their work with ELs as they prepared them for assessments and accommodations within those assessments. The artifacts allowed for more of their actual experience to be seen and told. Questions that accompanied the artifact discussion were, "Can you tell me about the development of this resource?" and "Tell me about how this document is used?"

Data Analysis

The data sources that were analyzed through the study were: (a) demographic survey; (b) responses to scaled questions and the expanded responses that took place during the Interview 1; (c) transcribed responses to open-ended questions from Interview 2; and (d) the participant's explanation of the artifact's development and use during the open-ended questions. The data were analyzed to tell the participant's experience of administering an assessment to ELs. Data analysis was done through the following five steps: (a) Step 1, manual holistic coding of the transcribed interviews; (b) Step 2, summarization of the demographic survey and scaled question questionnaire responses; (c) Step 3, categorizing the transcription data into segments; (d) Step 4, horizontalizing the data; and (d) Step 5, reduction (Moustakas, 1994; Saldaña, 2016; Schwandt, 2007) (see Dissertation Logic Matrix, Appendix E). Holistic coding was appropriate here because it is applicable to self-standing units of data such as interviews with a clear beginning,

middle, and end (Saldaña, 2016) and lends itself nicely to identifying segments for categorizing. For holistic coding I listened to the recording again before reviewing the transcript, through this process patterns and ideas were noted of the participants complete experience. Listening to the interview was followed by reading of the transcripts to once more hone in on the participant's larger experience. Summarization of the demographic survey and scaled questionnaire responses allowed for a generalization of each participant's understanding of and beliefs about accommodation use in their school allowing for connections on how their years of experience, current role, and or instructional setting may influence their work related to assessment and assessment accommodations. . During the process of horizontalizing the all of the data is given equal value. Figuratively it can be thought of that each statement is set on a flat horizon without researcher values applied. Through this the act of epcohe, bracketing takes place. However, repetitive statements that did not relate to the research questions were removed (Moustakas, 1994). In this process I read across all interview transcriptions to identify notable statements. For instance, notable statements include, but are not limited to a participant describing their accommodation selection process or their assessment administration training. Horizontalization of the data was important because a researcher needs to be "receptive to every statement" and "granting each comment equal value" (Moustakas, 1994, p. 122). Following the horizontalization of data, the reduction step where data were summarized into connected concepts was completed. This process involved identifying patterns of similar ideas expressed related to assessment accommodations. Phenomenological reduction is the process of continually returning to the fundamental nature of the experience and to derive the inner structure of it (Merriam & Tisdell, 2016). Moustakas (1994) recommended that the researcher ask the following two questions: (1) "Does it contain a moment of the experience that is a necessary and sufficient constituent for

understanding it?" and (2) "Is it possible to abstract and label it?" (Moustakas, 1994, p. 121). The reduction phase allowed me to narrow the teachers experiences to the five concepts of teacher experience accessibility, support, purpose, and application.

This approach helped ensure that the participants' lived experiences, rather than my own perceptions, were exposed through the data, and that the meaning units were clustered into themes (Creswell, 2013; Moustakas, 1994; Saldaña, 2016). As the researcher, in order to avoid prejudices during both the interview and the data analysis process, I bracketed my beliefs and by not allowing my previous experience with the phenomenon to interfere with the data during the horizontalization process (Merriam & Tisdell, 2016). I was cognizant of neither adding nor correcting or challenging participant perceptions of stories about assessments, accommodations, or their effectiveness. The bracketing process means that I suspended judgment based upon my experiences and ideas and made myself free to interpret the participants' reality. I focused on telling the participants' story and did not select data that would support my conception of assessment accommodations.

> Particularly in terms of process, this is a pragmatic means to locate oneself as researcher, as academic, and as a human being in relation to the participants in the study, and to begin the task of removing all the assumptive detritus that attaches to and describes the researcher as a person living in the world. (Butler, 2016, p. 2035).

The participant experience was valued and portrayed through this data analysis structure.

Trustworthiness

This section discusses the steps in place to insure the trustworthiness of the study. There is explanation of the validation strategies in place to establish credibility and the researcher's

approach to verify transferability. Additionally, there is acknowledgement of the study's limitations and delimitations.

Credibility and Transferability

Qualitative research focuses on trustworthiness, rather than validity; constructs of trustworthiness are credibility, transferability, dependability, and confirmability (Glesne, 2016). Credibility was established through several credibility strategies. One strategy was data triangulation through multiple interviews with different question designs and artifact analysis. Additionally, the study planned for both member checking and peer examination. To address the transferability of the phenomenon being examined, careful attention was given to participant selection. The recruitment email was sent to eligible participants for purposive sampling. The researcher's stance was disclosed earlier in this study, disclosing any possible biases and assumptions; this allowed the reader to know what values and expectations influenced the study (Merriam & Tisdell, 2016). For transferability, it is the researcher's responsibility to provide enough detail of the study's context to allow the reader to compare the findings to their situation (Merriam & Tisdell, 2016). To provide adequate study context, the demographic survey, questionnaire, open-ended questions, and participant artifacts were included along with the rich, thick description of participant responses.

Limitations and Delimitations

Limitations to this study include cancelation of standardized assessment because of COVID 19-related school closures; data collection was completed more than a year after accommodations were last selected, and standardized assessments were administered in contrast to a few months as originally designed. The amount of time between administering assessments and sharing experiences about that activity could have an impact on the teachers' memory and

recollection that shapes their story. Additionally, given the concentration of EL learners in primary/home language ELD programs to a few districts, experiences may not be truly diverse. Other limitations may include researcher bias as I work in assessment development and administration. Finally, the possibility of human error exists due to manual transcription and coding of data (Saldaña, 2016). Delimitations to this study include the choice to narrow the study to only 10 teachers in the mountain west region. The participant count will prevent any demographic generalizations.

Summary

The key points presented in this chapter include the discussion of a methodology study and the qualitative phenomenological design, researcher stance, research methodology setting and context, participants, data, and analysis. Furthermore, this chapter illustrated the strategies and steps used to ensure the credibility and transferability of the study. Finally, the limitations and delimitations of the study were acknowledged.

CHAPTER IV

FINDINGS

The purpose of this qualitative, phenomenological study was to examine how teachers

engage in the assessment accommodation selection process. This study sought to understand

further how a teacher's lived experience impacts their assessment accommodation selection. The

qualitative phenomenological study was well-matched to learn about the teacher experience of

administering state tests to EL students with a specific intention of learning what factors

contribute to which and how EL accommodations are assigned. A thorough collection of

participants' experiences and systematic data analysis supported the understanding of and ability

to tell about a teacher's assessment accommodation selection process. The following research

questions guided the study:

Q1   How do teachers make meaning of standardized assessments and what are their
     experiences in administering state standardized assessments to EL students?

Q2   How do teachers make decisions about standardized assessment accommodation(s)
     assigned to students for testing and why do they make those decisions?

Q3   What are teachers' perceptions of the impact that standardized tests have on their
     instructional decisions and annual teacher evaluation?

Data collection was completed in a mountain west state with approximately 910,000

preschool through 12th-grade public school students in 178 school districts. A recruitment email

was sent out to approximately 250 eligible participants as identified by their school's

participation in the Spanish language arts assessment and the grade level they taught based on

information found on the school website. The first 10 participants who agreed to the three phases

of participation were selected. All data collected were analyzed through a five-step process: (a) Step 1, manual holistic coding of the transcribed interviews; (b) Step 2, summarization of the demographic survey and scaled question questionnaire responses; (c) Step 3, categorizing the transcription data into segments; (d) Step 4, horizontalizing the data; and (d) Step 5, reduction (Moustakas, 1994; Saldaña, 2016; Schwandt, 2007) (see Dissertation Logic Matrix, Appendix E).

In this chapter, I introduce the participants and present the findings of the research study. The lived experience of assessment accommodation selection and the impact on instruction for the teachers in this study were characterized into five topics. The teacher experience of assessments and assessment accommodations highlighted knowledge and understanding categorized into the following five concepts: (1) Accessibility; (2) Support; (3) Purpose; (4) Process; and (5) Application.

Participants

In this section, I briefly reintroduce the participants using information gathered from their demographic survey responses (Tables 4 and 5), information shared during their interviews, district, and school-level pupil membership data (Colorado Department of Education, 2019) available on the state department of education's website.

Angie

Angie is a fourth/fifth-grade teacher with over six years of experience and is new to the state. She teaches in Spanish and English in a bilingual setting. She has a master's degree and has a state-issued elementary education teaching license. Her native language is English, and she later learned Spanish. She identifies as White. In her current role, she teaches independently as she is the only dual-language teacher at the fourth/fifth-grade setting and does not have a specific

grade-level team to connect with. She was recently nominated for her school district's talented teacher award. Her school has about 325 preschool through fifth-grade students: 10% of the students receive special education services and 33% of the students receive ELD services; 87% of the students in the school are free- and reduced-lunch eligible. Angie's school is in the state's second largest school district with approximately 80,000 students.

Carlos

Carlos is a fourth-grade teacher with more than 16 years of experience teaching and over 11 years teaching in English language development. He has a master's degree, and in addition to his state-issued elementary education teaching license, he has an endorsement in culturally and linguistically diverse education (ESL). His native language is English with intermediate Spanish skills. He identifies as Hispanic/Latino. This year he has 27 students in his classroom: 24 of them speak a second language, about half of those students are Spanish speakers while the other half speak a variety of other languages from Africa and Asia. He serves on the school leadership committee. His school has about 475 preschool through fifth-grade students 15% of whom receive special education services and 68% receive ELD services, and 96% of the students in the school are free- and reduced-lunch eligible. Carlos' school is in the state's fifth largest school district with approximately 38,000 students.

Daniela

Daniela is a fourth/fifth-grade teacher with more than 16 years of experience teaching in English development programs. She teaches in Spanish and English in a bilingual setting. She has a master's degree and, in addition to her state-issued elementary education teaching license, she has an endorsement in culturally and linguistically diverse education (bilingual education). Her native language is Spanish. She identifies as Hispanic/Latino. In her class she has an even

distribution of fourth and fifth graders. This year she serves on the school's instructional leadership team and previously she worked on the dual-language committee. Her school has about 325 preschool through sixth-grade students: 15% of the students receive special education services, and 52% of the students receive ELD services; and 82% of the students in the school are free- and reduced-lunch eligible. Daniela's school is in the state's second largest school district with approximately 80,000 students.

Gabriela

Gabriela is a third-grade teacher with two years of experience; both of those years have been in a third-grade bilingual setting. She has a bachelor's degree and, in addition to her state-issued elementary education teaching license, she has an endorsement in culturally and linguistically diverse education (ESL). Spanish is her native language, and she identifies as Hispanic/Latino. Gabriela is one of six third-grade teachers in her school; she represents third grade on the building leadership team. Her school has about 500 preschool through fourth-grade students: 10% of the students receive special education services, and 50% of the students receive ELD services; 35% of the students in the school are free- and reduced-lunch eligible. Gabriela's school is in a school district with just under 5,500 students.

Isabela

Isabela is a fifth-grade teacher with more than 16 years of experience teaching in English development programs. She teaches in Spanish and English in a bilingual setting. She recently completed her doctoral degree at a local university, and her dissertation focused on literacy assessment practices for students in bilingual programs. In addition to her state-issued elementary education teaching license, she has an endorsement in culturally and linguistically diverse education (ESL). Teaching is her second career; before teaching she worked for a county

housing authority program focused on supporting agricultural workers. Her native language is Spanish. She identifies as Hispanic/Latino. Her school has about 380 preschool through fifth-grade students: 19% of the students receive special education services, and 43% of the students receive ELD services; and 57% of the students in the school are free- and reduced-lunch eligible. Gabriela's school is in the state's ninth largest school district with approximately 30,000 students.

Julie

Julie is a fifth-grade teacher with over six years of experience. She teaches in a bilingual setting where she is the English teacher. She has a master's degree and a state-issued elementary education teaching license. She identifies as White. She grew up in the area, and her bachelor's degree is from a state school. She lived in a west coast state for a brief time while in graduate school. Her school has about 300 preschool through fifth-grade students: 16% of the students receive special education services, and 57% of the students receive ELD services; and 95% of the students in the school are free- and reduced-lunch eligible. Julie's school is in the state's largest school district with approximately 90,000 students.

Leah

Leah, whose preferred pronoun is they, is a fourth-grade teacher with over six years of experience. They teaches in a bilingual setting; while bilingual, they currently teaches in English. They majored in romance languages, literature, and linguistics and minored in education, and have a master's degree in education. In addition to their state-issued elementary education teaching license, they have an endorsement in culturally and linguistically diverse education (ESL) and a special education license. They identify as White. Their class is made up of a majority of EL students, and only 5 of the 23 students are not EL. Their school has about 370

preschool through fifth-grade students; 16% of the students receive special education services, and 49% of the students receive ELD services; and 92% of the students in the school are free- and reduced-lunch eligible. Leah's school is in the state's largest school district with approximately 90,000 students.

Pepe

Pepe is a fourth-grade teacher with more than 16 years of experience teaching in English development programs. He teaches in Spanish and English in a bilingual setting. He has a master's degree and a state-issued elementary education teaching license. His native language is Spanish. He identifies as Mexicano. Teaching is Pepe's second career; before teaching he worked as a wilderness fireman. He is an avid cyclist and works part-time as a professional bicycle mechanic; he is the school bike club sponsor. He is also a passionate reader and shared several book titles that impact his teaching practices: *The Mismeasure of Man*; *Pedagogy of the Oppressed*; *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students;* and *Teaching with the Brain in Mind*. His school has about 320 preschool through fifth-grade students: 12% of the students receive special education services, and 59% of the students receive ELD services; and 93% of the students in the school are free and reduced lunch eligible. Pepe's school is in the state's largest school district with approximately 90,000 students.

Rebecca

Rebecca is an elementary school English language development teacher. She has over 16 years of experience teaching and over 11 years teaching in English language development. She has a master's degree and, in addition to her state-issued elementary education teaching license, she has an endorsement in culturally and linguistically diverse education (ESL). Her native

language is English, and she learned Spanish in college. She identifies as White. Rebecca also adjuncts and facilitates a cohort of graduate students from her school district. The students in the cohort are working on a master's degree in education with an emphasis on culturally and linguistically diverse teaching. She is also working on her LETRS: Language Essentials for Teacher of Reading and Spelling training. Her school has about 390 preschool through fifth-grade students: 16% of the students receive special education services, and 43% of the students receive ELD services; and 67% of the students in the school are free- and reduced-lunch eligible. Her school is in a school district with approximately 9,000 students.

Susan

Susan is a special education teacher for students in third through fifth grade. She has over 16 years of experience teaching in English language development. She teaches in a bilingual setting; she is the English special education teacher, and her partner is the Spanish special education teacher. She has a master's degree and, in addition to her state-issued elementary education and special education teaching licenses, she has an endorsement in culturally and linguistically diverse education (ESL). She identifies as White. Previously, she worked as a school literacy coach and worked in the school assessment leader role. Her school has about 300 preschool through fifth-grade students: 16% of the students receive special education services, and 57% of the students receive ELD services; and 95% of the students in the school are free- and reduced-lunch eligible. Julie's school is in the state's largest school district with approximately 90,000 students.

Teacher Experiences with Assessment Accommodations

The experiences of administering assessment and selection of accommodations for EL students were organized into similar perceptions and approaches identified as accessibility,

support, purpose, process and application. When the teachers in this study discussed accommodations, their perceptions of them were that accommodations improve a student's access to the assessment and assessment tasks. According to the study participants, the purpose of accommodations is to support accessibility. A focus on support exemplifies the participant's training, learning, and collaboration opportunities both formal and information related to the accommodation selection. Another perspective that surfaced was purpose in which participants discussed their understanding of the purpose of the assessments within the educational system. A further participant experience was summarized as process as they shared their experience of the assessment process of assessment administration and accommodation selection, general preparation, and interpreting and using results. Finally, application was another experience that emerged showing educator instructional decisions as impacted by assessments. In the following section, I present data for the five topics.

Accessibility

As the participants discussed their experiences with accommodation selection for students, they talked about the value of accommodations for the students they worked with. Teachers shared about how they valued assessment accommodations as tools for increasing accessibility. The teachers in the study see accommodations as a tool that opens the assessment for students when they do not have the language skills to unlock the assessment on their own. Teachers believe that the accommodation scaffolds the assessment, reducing anxiety and building the confidence of the test taker. Not all available accommodations are seen as helpful across all assessments, or for all grades or all students. Additionally, despite the desire to provide accommodations, available resources may prevent accommodation use. The consensus, though,

is that there are concerns that standardized assessments, as designed, are unfair for EL students. The assessment accommodation is seen as a means to make it a little fairer.

When Angie discussed the accommodations, she said the accommodations help the student have less anxiety. Her experience is that with the accommodation, the assessment is more tolerable and less difficult for the students. She explained that, with accommodations, "they just feel like less anxiety about it. I feel like that's the biggest benefit for the kids, like it's not fun to take a state standardized tested to begin with, but if it's that much harder for you, you would never want to take it."

Angie's perspective is that accommodations improve student access to the assessment, making it less difficult, and create an assessment experience where students feel more confident in their knowledge. Rebecca discussed accommodation selection through the lens of assessment and as a tool to be utilized in the classroom as well.

> We try to be really thoughtful about assigning accommodations that the classroom teacher can use and will be useful . . . that they would be able to use on standardized testing. That students can show what they know that it's, um, it's doesn't penalize them. That they really have that opportunity to share.

This experience of differentiating between classroom and assessment accommodations demonstrates that she wants accommodations to be applicable to both learning activities and measurement activities. For Rebecca, accommodation selection is to be done with intention and to provide a tool that students can use across settings of instruction and assessment.

Daniela's response related to accessibility referenced two accommodations, text-to-speech and extra time. Her overall perspective, however, was about creating equity.

It's great that they get that text-to-speech . . . whereas if they didn't, right, I mean we have students who have auditory processing, we have students who have, you know, who need, who really just need the time, and I think it's important that at least those are benefits that are given to them because I don't, you know, it's as I said, the equity piece, right?

Daniela values accommodations as a pathway to fairness for students when they engage with an assessment that otherwise may not be accessible to them.

The study participants saw accommodations, in general, as an equalizer and a tool to reduce assessment anxiety. The teachers in the study also spoke at length about specific accommodations and their perceptions of the accommodation's impact on the student's testing experience. Accessibility through specific accommodations will be discussed through auditory presentation, primary/home language, translated directions, extended time, and word-to-word dictionary.

Auditory Presentation

Participants talked about their experiences of assigning and observing students use of the auditory presentation accommodation. The auditory presentation allows the student to have the assessment read to them. The reading is done through the computer (text-to-speech) or by a test administrator reading an assessment script. In most practices, the presentation is perceived as an accommodation that greatly enhances the accessibility of the assessment.

Carlos discussed text-to-speech as it related to the math assessment and as it related to the English language arts (ELA) assessment. Through his experiences, the accommodations present different benefits and challenges depending on the content it is used for. His view of text-to-speech on the math assessment is that it is beneficial for students.

Whereas it might not create an equal playing field, it does give them opportunity. To do better, especially when I consider something like math. Because there's a lot of kids that are strong in math, but they struggle in reading, and so, if the accommodation can read the text to a kid and they can hear it, then they can solve the math problem. But if they have to be able to read it and they're not ready for the reading, then right away, it's an unfair playing field.

When evaluating the usefulness of text-to-speech for language arts, his experiences are that the accommodation is not helpful and presents a different issue in that listening to all of the passages is more time consuming.

When I have kids who are new to the country in LA [language arts], just say within two years, they've learned some English, but they are having [to] sit at their computer for potentially hours at a time and there they are limited English proficient, but they're being read paragraph after paragraph after paragraph. And it's not the best use of their time.

For Carlos, accommodations bring different support to students based on the content being assessed and the student's language proficiency.

Discussing the equity created by the text-to-speech accommodation, Susan shared that it gives students a chance. In her experience, text-to-speech allows the students to get off the starting line.

I think that without the accommodation of it being read to them, it's totally out of their league. They can't access it at all. With it being read to them, they have a chance to be able to think about it, make some kind of educated guess, even if they're not always getting it totally correct. They can at least begin or attempt, but without that accommodation, I don't even think they could start.

Susan utilizes the text-to-speech accommodation to give her students who are struggling readers an opportunity to process the text in place of straining to read and then processing the text. Similarly, Leah believes that having the test read to the student is the great equalizer for all their students. "I give the option for all my students to have text read aloud to them. . .. It is beneficial for them. And so, my students all have access to the text read aloud to them on assessments." Gabriela echoed the experiences of other teachers and said, "Text-to-speech is a big one, especially for the ones who are struggling to read or are not reading at grade level; that's a big one for them." The participants' use of auditory presentation as an accommodation for their students shows the focus on creating access through having text read aloud.

Primary/Home Language

Participant experiences related specifically to providing the assessment in the student's primary/home language, reflecting that use of the student's primary/home language is valued as an accessibility tool. The following data show perceptions of using both the accommodation of presenting the assessment in the student's primary/home language and allowing student responses in the primary/home language as a key to accessibility.

Isabela discussed that the accommodation of primary/home language allows the student to engage with the assessment. She said the language accommodation allows the student "to have a language accommodation where they can actually do it in Spanish." As she discussed the accommodation further, she talked about its value in terms of assessment/academic access, but the statement it makes to the student is that their primary/home language is respected. "It allows the kid to also know that they're taking the test in Spanish because that Spanish is, they're a bilingual child, that their language is valued." As she further shared her experience, she stressed that a Spanish assessment is the best choice for a Spanish-speaking student. "The best thing is to

test in Spanish. Right? The child is a Spanish speaker so they're going to produce the best score in Spanish, because they are Spanish speaker." Daniela's experience echoes Isabela's that the primary/home language accommodation will produce the best results related to achievement on content assessments. Daniela shared that "having the opportunity to give the test to them in Spanish or have the directions in Spanish will really measure their growth or what they know, instead of the language they know." Furthermore, she discussed the equity created by the primary/home language accommodation, stating that "making sure it's equitable for all students by making sure they can show what they know and not only if they speak English." When Gabriela discussed the use of the Spanish assessment, her belief aligned with both Isabela and Daniela that the accommodation allows the student to show what they know without a language obstacle creates equity. As Gabriela discussed her experience, she said,

Sometimes they could know the content, but they just don't know how to express it in English. So, I think having the opportunity to give the test to them in Spanish or have the directions in Spanish will really measure their growth or what they know, instead of the language. They know on how much of the language they know. So, I think it's just making sure it's equitable for all students by making sure they can show what they know and not only if they speak English.

Whereas most participants discussed use of the primary/home language accommodation as it related to the student, Pepe's experience with the primary/home language accommodation was directly related to his teaching and the students' skills. "I want them all to take it in Spanish because that's the language I teach in the majority of my day . . . just going to have [them] all take it in Spanish because that's their native language." His experience highlights the value of consistency between the way students learn and the way students test. When speaking about the

use of primary/home language assessment presentation and response, Rebecca shared her experience of providing the primary/home language on classroom assessments in comparison to providing it on state assessments. Regarding the classroom assessment, she said,

> So, I think that that's a little trickier because not all the teachers speak Spanish.... There are tests that students wouldn't have the opportunity to take in Spanish because the teachers wouldn't be able to correct it. . . . Generally, the teachers will find a teacher that speaks Spanish to translate it, especially for newcomers.

Focusing on state assessments, her experience was, "Again . . . in classes where teachers don't speak Spanish; for state assessments, kids that are ELs might need translated directions are placed in a group with a teacher that speaks Spanish so that they can have the directions translated if needed." When Rebecca discusses translating the state assessment directions, the accessibility feature she is discussing is the primary/home language assessment. Since the state assessment directions are already available in Spanish, the staffing need is to have someone who can read the directions. In summary, participants found the use of primary/home language assessment opportunities to be a valuable accommodation for supporting accessibility and student opportunity to demonstrate content knowledge more accurately.

Translated Directions

Translated directions is an accommodation used when the accommodation of primary/home language cannot be used (the English language arts assessment). Translated directions apply when the assessment is presented in English and is perceived as an accessibility support, however small.

In the discussion about this specific accommodation, Angie said, "at least if the directions are translated, at least the kids know what to do, even if they don't know the answers. At least

they know what to do." Her experience is to use translated directions to remove the initial shock of engaging with the assessment content that may not be easily accessed by the student. Julie shared, "We're teaching, kind of as a group . . . those students that, we have very few, don't understand any English, but those that understand more in Spanish. The other teacher will read the directions in Spanish." Through her perspective, the translated directions provide the guidance for students who are still very emergent in their English learning. She also shared, "I think that's a teacher preference, where you know if the test is in English in third grade, it's probably because you're taking a test of English versus at my grade, it's more of an accommodation." Her experience does show the use of primary/home language or translated directions as very intentional based on the focus of the assessment. Angie and Julie shared responses that are reflective of the group's approach to translated directions as used in instruction or assessment. To generalize, the teachers provide translated directions when needed or as appropriate for the language focus or assessment construct.

Extended Time

A standardized content assessment is a timed test. The accommodation of extra time is afforded to ELs to provide them with more time to navigate an assessment that is in another language. The experiences of assigning extra time and seeing students engage with the extra time are mixed.

Carlos shared about the obstacles of scheduling for and allowing extra time for students. "Well, that extra timepiece . . . there really are not enough bodies to give every kid extra time. Especially when we talk about the number of kids that also are in a special ed group, it's very taxing on the system to give every kid extra time." Further, he clarified, "Just because I've given somebody extra time doesn't mean that they're going to use the time; and that just creates kind of

a havoc sort of issue in the building with proctors. But, if I'm giving kids extra time that they

don't need that's, that's not going to benefit kids, nor the building because the building struggles

to get proctors to meet all the different needs of the school.

Gabriela said, "For the [state assessment] and the [district] MAP [test] they do get

extended time. . ... You [the student] get 1.5 [allocated time plus half] but then they don't really

need that." In her experience, the amount of extra time allowed is more time than the student

needs. Julie's experience was narrowed down by grade-level practices, "Different grade levels

see it differently, but for the most part, it's not very often used. But, you know, especially for

younger kids if they are working hard, they'll, they'll be given that option." Susan's perspective

connects with the aforementioned experiences and brings an even more definite tone about the

extended time not being a valuable accommodation.

Most kids don't need extra time, and it's either they know it, or they don't and giving them

extra time is not going to help them know it. . ... In my experience, most of my students

are significantly below in reading and giving them extra time is not going to help them.

She clarified that she provides extra time on the district assessments, but not on state

assessments. The extra time on the district assessment is a reaction to a functionality of the timed

assessment. When sharing about the accommodation of extra time, Susan also shared,

I give my students extra time on the district test, [it] will time them out if they're not

quick processors, but in my experience, most of my students are significantly below in

reading, and giving them extra time is not going to help them.

Susan is a special education teacher for ELs. Her artifact (Figure 1) is the assessment

page from an IEP. This artifact shows the accommodations she assigns for district and state

assessments from a special education perspective. Susan shared that she does not value the

extended time accommodation on state assessments but sees value in it for the district reading assessment that can be seen in the accommodations selected for the IEP. Furthermore, the artifact reflects that the same accommodations selected for the content assessment were selected for the English language proficiency assessment, showing that her focus is on cognitive accommodations and is not language related.

Figure 1

Susan's Artifact

Legal Name of Student		DOB	LASID	SASID	January 20, 2021 IEP Meeting Date

STATE AND DISTRICT ASSESSMENTS

Accommodations and modifications must reflect those used in daily classroom instruction.

District Assessments

Test	Participation	Accommodations 300.320(a)(6)(i)
Reading	Regular	• Extended time (time and a half)
Writing	Regular	• Auditory Presentation :Human Reader/ Text- to- Speech
Math	Regular	• Auditory Presentation :Human Reader/ Text- to- Speech
Science	Regular	• Auditory Presentation :Human Reader/ Text- to- Speech
Social Studies	Regular	• Auditory Presentation :Human Reader/ Text- to- Speech
Other		

State Assessments

Test	Participation	Accommodations 300.320(a)(6)(i)
English Language Arts	Yes	
Math	Yes	• Auditory Presentation :Human Reader/ Text- to- Speech
Science and Social Studies	Yes	• Auditory Presentation :Human Reader/ Text- to- Speech
PSAT		
SAT		
English Language Arts/Math		
Science/Social Studies		
Spanish Language Arts		
ACCESS for ELLS (Online, Paper)	Yes	• Human reader (L, S, W)
Alt ACCESS for ELLS		

If the IEP Team has determined that the student qualifies for alternate assessments, parents have been informed about the differences between regular and the alternate assessments (both state and district) and the effects of these, if any (including that, for students taking alternate assessments, achievement will be measured based on alternate achievement standards): N/A

Individualized Education Program   ublic Schools   Page 10 of 12

Note. Susan's artifact is the assessment accommodations page from an IEP.

Speech-to-Text

The speech-to-text accommodation is when a student's spoken word is transcribed into written words and appears to go unused for most ELs. The accessibility support of speech-to-text, actually producing speech, may not be as effective when students are still developing language.

Susan's experience is that the speech-to-text accommodation is used for students with identified special education needs, not for language learners. She stated, "Students that have a learning disability . . . those are the students that get it [speech-to-text] all of the time." Yet, in Carlos' experience, he allowed speech-to-text through Read&Write for Google Chrome™ (Texthelp, 2021) on all class work, but that extension does not work during the assessment. "I'm completely okay if they talk into the mic and record it like that . . . that feature is blocked [during testing] so they . . . need to actually type in there to put the response in so they can't use it."

Contrasting Susan and Carlos' experiences, other participants were not allowed to use speech-to-text, or intentionally chose not to. "We can't use speech-to-text." Gabriela's shared that she knew there were accommodations she does not use, and speech-to-text was one of them. "I know there are a few accommodations that I've never used like speech-to-text." When asked about speech-to-text, Julie said, "I've never seen that accommodation." Rebecca's experience reflects Gabriela's and Julie's as she does not use speech-to-text with her students. Speaking of her practice, she said, "I don't know that I've ever had a student use speech-to-text. So, I don't, I've never seen that one used." Speech-to-text as an accessibility feature did not hold consistent value across participant settings or individual experiences.

Word-to-Word Dictionary

When discussing the word-to-word dictionary accommodation, Carlos noted, "I mean, if we had more Spanish/English translation dictionaries . . . kids might be a little bit more likely to use them." In his scenario, it might be a materials issue, but it also seems as if the word-to-word dictionary is simply not valuable. Susan shared, "When I was the site assessment leader (SAL), I never, I don't think anybody ever requested a dictionary." Her experience reflects not just her practices, but a schoolwide accommodation practice of not selecting word-to-word dictionaries. Julie's perspective aligns with those of both Carlos and Susan; she explains more about why they do not select the word-to-word dictionary accommodation. When discussing the word-to-word dictionary accommodation, Julie said,

> I would say in my grade level it's mainly just because we don't use it as a school. I would say partially that comes from just past administration didn't think it was a useful tool. I would agree. I mean, I think it's very rare that you can say, okay, this is the word I'm trying to think of in English, and I know the word in Spanish. Let me look it up. It's very rare that that would be very effective.

The participants in this study assigned accommodations to support access to the assessment and create a more equitable testing experience for ELs. Per the experience of the participants, intentional accommodation selection means providing accommodations that meet and support the student where they are based on instructional opportunities and language need. Furthermore, the experiences show that not all accommodations are valued as tools for equity for all EL students, such as word-to-word dictionaries since word-by-word translation is not realistic. Additionally, accommodations do not provide the same support across all subjects and, while beneficial in one content, may be burdensome for another; for example, auditory

presentation may support a student in accessing math items, but is too much language for text-heavy items; or extra time is content or student dependent.

Support

As the teachers in this study discussed learning about assessment accommodations and assigning them to their students, they highlighted participating in training or collaboration with others, as they discussed their support. All participants discussed participating in a school-level training, but experiences of collaborating with others on accommodation assignment varied. As the participants discussed the training, it seemed to be a fairly perfunctory experience. All participants discussed knowing about assessment administration and accommodation selection from an in-building training led by the school administration. The training is annual and is a key contributor to how they make meaning of the assessments. The state department of education's assessment training system is a trainer-of-trainers model, meaning that a district-level assessment leader attends training provided by the state department of education. The district leader then trains school-level leaders, and finally, the school-level leaders train the teachers. The state assessment procedures manual is available to the public on the state department's website.

When Gabriela discussed her experience with assessment training, she shared, "It was basically admin, we had a training on accommodations for [the state assessment], so [the assistant principal] talked to us about them." Daniella shared a few more details, but her experience of attending a training led by the assistant principal and discussions of accommodations for state assessments suggests that trainings may be similar throughout the state.

So, [the assistant principal] was in charge of the testing piece. She will give us a training and explain everything to us, and then after she does that, she's already got all the

paperwork ready to go with accommodations they've had in the past, based on their 504 plans or IEPs, and then we go over them, see if we need to, you know, to change them.

Susan shared about her past role; she was the SAL, the person giving the school training. "In my past role for about nine years, I was the . . . site assessment leader. And so, I would have to go to the district trainings and then train my staff." Through her experience, we learn that school administrators receive their training from district leaders. Now, Susan is the school training attendee. When Carlos talked about his training, he shared that accommodations assignment happens during the training. In his experience, students eligible for accommodations are identified by school leadership and, in some cases, accommodations may already be suggested.

> Our admin team, well usually the assistant principal, as well as one of the coaches, maybe two of the coaches, will go through and they'll, they'll highlight all of the ELs, and they might, if they know the kid, they'll suggest some of the accommodations. Then, yeah, maybe some of his or her other teachers might also add in to make some suggestions if I don't make those recommended recommendations on my own.

Isabella brought a perspective similar to Susan's because, in addition to the training she currently receives from school leadership, she was previously the school assessment coordinator. However, she also studied assessment accommodations for her doctoral dissertation. She shared specifically from her experience with assessment accommodations through her dissertation and assessment coordinator experience. She highlights the difficulty of navigating the accommodation documents and working with a special team because there are language accommodations and special education accommodations.

I know about the accommodations because I studied it for my dissertation. There's pages and pages of accommodations; it's very complicated. . .. As assessment coordinator, I also had to work with a special team, and they had to deal with all the combinations. So, there's language accommodations and special ed accommodations.

Pepe referenced his training as good and further shared that he takes it upon himself to pay attention to and learn about accommodations on his own. "We get good training on that. Then also, I feel that you know, to give my kids a fair advantage, I need to stay up to date on that stuff." Leah's assessment experience came from both the annual school training and master's program, the university where they earned their master's degree partnered with their school district where they learned about assessments accommodations simultaneously through school leadership and the university training. Leah shared,

We had very specific classes about assessment that were specific to my school district. It included a course on state testing and those different pieces. I also had a student residency at that time. I was in the classroom witnessing the testing as it was happening as I was also learning about it.

Julie was the only participant who mentioned an ethics portion of the training, preceding the accommodations information. She discussed that the training entailed letting the teacher know what accommodations are available and that the SAL physically assigns the accommodation in the testing platform. The teachers in her school email the SAL accommodation requests for their students. In discussing her assessment training experience, she shared the following.

We have a training session; we do the ethics and whatnot training. Then we also go through accommodations, and I'm not going to actually assign the accommodations. We have a SAL. She is our testing coordinator and, but we all are trained in terms of this is

what's available. This is what we will request for our students. If you have any specific requests, email her . . . that's how I know about that is school-wide training.

Julie's experience shows that assessments are taken seriously by leadership and staff at her school, thus, the ethics portion of the training. Still, assessment is a somewhat removed experience that happens to her and around her as the testing coordinator is responsible for accommodation activation. Julie's work with assessment accommodations defaults to the SAL making accommodations decisions. She shared that the teachers in her school can advocate for their students to the SAL, but she did not think doing so was common practice.

> The teachers have the option to have input in terms of these are the students that I think need a, b, and c or the student might be an English learner, but absolutely does not need an accommodation. But I wouldn't say that every teacher takes advantage of that. So, I think in the end, it's mainly the admin and the SAL who end up making that decision.

For Julie, leaving accommodation selection to someone outside of the classroom appears to be common practice.

Carlos described a setting with significant opportunities for collaboration. He describes a scenario where the EL students (dual language learners in the reference) are listed into an accommodation assignment matrix. All teachers have access to the matrix with specific attention from the special education teachers.

> Usually, it is a team effort. And when we're looking over like a matrix of everybody's, of all the DLL [dual language learners] in the building, usually teachers will look at their's [their students]. The sped team will look at my home[room] students and also have some say into what sort of accommodations that they should or should not receive and which ones are eligible for.

For Carlos assessment accommodations are a collaborative effort, yet with roles of authority, those being the classroom teacher for one population of students and the special education teacher for another population.

Leah's experience did not reflect a collaborative approach to accommodation selection, but rather teacher as expert, and accommodation selections were made in isolation. "In our school, the teacher, the classroom teacher who works the most with the student, is the one who decides which accommodations the student needs, as well as providing them throughout the year." This practice shows teacher-implemented instructional accommodations connecting to assessment accommodation selection.

In Pepe's school, teachers work in vertical teams. He said that the vertical team is "one of the reasons we all really understand the accommodations for students." Yet, explicitly related to selecting accommodations for students, he shared, "[they] allow me to do that. In fact, I push to make sure I get that choice. You know, I do. I push to make sure that choice is mine because I'm the guy teaching. I mean, but it's not like you have to push really hard." His experience reflects collegial discussions of accommodations through vertical teams and accommodation selection at the teacher level.

For Susan, accommodation assignment could be collaborative as various student education team members can be the decision-makers. Yet, accommodations are most frequently assigned by school leaders and specialists without input from the classroom teacher.

I think, for the most part, accommodations are more readily available from the special ed teacher. And I think the classroom teachers, they don't necessarily think about it, that you may have so many kids for one that to even think very deeply about one student is difficult, and it doesn't happen often. You know, unless someone else was to come up to

them and say, like the special ed teacher, you know this student should really have this or

if it's an administrator thinking this student should really have this.

Susan's experience shows a hierarchy with teachers defaulting accommodation selection to

specialists or leadership. Daniela described a setting where teachers could select

accommodations for their students, but where a checks and balances system is in place.

You know, because we really want to provide for our students, but there's got to be some

balance there where someone is looking over our shoulders and saying, "well, you know I

don't think you could use that here," or "you know I don't think that would be okay. We

just have to have that other perspective."

Daniela's experience shows the teacher as an expert, but not the final word.

Gabriela's experience connects to Daniela's in making decisions independently and then

receiving a second opinion. "[The assistant principal] met with me one on one to go over my

[accommodation] list." The artifact Gabriela submitted (Figure 2) was the accommodation

assignment list she developed that she then reviewed with her assistant principal. She made

separate accommodation lists for the language arts (reading) assessment and the mathematics

assessment. Her list has a student name, the accommodation(s) to be assigned, and the

assessment language. The assessment language, while an accommodation, is listed separately

from accommodations. She also has language proficiency information and other observations

such as IEP and read plan (reading intervention) status.

Figure 2

Gabriela's Artifact

Math

	Name	Accommodation	Assessment Language	Language Proficiency /Observations
1	B.A	Extended time Small group setting Text to speech	Spanish	NEP/IEP
2	A.P	N/A	Spanish	NEP
3	E.C	Extended time Small group setting Multiple breaks (stops the clock) Text to speech	English	LEP/IEP- Takes all school math assessments in English.
4	C.E	N/A	English	PHLOTE
5	K.F	N/A	English	N/A
6	I.G	Extended time Text to speech	Spanish	NEP/ Read Plan
7	L.H	N/A	English	N/A
8	F.M	N/A	Spanish	LEP
9	K.S	N/A	Spanish	NEP
10	Z.S	N/A	Spanish	NEP
11	J.T	Extended time Text to speech	English	NEP/ Read Plan

Reading

	Name	Accommodation	Assessment Language	Language Proficiency /Observations
1	B.A	Extended time Small group setting	Spanish	NEP/IEP/ Read Plan
2	A.P	N/A	Spanish	NEP
3	Y.B	Extended time	Spanish	NEP/Read plan
4	E.C	Extended time Small group setting Multiple breaks (stops the clock)	Spanish	Read plan/ LEP/ IEP
5	S.C	N/A	Spanish	LEP
6	C.E	N/A	English	PHLOTE
7	I.G.C	Extended time	English	Read plan
8	I.G.C	Extended time	Spanish	Read plan
9	I.S	Extended time	English	PHLOTE
10	I.H	Extended time	English	Read plan/ PHLOTE
11	F.M	N/A	Spanish	LEP
12	K.R	Extended time	Spanish	Read plan
13	K.S	N/A	Spanish	NEP
14	Z.S	N/A	Spanish	NEP
15	E.S	N/A	Spanish	LEP
16	J.T	Extended time	Spanish	Read plan/ NEP

Note. The list of accommodations assigned to students for third-grade state testing.

Gabriela's artifact shows that she is knowledgeable about her students' needs as related to home language and language of instruction. Her experience of discussing the list with school leadership shows the shared authority over accommodation selection.

Angie's experience described the steps of involving the ELD and special education teachers and the requirement for documented observation. Her experience was unique as she was the only participant who described collaborating with parents in accommodation selection. She shared,

> It starts with a classroom teacher, and then you kind of have to discuss it with the ELD or the IEP teacher. And then you have to write a formal observation sheet, then they come, and they observe the observation sheet, then we come back together. Then if we notice something, then we get the parents involved.

Furthermore, in Angie's experience, the school defaults their expertise in education to parental understanding of and desire for accommodations. "Parents have a big role. Yeah, and I've had parents before they're like, no, my kid doesn't have this issue, so I'm not signing the sheet." Her experience shows a team approach with the teacher as the initiator of possible accommodation need consulting with building specialists and formal observation of the student. However, final accommodation approval remains with the student's family.

Rebecca shared an experience that demonstrates collegiality in discussions about students and referencing the timing of the discussions as she shared that as colleagues, they most likely connected before assessment accommodations were pressing.

> It would be facilitating a conversation with the classroom teacher if I have that student. I would also put in what I've noticed and any accommodations that I've used in my groups and a conversation with one of the special education teachers. . . . Generally, before we

get to the accommodation point, we've already talked to them. . . . It's whatever the student is using in the classroom that helps them be able to access and answer an assessment.

About her setting in general, she shared, "I feel like, in my building, we're pretty lucky because all the teachers, even if we don't socialize, we all like each other. So, we talk to each other if something comes up, and it's very nice to work there." For Rebecca, camaraderie and respect allow for professional conversations of student needs/accommodations to happen organically. All participants took-part in their school-level training and collaboration may have been working with peers, administration as expert, or nonexistent, all shared some form of support experience for assessment accommodation selection.

Purpose

While no teacher shared an experience of liking state standardized assessments, many of them shared that they see a place and need for an accountability measure from the state department of education. Participants understood that the purpose of the assessments is to ensure students were receiving educational opportunities. The assessments were seen as necessary, with plenty of room for improvement in assessment design and results.

Carlos shared how his perspective on standardized assessments has evolved throughout his career.

For about the first 10 years of my career, I was really against them, but the past 6 years, I just, I've had a change in how I go about it. I don't feel like they're a bad thing these days. There's got to be a better system, but I understand that the state has to come up with a way to see if kids are learning and to see if teachers are doing their job. And so, I find value to them.

For Carlos, the intention of the assessments to confirm all students are getting the opportunity to learn is understood; but the outcome of the intention is not accurately realized. He also shared that perhaps the assessment design could be modified to meet the students' needs and still measure grade-level academic standards.

> I would say maybe the greatest challenge might be how can we provide assessments to kids that might be at their level, but it can still show whether they're growing or not? So, I'm just thinking, off the top and maybe like a tier system. So that I mean because that's going to make, that's going to help them see that they are learning A kid doesn't want to sit there and have a computer read to them, but they have no idea what that passage is about, for example, and they get this score that says they're not learning. But does that score, really, is it really accurate?

Carlos is looking for an assessment that can be a summative measure that can provide for the accountability system, and actionable data at the school and student level.

> Leah describes assessments as a "strange accountability measure" and then continues:
> I also think about equitable practices with students and if we didn't have some sort of standards, how some students might not have opportunities that would really benefit them. . ... I don't know that standardized tests are the answer to that, but it's something towards that direction.

> Leah, like Carlos, sees standardized assessments as a tool to support students in having

education opportunity, but also does not see the standardized assessment as the appropriate method to ensure educational opportunities. Isabela saw the importance of an accountability system but could not find merit in the current system. "The whole system of standardized assessments . . . it's really has become a business. . .. The whole idea of this accountability is

important, but it's been kind of warped too." She went on to share how accommodations helped create value in the assessments, "I mean, when I was assessment coordinator, I had to really work with the teachers to do our best to use the accommodations and to make it something of value." Her work shows that with accommodations, the assessments might be seen as more useful to teachers. Daniela's experience highlights an awareness of needing an accountability measure and the dissatisfaction of the current measure as it applies to her school settings.

> I understand that testing is going to be, is something that is necessary or that it's always going to it a part of life. . .. I have always taught in Title I schools, and I've, you know, it just that seems to me that the thing is I've seen how, you know, some kids shine through it. But the majority of them, they have such a repertoire of knowledge, but it's not the knowledge that is shown on those assessments. And I know that we have to have some type of measure to show that we are meeting the standards and that we're teaching the standards, the curriculum, but . . . it's really frustrating.

She draws attention to her Title I school settings and knowledge and experiences students in those settings have compared to knowledge and experiences of students from schools that do not qualify for Title I. She points out that the knowledge her students have is not the knowledge that is historically part of the assessment skill set.

> Pepe shared that the standardized testing accountability system, as we know it, has always been a part of his teaching career, but that the tests have changed significantly. His perspective is that tests are needed, but he disapproves of the current system.

> I think standardized tests pretty much started about the time I started teaching and changed so much. You know, it's changed a lot. . .. I'm not fully in agreeance with; yes, they have to test the kids, but maybe I should back up just a bit, say I'm not fully in

agreeance in with the way they test them. The problem with that is we don't get the

results until later. . .. The only results that we use to help drive instruction are the district

tests.

For Pepe, the way the students are tested and the late results are not beneficial. Angie saw a flaw

in the current system because of how student growth is celebrated. She talked about a student

who received accommodations that inflated his score, but since the scores were good, no one was

concerned about the invalid results.

Sometimes they're [the accommodations] too helpful. I actually had a student who had an

IEP, who was monolingual [Spanish] . . . and he got so much accommodation that he

actually got top of my class, and it threw off everything. . .. He got it read to him, and

then he got it translated, and then when there was like a, there's like a translator that

translated everything, so it was like, you're not even testing his language skills at this

point, you're testing his Spanish or English language skills, you're testing his Spanish

language skills, and like he's, he had dyslexia, so everything was read to him . . . but

that's not testing his reading. We're supposed to be testing has reading right now. So, it's

just like way too many accommodations. It was like, basically, the accommodations were

giving him the answers. I just wanted to share that because I know that; I mean, that was

shocking to me, and you know, the school wasn't even helpful. It's like, no, he's fine. It's

like, how are we saying he's fine? And because he grew a lot because that's not accurate.

For Angie, it is a scenario where accommodations that were applied that interfered with what the

assessment was designed to measure; the results misrepresent the ability of the student, but since

it was good for accountability, people overlooked what it could do to a student's instructional

programs. For all the teachers in the study, they understood a larger accountability purpose of state-level assessments while still needing a different system.

Process

The perception from the teachers was that the assessment is a process. The assessments are time consuming and cause scheduling chaos, the pressure for students to do well is high, and teachers feel a lack of control and in the end, they are not sure what the students get from them. The multiple sessions, days, and weeks of testing are inconvenient and interfere with the teachers' expectation of what a school day should look like.

Carlos talked about the instruction load related to the assessment. He discussed the number of standards that need to be covered and the time spent in test preparation, administration, and analyzing results.

> Because there are so many standards and so little time, and I don't feel like [the state department] knows what goes on in classrooms. And that if they did, they would, they would reduce the number of standards, but there's just got to be a better way to approach state testing because, in my opinion, clearly the current model, it doesn't work. It doesn't work for kids. It doesn't work for teachers or buildings, and there's way too many hours spent on the whole thing from the whole spectrum of state testing, from preparing kids to test to testing and then looking at the results.

In his experience, the quantity of academic standards is too high, and the time demands for test preparations and analyzing results are part of a larger system that does not work for students, teachers, or schools. Susan shared a similar experience, as she discussed the impact and stress of the assessment, from the district level to school leadership to teachers.

> For teachers, I think it's very stressful because they know the pressures that the principals are putting on them and that the district is putting on the principals. And so, everybody

has this huge weight on their shoulder to do well on these assessments, when really, it's

out of our control.

Her perception was that student performance on the assessment is out of their control as an

educational institution.

Both Leah and Isabela talked about the amount of time assessments need. They discussed

this in reference to state standardized assessments and other assessments required by their school

district. The artifacts they submitted highlight that they see all assessments that come from

outside the classroom in the same light, that they are inconvenient, and that the assessments

interrupt their instruction. Leah's artifact is their district's assessment calendar for the

schoolyear. Isabela's artifact shared similar information with a calendar of assessments in one

month. These artifacts highlight time spent on assessment, looking beyond the state assessment

to district assessments as well.

As Leah discussed the testing calendar and accompanying notes, she shared, "So you can

see lots of different pieces of testing. The other pieces that impact us would be the reading test

[state required reading assessment for Grades K-3]. We actually do a monthly assessment, even

though the [state] window only happens three times a year." For Leah, assessments happen

throughout the year. The artifact (Figure 3) illustrates a year of assessments that are above and

beyond the assessments that happen as part of classroom measure of learning. Through review of

the artifact, mandated assessments, state, or district, happen every month of the school year.

Figure 3

Leah's Artifact

2020-2021 TENTATIVE ASSESSMENT CALENDAR

AUGUST 2020	SEPTEMBER 2020	OCTOBER 2020	NOVEMBER 2020	DECEMBER 2020

MAP (Fall, 6-12)
Aug 24 - Nov 6

MAP (Midyear, 6-12)
Dec 7 - Feb 12

(K)
Sept 1 - Oct 23

(Midyear, K-12)
Dec 1 - Feb 12

(1-12)
Aug 24 - Oct 23

GT Universal Screening (NNAT)
(K, 2, 6)
Aug 24 - Jan 31

CogAT
(1, 3-5 & 7)
Oct 30 - Jan 31

12th grade SAT
10/27

11th grade
PSAT/NMSQT
10/29

Semester Finals (9-12)
Nov 30 - Dec 18

JANUARY 2021	FEBRUARY 2021	MARCH 2021	APRIL 2021	MAY 2021

MAP (Midyear, 6-12)
Dec 2 - Feb 12

MAP (Spring, 6-12)
March 8 - May 21

(Midyear, K-12)
Dec 1 - Feb 12

ELA/Math/CSLA/CoAlt DLM:
March 22 - April 30**

Science/Social Studies/CoAlt:
April 12 - April 30**

(End of Year, K-12)
May 2 - May 28

NAEP (4, 8; select schools)
Jan 25 - March 19

PSAT 9 and 10
April 13, 14 or April 15

SAT
April 13

Course Finals (9-12)
May 3 - May 28

ACCESS (K-12)
Jan 11 - Feb 12

Figure 3 (continued*)*

ASSESSMENT NOTES			
TS Gold Checkpoint Dates November 2 February 8 May 3	**PSAT 9 and 10** April 13, 14 _or_ April 15 **SAT** April 13	**MAP Testing** All 6-12 students enrolled in a pathway school.	**WIDA Screener/K-WAPT** WIDA Screener testing must take place within ten days of the first day of school. Students that enroll after the first 10 days of school must be tested within 4 days.

The **NNAT** and **CogAT** assessments are managed by the Gifted and Talented department and are administered to a subset of identified students.

NAEP assesses math or reading in grades 4 and/or 8 in selected schools. Each schools will have one identified assessment date within the window.

███ Content Areas Include:

- ███: ELA & Math (3-8)
- ███ Science (5, 8, 11)
- ███: Social Studies (4, 7)
- ███ Spanish Language Arts (3 & 4)

- ███ DLM (3-11)
- ███ Science (5, 8, 11)
- ███ Social Studies (4, 7)

CMAS: Social Studies is administered on a sampling basis to one-third of elementary and middle schools (4th and 7th grades).

Pending ███ approval. Science and Social studies testing can't begin until April 12. No testing during spring break (March 29-April 2). An early HS Science window could occur from **April 5-April 23. All testing must be complete by April 30.

The **Math Placement Spring window** is April 26 - May 28

Local Assessments

Calendar of Local Assessments (unit and interim) for Literacy, Math, Science and Social Studies can be found here.

World Languages Pre Test window is August 17 - 28. The Post Test window is April 19 - April 30.

ACTFL Assessment of Performance toward Proficiency in Languages (**AAPPL**) is managed by the ELA department and it supports the Seal of Biliteracy for high school students. The assessment window is typically from February through April, please see http://sealofbiliteracy ███ for more information.

Note. Leah's artifact is the district calendar of state and district test dates.

Isabela's artifact (Figure 4) is a page from her dissertation where she illustrates and discusses the impact of assessments on students in her school. In Isabela's calendar, we see that there are 20 weekdays: 2 days are scheduled as days off, leaving students with 18 school days during the month. Discussing the calendar, she says, "The kids have three days of science, three days of language arts, and three days of math, that was nine days, plus two days for the district math test. All they did in April was tests; that's all they did."

Figure 4

Isabela's Artifact

Figure 11: Sample Assessment Schedule of a LEP status, Dual Language 5th grade student

April 2019	Bilingual Latinx, LEP, Dual Language, 5th grade student test schedule			
Monday	Tuesday	Wednesday	Thursday	Friday
1 iStation Spanish reading exam 45-60 min	2 ELA 90+45 =135 min	3 ELA 90+45 =135 min	4 ELA 90+45 =135 min	5 iStation English reading exam 45-60 min
8	9 Science 80 min	10 Science 80 min	11 Science 80 min	12 No School
15 No School	16	17 Math 65x1.5=97.5 min	18 Math 65x1.5=97.5 min	19 Math 65x1.5=97.5 min
22	23	24	25	26
29 District EOY math exam 60 min	30 District EOY math exam 60 min	Time and a half (x1.5) is allowed for ▇ Math and English Language Arts	EOY = End of Year	

Currently, Spanish literacy scores are limited in scope. Not many placement decisions depend on students' Spanish literacy skills but are instead useful to the teachers for instructional purposes, and to report progress to parents. They are not only limited in effect; they do not have the same weight as the English scores when making those placement and qualifications decisions.

Of the 20 days of school in April 2019, 13 days were spent on mandated testing. That equates to 65% of the students' month at school dominated by mandated testing in April. Eleven of the days take the entire literacy block. Thus, bilingual Latinx students lose 55% of their literacy block time for the month. More than 19 hours of instruction is lost to mandated assessment in this month alone. Moreover, only one of the thirteen exams in this testing schedule has Spanish as the language of assessment. Consequently, the intensity and quantity of mandated testing can be seen to negatively impact and deter bilingual Latinx students' learning opportunities.

Note. Isabela's artifact is the testing calendar and text from her dissertation.

Isabela's artifact shows the test schedule for students in her school; furthermore, it shows that the

accommodation of Spanish was not selected for students in her school for the Math or Science

assessment. For Isabela, assessments are seen as an oppressive state intrusion on instruction and

learning. The artifact shows her focus and perspective on assessments that were scheduled for students in her school.

Rebecca discussed the difficulty of scheduling and the impact it has on instruction. In her experience, the assessment presents an obstacle to providing instruction. When discussing the most challenging part of assigning accommodations, Rebecca discussed developing a schedule for her school, a schedule where the students can take the test with a teacher, they are familiar with, a teacher that is familiar with the accommodation, and still meet instructional time needs. "Scheduling, making sure that they have a teacher with them that's familiar with the accommodation and can make sure that it's used correctly. And then the loss of instructional time. Like, how can we plan it around people's schedules, so that some people can possibly still see groups?" When she discussed her work and all assessments, her perspective is that there are more assessments than they have staff to manage assessment administration and instruction.

> I feel like there's so many assessments that it really impacts instructional time negatively, and we don't get information that we can use for instruction. Generally, ACCESS takes me out of my groups for two to four weeks, which I absolutely hate. And then we do maps testing, and we do DIBELS testing, and we do all the other state assessments, and it just seems like there must be an easier way, a more concise way, to get that information that would allow for more instructional time.

For Rebecca, the results from the assessments do not outweigh the inconvenience of preparing and administering the assessments. Her artifact (Figure 5; Appendix F) is her planning document for the ELP assessment. Her complete artifact is an Excel document with five tabs related to scheduling assessments. The first tab is the student roster showing that she is responsible for scheduling testing for 131 students. Her second tab is the test order form as she organizes the

number of tests needed per grade level. The third tab is where she organizes the students into test groups. Her fourth tab (selected for the excerpt) is where she identifies students who need one-on-one testing and other accommodations; she highlights the staff member needed to administer the assessment and the time required for the assessment. This excerpt was selected because it focuses on students receiving accommodations and the scheduling as well as adults needed for administration. The final tab is the teacher schedule showing the assessment to be administered along with the date and time, number of students in the session, and the teacher test administrator. Rebecca's artifact illustrates her preassessment work of planning assessment administration, material ordering, groups' scheduling, accommodation session scheduling, and adults needed for administration.

Figure 5

Excerpt from Rebecca's Artifact

ACCESS testing: Jan.14- Feb.14

First Name	Last Name	Grade	ELL Category	SS Grade Cluster	ACCESS Tier Assig	SPED Plan	Assessment	UAR	Listening & Reading	Writing	tester
		1	A1	1	Tier A	yes	extra time, human reader		16+ 35= 51min	35 min	any
		2	A1	2-3	Tier A	yes	extended time, human reader, directions in Spanish, repeat item audio	UAR	16 + 40= 56 min	60 min	
		2	A2	2-3	Tier A	yes	human reader		16 + 40= 56 min	60 min	any
		2	B	2-3	Tier B/C	yes	Repeat Item Audio - Extended Speaking Test Response Time, human reader		25 + 40= 65 min	65 min	
		2	C	2-3	Tier B/C	yes	oral presentation		January 14th or after	January 14th or after	any
		3	A1	2-3	Tier A	yes	Extended time (time and a half), Spoken Audio, Reader/Oral presentation, One on One testing, Individualized Manipulatives				
		3	A1	2-3	Tier A	yes	oral presentation, repeat item audio		16 + 40= 56 min	65 min	&
		3	A1	2-3	Tier A	yes	oral presentation	UAR	16 + 40= 56 min	60 min	Brittany
		3	A2	2-3	Tier A	yes	preferential seating, extended time, breaks, repeated directions, consistent refocusing, small or individual testing		25 + 40= 65 min Jan 21 8:30-10:00	65 min Jan 22 8:30-10:00	any
		4	A1	4-5	Tier A	yes	State testing accommodations: Oral script; 1:1 for testing; Extended time; Familiar adult for testing; Separate location for testing, manipulatives, text-to-speech		19 + 45= 64 min	60 min	& J
		4	A2	4-5	Tier A	yes	oral presentation	UAR	19 + 45= 64 min	60 min	Brittany
		5	C	4-5	Tier B/C	yes	oral presentation		30 + 45- 75 min	65 min	any

Add footer

ster | number tests needed | test groups | **1 to 1 testing** | teacher schedule | ⊕

Note. An excerpt from Rebecca's artifact, showing scheduling for students with accommodations who need one-on-one testing.

Application

As the teachers discussed their interactions with the assessments and assessment accommodations, the concept of application emerged. Application represents their discussions of the impact of assessments on instructional practice. There was discussion about assessment impact on the language of instruction, scheduling, instructional modifications, and assessment

preparation. The participants wanted their students to perform well. Yet, their ultimate attitude was that they do what they want and what they need to do to meet the perceived needs of their students, not what an assessment requires. The teachers owned their instructional practices; the assessment does not impact most instructional decisions.

For example, Pepe said, "I want them all to take it [the assessment] in Spanish because that's the language I teach in the majority of my day." In discussing his teaching, he shared, "I teach my kids how to annotate with paper and pencil." He further clarified that his students are comfortable with the paper-and-pencil tests because that is how he teaches. He did not change his instruction to meet the assessment but made sure the assessment met his instruction. Pepe discussed how his students' performance on the assessment were confirmation of his instructional practices. Additionally, for his experience, he shared about connecting with the students culturally.

> You know, one thing, as you can tell, I'm Mexicano, one thing that . . . I have come to believe . . . one of the reasons that I feel that I am successful and my scores, of my scores speak for themselves. . .. I don't need to tell you what kind of teacher I am. If you look up my scores, dude. . .. I'm just like them. Right. I grew up just like them, my parents were from Mexico, just like them; my first language was Spanish as well. . .. I've always been a storyteller in my classroom and verify why that works because . . . I say story time kids, and all of a sudden, the kids just all just gravitate because stories are how a lot of cultures have passed down knowledge, have passed down your history, and everybody likes a good story. I don't care how old you are.

For Pepe, teaching is about meeting students where they are, but he meets them on more than academics; he meets them culturally and connects with them on a personal level. To confirm that

his approach works, he shared the state-released Spanish language arts results as his artifact (Figure 6). His artifact shows results on his class of 18 students, with 27.8% of the students meeting or exceeding expectations.

Figure 6

Pepe's Artifact

- The value for this cell is not displayed in order to protect student privacy.

School Name	Grade	Number of Total Records	Number of Valid Scores	Number of No Scores	Participation Rate	Mean Scale Score (2019)	Standard Deviation (2019)	Mean Scale Score (2018)
	All Grades	44	44	0	100.0	736	18	732
	03	26	26	0	100.0	738	19	744
	04	18	18	0	100.0	734	17	722

2019 XXX District and School Achievement Results
State Spanish Language Arts (XSLA)

Performance Level Information — 2019 / 2018

Number Did Not Yet Meet Expectations	Percent Did Not Yet Meet Expectations	Number Partially Met Expectations	Percent Partially Met Expectations	Number Approached Expectations	Percent Approached Expectations	Number Met Expectations	Percent Met Expectations	Number Exceeded Expectations	Percent Exceeded Expectations	Number Met or Exceeded Expectations	Percent Met or Exceeded Expectations	Number Met or Exceeded Expectations (2018)	Percent Met or Exceeded Expectations (2018)	Change in Percent Met or Exceeded Expectations
- -	- -	- -	- -	19	43.2	- -	- -	- -	- -	13	29.5	13	23.2	6.3
- -	- -	- -	- -	12	46.2	- -	- -	- -	- -	8	30.8	- -	- -	- -
- -	- -	- -	- -	7	38.9	- -	- -	- -	- -	5	27.8	- -	- -	- -

Note. Pepe's artifact is the state report of Spanish language arts assessment score results for students in his school.

Daniela discussed her artifact (Figure 7) by explaining how her instructional practices prepare for assessments. The exit ticket shows that she uses a text that is in the student's home language and a text that is culturally relevant. The use of home language instruction shows that Spanish language arts tests and translated assessments would be appropriate accommodations and will most likely be selected.

> They had to cite information from evidence, so they had to back up their answers. We read *Esperanza renace* [*Esperanza Rising*], and they had two specific questions. We did this for a few weeks. We gave them steps on how to cite, and then we, we had to see [what] they were able to do, and then we would meet as a team to assess their answers, and then how we would reteach, that's what we would do, and so we had this kind of procession to it. . .. And it was a little bit higher level . . . the questions were specific to the text. They had to infer a little bit; you know. And sometimes we ask direct questions, and sometimes like, they can really get the answer, but that's, it kind of puts things together, and then, and it's all in Spanish.

The exit ticket asks students to have evidence-based responses. The student answers the question using their own words, defends their answer with information from the text, and cites it. The task and the answer have a color-coding system.

Figure 7

Daniela's Artifact

Las uvas

Citar el texto en tu respuesta

1- Contesta la pregunta en tus propias palabras.

2- Busca en el libro la parte que respalda tu respuesta.

3- Cita lo que dice el texto con "comillas".

4- Escribe el número de página donde se encuentra la cita.

¿Cómo se siente Esperanza ante la traición de Miguel? Utiliza detalles del texto para apoyar tu respuesta.

Contesta aquí

Esperanza se siente enojada al ver que Miguel la ha traicionado porque ya que ellos eran amigos desde mucho tiempo atrás. "Ella lo miró aparentando estar enojada no quería que él pensara que estará alegre de verlo" lo dice en la página 243.

Note. Daniela's artifact is an exit ticket with student response.

Daniella's artifact shows her attempt at meeting assessed skills while using Spanish and culturally relevant text through having the students answer a text-based question in their own words and connecting their answer to evidence from the text.

When Angie spoke about her teaching, she shared, "I am working towards their level in math. So, like some kids don't even know multiplication, division; some need all Spanish, some need all, some prefer all English, some can be more advanced, some need more differentiation." As she discussed literacy, her artifact was explained,

> They're all reading different levels . . . [we have] Spanish or English hour . . . they're
> reading at different levels some [students] are doing spelling words at different levels,
> their worksheets are different, like someone working on, just letters in English and some
> are working on compound sentences.

She also shared,

> I feel like I've seen growth in all of my students in both English and Spanish this year.
> So, even though I'm not teaching towards the test, it's still helping them. I mean, not all of
> them are growing immensely. But, I mean, that's what happens in the classroom.

Her artifact (Figure 8; Appendix G) is the monthly newsletter she shares with her students and their families. The newsletter is presented in the student's home language. The newsletter provides the students and their families with reminders and upcoming events, class activities, important dates, and important websites. The newsletter presents the weekly schedule with teacher-led lessons and independent work time. Additionally, it highlights the differentiation and focus on her classroom and what a class schedule looks like as presented to the students. The excerpt reflects the first week of the month; that week was the first week learning transitioned from in-person to online.

Figure 8

Excerpt from Angie's Artifact

30 de noviembre – 4 de diciembre

		Info Para Zoom:		Llegan 5 minutos antes de que empezamos!
Meeting ID: 733 955 0534 Passcode: YW5hvY		Clic aqui para el Zoom Link		

Clic aqui para el Office Hour link
Cada dia 2:45 - 3:45

	Lunes 30 de Nov.	Martes 1 de Dic.	Miercoles 2 de Dic.	Jueves 3 de Dic.	Viernes 4 de Dic.
9:00 - 9:30 Writing	Clic AQUI por Banda Clic AQUI por Orquestra	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson! Tienes una cosa en Google Classroom	¡Vamos a hacer un zoom lesson! Tienes una cosa en Google Classroom	CLIC AQUI para el link con sus deberes. – en sus espacios todo está en verde, solo tienes que hacer READ aloud! – en sus espacios todo está en rojo o amarillo, tienes el terminar sus deberes. !
9:45 - 10:45 MATH Station	M Haga 2 o 3 lecciones en Dreambox	M Haga 2 o 3 lecciones en Dreambox	M Haga 2 o 3 lecciones en Dreambox	Todos vamos a hacer Zoom y NearPod a las 3:45 Clic aqui para el worksheet.	
	A Clic aqui para un juego (15 min)	A Clic aqui para un juego (15 min)	A Clic aqui para un juego (15 min)		
	T Zoom con Ms. Sam CLIC AQUI	T Zoom con Ms. Sam CLIC AQUI	T Zoom con Ms. Sam CLIC AQUI		
	H Clic aqui para el worksheet	H Clic aqui para el worksheet	H Clic aqui para el worksheet		
11:00 - 11:45	ZOOM link ~~~~~ MUSIC TIME ~~~~~ Check SeeSaw				
12:00 - 1:00 READ Aloud	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	CLIC AQUI Por su tarea hoy!
1:00 - 1:45	~~~~~ LUNCH TIME ~~~~~				
1:45 - 2:45 READ Stations	R Lee por 15 minutos	R Lee por 15 minutos	R Lee por 15 minutos	R Lee por 15 minutos	
	E Haga sus Spelling Words por 15 minutos	E Haga sus Spelling Words por 15 minutos	E Haga sus Spelling Words por 15 minutos	E Haga sus Spelling Words por 15 minutos	
	A Zoom con M... CLIC AQUI	A Zoom con ... CLIC AQUI	A Zoom con ... CLIC AQUI	A Zoom con ... CLIC AQUI	
	D Clic aqui para el juego- 15 min.	D El deber está en Google Classroom	D Termina tu párrafo de ayer (Google Classroom)	D Termina Polllto Pío (Google Classroom)	
2:45 - 3:45 Office Hours	Clic aqui para el Office Hour link				

Note. Angie's artifact is a weekly schedule of daily class activities.

Carlos talked about using the RACE [Restate, Answer, Cite, and Explain] Written Response Rubric. He described the rubric as basic but explained using it in his setting.

It's basic, all right? And that's what kids at my school need. They need basics before they

can jump into, for example, the essay writing that some of the [state] tests are requiring

kids to do these days. And I'm just thinking about how my school, compared to a school

maybe at the southern end of town, would probably be wasting their time by teaching

them RACE writing in fourth grade, but at my school, like that's what they need. . .. Well,

I'm definitely hitting fourth-grade standards with that. But it doesn't necessarily set kids

up for what they're seeing on [the state test], but it's a step in the right direction.

His artifact (Figure 9; Appendix H) show how he uses the RACE rubric in his Student Learning

Objective (SLO) Teacher Evaluation form. The artifact shows that for Carlos and his school, the

value is on meeting the students' where they are without the need to jump instruction to the rigor

of the state assessment without building foundational skills. This excerpt contains information

related to the use of the RACE rubric in Carlos' school, the time frame (four weeks) that the

rubric will be used for the SLO form, and the first date with scores for students. The artifact is

the complete Teacher Evaluation form with the RACE rubric, and student data are collected

throughout the school year. Carlos was evaluated with student achievement on the RACE rubric

not standardized assessment results. Carlos shared, "The evaluation system, that I'm being

evaluated with, right here . . . 91% of the kids in my class that achieved that growth of 3 points

or more according to the according to the rubric."
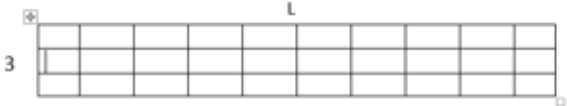
Figure 9

Excerpt from Carlos' Artifact

instructional interval. (Describe in detail the student task(s)	
Assessment of Student Learning: • Specifically describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective (Describe in detail the student task(s). What data sources will be used to determine where each student is at the end of the instructional interval? • Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) • Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)	The RACE strategy and rubric is a tool ███████ Elementary has adopted to help support teachers and students in improving students' constructed responses to texts. By implementing the RACE strategy, we have seen improvements in students' use of academic language structures, justification, and explanation. The RACE rubric as applied to written responses, will be used to determine where each student is at the end of the instructional interval, as graded by the classroom teacher. The constructed responses and rubric scores will be collected at least every 4 weeks.
Success Criteria: • Describes what would successful performance of the goal be?	**Math RACE Baseline** Name __Exemplar_ Date _____ Use the Math RACE strategy to answer the following question: The area of the rectangular sandbox at Marquise's school is 30 square feet. The sandbox has a width of 3 feet. What is the length, in feet, of the sandbox? Draw and label the dimensions of the sandbox. Explain how you solved the problem and how you know your answer is correct. The length of the sandbox is 10 ft. 3 X 10 = 30 square feet I solved the problem by drawing and labeling a model of the sandbox. From the problem, I know that the width is 3 feet and the area is 30 square feet. The equation for area is length times width. I know that 3 X 10 = 30, so the length is 10 feet. I know that my answer is correct because 3 rows of 10 feet would be 30 square units or feet.
Evidence Supporting Growth towards Performance Targets: • Describes how the evidence will be	See RACE Rubric below Students' responses and rubric scores collected within the final 2 weeks of the interval will determine if students met the performance target.

Figure 9 (continued)

collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored) • Describes how each data source was scored and how data sources were combined to determine if students met the performance target. (Attach rubrics, scoring guides etc. as well as process/chart for combining scores.)	**Math RACE Rubric** (rubric table with scores 3, 2, 1, 0 and rows: Restate, Answer, Cite, Explain)

Essential Question(s): How did my students perform on the SLO? What were my instructional successes and struggles? What will I think about when developing my SLO for next year?

DATA SUMMARY, REFLECTION & SCORING:

Data Summary:

• Summarizes the end of instructional interval assessment(s) data.
• Explains how students did or did not meet their differentiated performance targets.
• Indicates percentage of students meeting the established performance targets.

Data will be collected using a constructed response and graded using the RACE rubric.

Students wrote a constructed response responding to a math question. Scores were extremely low. As a result, I determined instructed was needed to develop students' thinking and writing about math. Their highest score is noted in blue.

Score	Students Receiving the Score
0	
1	
2	
3	KS (9/12) CF (9/12) DJ (11/12) CN (9/12)
4	PL (moved) VM (11/12)
5	AR (10/12) DZ (8/12) CU (9/12) RO (9/12)

Note. An excerpt from Carlos' artifact is the RACE rubric as part of his teacher evaluation.

Julie shared her use of released state test items (Figure 10) to support instruction. For Julie, it is important that test preparation activities require critical thinking; she wants grade-level rigor that naturally fits into her instructional plans.

> What I'll do is, I'll take one of these [released test item] that takes a lot of, a lot of work or a lot of writing, and this one doesn't, this one has a constructive response. . .. I'll have students, I'll give them the rubric, and then I'll have them grade some example responses from classmates. . .. I feel like that's one of the ways where I can use test prep, but it's still really critical thinking, and I think it's still really rigorous. [Sometimes] it's going to be a warmup problem . . . that way, it's a quick teaching point . . . I can still do it quickly without stopping my instruction.

Figure 10

Julie's Artifact

5ᵗʰ grade ████ practice items for standards targeted for mastery in Unit 4
Bridges in Mathematics

Suggested use: Solve the problems yourself to raise awareness of what students must understand and be able to do to demonstrate mastery with the standard on the ████ Assessment. Consider using with students to talk about test taking skills such as; multiple select, eliminating answer choices that do not make sense, or expressing precise reasoning.

5.NBT.B.5

Use the information provided to answer Part A and Part B for question 11.

This table shows the three different ways that toy animals are packaged at a factory.

Package Type	Amount in the Package
Bag	36 toy animals
Box	48 bags
Crate	18 boxes

Bag
36 toy animals

Box
48 bags

Crate
18 boxes
not to scale
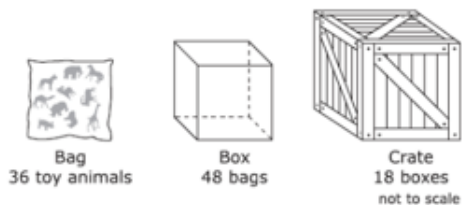
11. **Part A**

What is the total number of toy animals in one crate?

Enter your answer in the box.

Part B

One bag of toy animals weighs 12 ounces. What is the total weight, in ounces, of the bags of toy animals in one crate?

Enter your answer in the box.

19. Enter your answer in the box.

$625 \times 847 =$

The participant experience, identified application, ownership of instructional practice, reflects the teacher's ability to meet students at their instructional level. This can be through use of home language instruction, modified instruction, or use of assessment preparation materials as supplemental instructional tools. The teachers in this study were confident in making student-based decisions and did not feel pushed towards focusing solely on state assessment driven activities.

Scaled Questionnaire

Results from the participant scenario section of the scaled questionnaire (Appendix C) are presented below. Participants are intentionally listed in the table by role and language of instruction. From left to right the first five participants are classroom teachers teaching in Spanish, the next three participants are classroom teachers teaching in English and the last two are pull out interventionists teaching in English, English language development and special education. Table 6 is a reminder of the participant's teaching role, years of experience (YOE) and shows the participants name abbreviation used in Tables 7 and 8. Table 7 shows responses to questionnaire statements related to the participant's scenario and Table 8 shows responses to questionnaire statements related to the students the participant teaches.

Table 6

Participant Teaching Role

Participant	Teaching Role
Angie (An)	4th/5th grade classroom teacher teaching in Spanish, 6-10 YOE
Daniela (Da)	4th grade classroom teacher teaching in Spanish, 16+ YOE
Gabriela (Ga)	3rd grade classroom teacher teaching in Spanish, 2-5 YOE
Isabela (Is)	5th grade classroom teacher teaching in Spanish, 16+ YOE
Pepe (Pe)	4th grade classroom teacher teaching in Spanish, 16+ YOE
Carlos (Ca)	4th grade classroom teachers teaching in English, 16+ YOE
Julie (Ju)	5th grade classroom teachers teaching in English, 6-10 YOE
Leah (Le)	4th grade classroom teachers teaching in English, 6-10 YOE
Rebecca (Re)	3rd-5th grade pull-out ELD teacher teaching in English, 16+ YOE
Susan (Su)	3rd -5th grade pull-out special education teacher teaching in English, 16+ YOE

Table 7

Scaled Question Responses - Participant Scenario

Mark the answer that best reflects your scenario	An	Da	Ga	Is	Pe	Ca	Ju	Le	Re	Su
I know about the accommodations available to English learners on state standardized content assessments.	4	5	4	5	5	4	4	5	5	4
I use the accommodations available to English learners on state standardized content assessments in during classroom instruction and/or classroom assessments.	4	5	4	5	4	4	4	5	4	2
Most teachers in my school know about the accommodations available to English learners on state standardized content assessments.	4	4	4	5	4	3	3	3	4	3
Most teachers in my school use the accommodations available to English learners on state standardized content assessments during classroom instruction and/or classroom assessments.	4	3	4	5	4	4	4	4	4	2
Accommodation decisions are made by the teacher(s) who best know the student.	4	4	4	5	4	4	3	4	5	3
Accommodation decisions for state standardized content assessments are made at the student level.	4	5	3	4	4	2	4	5	5	3
In my school standardized assessment results are used appropriately towards the student.	3	3	4	2	3	4	3	5	5	3
In my school standardized assessment results are used appropriately towards the teacher.	3	3	3	2	3	3	2	5	5	2
Total	30	32	30	34	31	28	27	36	37	22

Note. 5- Strongly agree, 4- Agree, 3- Neither agree nor disagree, 2- Disagree, 1- Strongly disagree; participant names that correlate with header row abbreviations are detailed in Table 6.

Table 8

Scaled Question Responses – Students Participant Teaches

Mark the answer that most closely represents the frequency of that statement for students you teach.	An	Da	Ga	Is	Pe	Ca	Ju	Le	Re	Su
ELs are given the accommodation of Auditory Presentation (read aloud or text-to-speech) on school and district assessments throughout the year.	3	1	3	1	2	2	2	3	3	2
ELs are given the accommodation of Extended Time on school and district assessments throughout the year.	2	1	2	2	2	2	1	2	3	1
ELs are given the accommodation of Native Language tests on school and district assessments throughout the year.	2	2	3	2	3	1	2	2	3	1
ELs are given the accommodation of Native Language response on English tests on school and district assessments throughout the year.	2	2	3	2	3	1	2	3	3	1
ELs are given the accommodation of Speech-to-text on school and district assessments throughout the year.	2	1	2	1	1	2	1	2	3	1
ELs are given the accommodation of Translated Directions on school and district assessments throughout the year.	2	1	3	2	2	1	3	2	3	1
ELs are given the accommodation of Word-to-Word Dictionary on school and district assessments throughout the year.	2	1	2	1	2	1	1	1	3	1
Total	15	9	18	11	15	10	12	15	21	8

Note. 3- Most or All of the Time, 2- Some of the Time, 1- Seldom or Never; participant names that correlate with header row abbreviations are detailed in Table 6.

Scaled questionnaire responses were used as discussion fodder during the first interview; some questions triggered greater conversation and response than others and most of the time, participants differed in their initial answer without further discussion. The participants responses reflect consistency in their answer related to knowing about accommodation; they responses from the questionnaire to the interview were also consistent although more diverse when discussing the use of accommodations and experiences of assessment result are use.

Summary

This chapter presented the findings of this study. The findings were reported through individual participant information, with their responses coded into the concepts that presented themselves from participant interviews and artifacts. The various concepts illustrate the experience of the teachers as they navigate being the student advocate and assessor. The key experiences reflected through the participants are that the teachers are concerned about assessment accessibility and equity; their support experiences impact their understanding of and approach to assigning accommodations; the assessments are deemed necessary, with improvement needed in test design and accountability systems; the entire assessment experience from accommodation assignment, scheduling, administering, and data analysis is a process that is seen as an exhaustion of educator resources without academic improvement payout; and finally, while state assessment is a key player in the educational landscape and job experience of the participant, they still succeed at owning their instructional practices. Findings show a similar, yet different, understanding of the phenomenon among the participants as each individual story revealed their experience working with assessments and accommodations for ELs. In Chapter V, the concepts will be discussed within each of the three research questions.

CHAPTER V

DISCUSSION

This study contributes to the understanding of teacher experiences that contribute to assessment accommodation assignments for ELs. Understanding the experience of accommodation assignment for ELs plays an integral part in understanding the educational system's response to meeting the unique needs of ELs. Given the increase in the population nationwide and the federal mandates related to the implementation of valid and reliable assessments on academic achievement, we must understand the assessment experience of the teacher/assessment administrator. Preceding research on complications of testing ELs with standardized tests, assessment accommodations, and educational practices for ELs found that the testing experience can be one of the most challenging experiences of an EL student's academic year (Abedi, 2006; Abedi et al., 2004; Immekus & McGee, 2016). Additionally, previous research related to accommodation selection found teachers have difficulty identifying appropriate assessment accommodations (Abedi & Gándara, 2006; Butvilofsky et al., 2020; Kopriva et al., 2007; Pennock-Román & Rivera, 2011).

This study expands on previous work related to assessing and assessment accommodations for ELs by telling the experience of the students' teacher. Particularly, experiences from the participants supports findings that standardized assessments as designed are not accessible to EL students (Huggins-Manley, 2016; Solórzano, 2008) and that the linguistic load of the assessments interferes with a student's ability to soundly demonstrate their

knowledge (Wolf et al., 2008; Wolf & Leon, 2009). Previous research that shows teachers selecting the same set of accommodations for all students (Koran & Kopriva, 2017) could not be confirmed or denied with this set of study participants. Furthermore, most likely impacted by the concentration of ELs and focus of study participants, the teachers did seem to understand accommodations available to ELs (Thurlow & Kopriva, 2015).

Overview

This phenomenological study contributes to the understanding of teacher experiences that influence assessment accommodation assignment to ELs. Proper assessment accommodation assignment for ELs plays an essential part in the academic progress for EL students given both the increase in the EL population nationwide and the federal mandates related to the implementation of valid and reliable assessment on academic achievement. The theoretical foundation of this study was LangCrit. Participant experiences were interpreted and presented through a lens of language experiences. The phenomenological research study had 10 participants who are teachers of EL students in Grades 3–5. The results of this study confirm the challenges of an academic assessment for EL students as observed and perceived by their teachers and the difficulty of assessment accommodations. In addition to understanding or misunderstanding of accommodations, further issues were presented due to lack of accommodation resources.

This study was designed to contribute to the body of research related to assessment accommodations for ELs and the teacher's experience and ability to assign accommodations to those students. The following research questions guided the study.

Q1   How do teachers make meaning of standardized assessments and what are their experiences in administering state standardized assessments to EL students?

Q2   How do teachers make decisions about standardized assessment accommodation(s) assigned to students for testing and why do they make those decisions?

Q3   What are teachers' perceptions of the impact that standardized tests have on their instructional decisions and annual teacher evaluation?

The following sections provide discussion, implications, limitations, and suggestions for future research as driven by the findings for these research questions.

Discussion

In reviewing the experiences and expertise of the teachers in this study, they were found knowledgeable and well-versed in English development practices and assessment accommodations for ELs. They proved to be student advocates aware of the obstacles their students experience with assessment engagement. It appears that the teachers' attitude towards assessments and assessment accommodations are influenced by years of experience, school leadership, and personal learning. This discussion is through the lens of LangCrit and connected to previous research in the field of assessment and accommodations for ELs.

Q1   How do teachers make meaning of standardized assessments, and what are their experiences in administering state standardized assessments to EL students?

The findings show that there are many possible influences on how teachers make meaning of standardized assessments. There are implications that a teacher's assessment experience is influenced by their years of experience; the students they serve; their role in the school, district, or school leadership expectations; and experiences with colleagues.

Study participants' years of experience ranged from just two years of teaching (Gabriela) to a full career (Daniela, Isabela, Pepe, Carlos, Rebecca, and Susan). The students the participants serve ranged from serving a class of all ELs (Angie, Daniela, Gabriela, and Isabela,) to a class of ELs along with non-ELs (Julie and Carlos). Some participants had classes where are student had a primary/home language of Spanish and other with over a dozen different

primary/home languages). The participant explanations of languages and language of instruction design showed an impact on which accommodations were explicitly explained by school or what teachers tuned in to based on the language they teach in. Teachers utilizing primary/home language instruction appear to be more cognizant of Spanish language accommodations (Angie, Daniela, Gabriel, Isabela, and Pepe). Additionally, participant roles varied and included the bilingual classroom teacher, the Spanish instruction classroom teacher, the English instruction classroom teacher, the classroom teacher with external ELD support, the ELD support specialist, and the ELD special education teacher. In this study, the special education teacher (Susan) paid more attention to accommodations allowed through IEP status, and pull-out ELD teacher (Rebecca) paid more attention to accommodations available to students based on EL status. Each school and school leader had a different approach to assessment accommodation training, creating a unique experience for each participant. Each participant absorbed the learning presented in training differently based on their current and past roles, the students they have and are serving, and the respect between teachers and school leadership. School team design, collaboration, and collegial mentality impact opportunities and desire to work with others to learn from others about students and their need for or success with accommodations.

The participants in this study focused their attention and understanding of accommodations for standardized assessments through an accessibility lens. A standardized assessment is expected to be valid, reliable, and fair, with results that can be compared across student populations from various schools and districts (Solórzano, 2008). The experiences of study participants align with the research that the assessment for an EL is uniquely challenging, as the linguistic complexity affects a student's opportunity to demonstrate their academic knowledge (Wolf et al., 2008; Wolf & Leon, 2009). Their experiences highlight the struggles the

students they teach face in accessing the assessment at a level that allows the best engagement and demonstration of knowledge. As the teachers approached accommodation selection for their students, the main focus was to provide a more equitable experience, and the accommodation was the tool to achieve that. Concerns of accessibility colored their experiences; these concerns reflect the hierarchy and language values inherently present in our society and educational system. Through the lens of LangCrit, it can be seen that participants of this study were actively trying to create assessment access opportunities for students who are at risk or marginalized based on their primary/home language and proficiency level in the English, the target language. For EL students, the assessments present more than the task of demonstrating content knowledge but overcoming language obstacles. Without proper linguistic accommodations for instruction and assessment, educational policies and practices allow for institutional linguism.

An additional observed contributor to the study participants' assessment experience is their support opportunities. All participants discussed a training lead by school leadership. Accommodation training delivered through school leadership represents large-scale systemic approaches to accommodation information provided to the teachers who work with the students. A further impact on the experience was their collaboration opportunities. For some participants, collaboration was nearly nonexistent; for others, the opportunity was presented in an organized or forced way. Yet still for other participants collaboration was organic, given the structure of grade-level teams and natural collegiality. Previous research identified both teachers selecting accommodations in isolation (Kopriva et al., 2007) and the best practice of selecting accommodations with a team of educators who best know the student (Luke & Schwartz, 2007). Pepe spoke of working on a vertical team and the support a vertical team provided in understanding accommodations and knowing students. Rebecca shared about the collegiality and

organic discussions that happen in her school. While Susan's experience is that while classroom teachers can make accommodation suggestions and decisions, she thinks it is seldom done. Gabriela shared about selecting accommodations and then having them reviewed/approved by her assistant principal.

The study participants construct an assessment experience that is a process; within that, one of the foci was that the assessments are time-consuming. In addition to the time commitment of the required assessment training, participants shared the amount of time assessments consume. Time can be both educator time spent preparing for the logistics of the assessment and a student's otherwise instructional time spent testing. Participants discussed the amount of time testing takes throughout the school year or by the month. Rebecca shared the accommodation test session schedule, the adult time it took to make the schedule, and the adults needed to administer the accommodation test sessions. When discussing instructional choices, Julie shared an English released test item that she uses, allowing her to incorporate test practice while keeping academic rigor and not losing time in test preparation. Carlos' experience was that assessments take too much time from beginning to end--"too many hours spent on the whole thing from the whole spectrum of state testing, from preparing kids to test to testing and then looking at the results." Daniela shared self-created assessment practice using a Spanish text and student work in Spanish. Pepe also discussed using the Spanish assessment because he teachers in Spanish.

Despite the previous concerns, the participating teachers saw the assessments as necessary. They found value in having a larger measure to ensure equitable educational opportunities but did not believe that that is being achieved with the assessments in their current design or the present accountability system. As owners of their educational practices, they found more value in growth measures where academic measure begins at the student's level and shows

what they learn from that starting point then information provided by state standardized assessments. Carlos, Susan, and Leah all shared they value having classwork and or test items read to the students. While this approach is of great value and well-intentioned for the student in the instructional setting, it does not provide students and parents the whole story on how students are achieving compared to an agreed-upon set of grade-level standards. Though students and parents are the most impacted educational stakeholder, a community needs information on their educational system. Still, language proficiency cannot be mistaken for academic and content understanding and vice versa.

Q2   How do teachers make decisions about standardized assessment accommodation(s) assigned to students for testing and why do they make those decisions?

As the participants discussed accommodation selection for their students, the focus was on equity. With equity at the forefront of their focus, again, the educators are aware of language proficiencies and assessment expectations in accommodation selection. It shows they are dedicated to preventing the students from experiencing linguism. Half of the participants in this study default to the English assessment for all of their students based on the language of instruction. Teachers decide to use the Spanish assessment based on a student's English proficiency, instructional practices, and availability. Looking at Isabela's artifact (Figure 4) specifically, she identified that scores on English assessments are given greater weight. The only Spanish assessment provided in the schedule she shared was a district reading exam, and the students still had to take the same exam in English. For the state assessments, math and science are both available in Spanish for fifth-grade students, but the school chose not to use the Spanish accommodation form. As identified by Butvilofsky et al. (2020), the language of the assessment is English; conflicting with the primary/home language of the test taker and in some cases the language of instruction. This conflict and lack of using an available home language assessment

and requiring double testing of the same assessment devalues primary/home language skills. Furthermore, this shows that decision-making is moved away from the student and to a more significant accountability measure and predictability of performance for the next grade level.

The participants discussed the difficulty of the assessment for most ELs and even more so for ELs who also need special education services. Research completed by Clark-Gareca (2016) noted that accommodations implemented in the classroom such as modified or more accessible content, less content, or one-on-one support are often not allowed on standardized assessments. This practice muddies what an acceptable accommodation assignment is and moves the academic benchmark and task expectations students become accustomed to. The teachers in the study made accommodations decisions based on what they believed would best support the student (i.e., text-to-speech for the math assessment is helpful). Still, it may not be beneficial on the language arts assessment, and extra time is useful for just a few students.

The lack of appropriate linguistic resources reflects the already identified continuation of special education ideals in the English language development arena (IRIS Center, 2020; Rivera & Collum, 2006) and educational practices and systems that fail to meet the needs of linguistically different groups. Daniela, shared about a list of accommodations being shared for student with IEP and 504 plans without mention of linguistic accommodations. Again, showing the focus on special education student and not ELs. Carlos' experience reflects the special education accommodation approach as it connected to ELs when he discussed the inappropriateness of auditory presentation of English language arts for new-to-English students. For an EL student, the obstacle to accessing the assessment is ELD, language comprehension, and vocabulary development, not accessing text because of phonemic awareness. A distinction between Carlos' observation about auditory presentation and Susan's is that Carlos is talking

specifically about accommodations because a student is an EL, and Susan, who finds value in auditory presentation, is a special education teacher looking for accommodations for students navigating learning disabilities, while also being EL.

Further reflection on accommodations from the special education world, being offered as linguistic support, is speech-to-text. Participants discussed not using or not knowing about speech-to-text as an assessment accommodation; this is another accommodation that may not be appropriate for EL students. While oral language usually develops faster than reading and writing, again, the assessment obstacle for an EL student is language, and allowing students to speak their response in a language they are still developing is not the direct road to accessibility. The lack of awareness or use of the accommodation reflects looking for or using accommodations that will meet the student where they are in their English language development and support their access to the assessment.

Accommodation resources can range from tangible resources such as word-to-word dictionaries to intangible ones such as time, physical space for test sessions, and test administrator availability. Some accommodation resources are unquantifiable, such as teacher ability to offer or implement accommodations for example the ability to offer the primary or home language accommodation which requires that language skill. The ability to provide the accommodation during instruction also impacts the assessment accommodation selection, by default students who are in an English only instructional setting are not usually eligible for a primary/home language (Spanish assessment). Often, obtaining the resource is beyond the teacher's control. Also, decisions on funding allocations that affect accommodation resources may reflect societal language values and instructional concentrations for education outcomes.

Level and type of support impacts how teachers make meaning of standardized assessments and their actual experience of administering state standardized assessments; school leadership training and values can also influence accommodation decisions. Interestingly both Gabriela and novice teacher and Daniela a veteran teacher talked about having their assistant principal review the accommodations they selected for their students. The impact from leadership policies and approaches to accommodations may remain in place long after the leadership changes. From Julie's experience with word-to-word dictionaries, she shared that she thinks that accommodation is not used in her school because past administration did not believe it was a helpful tool. Learning and practices from year to year may be hard to shift. Larger educational and societal values that focus on English also contribute to accommodation assignment; this is observed through the state law allowing language arts testing in Spanish only in Grades 3 and 4, forcing the transition to English language arts at Grade 5.

Linguism in our society and educational system forces educators to focus on English development through task completion and reportable measures of academic achievement (Crump 2014; Flores et al., 2020; Rubinstein-Ávila, 2009). The focus on English impacts an educator's approach to assessment and accommodations. The desire to allow an environment where students perform well may create scenarios where teachers with the best intentions assign accommodations that may or may not be useful. The fear of not providing an accommodation that may be helpful overrides the concern for providing accommodations that are not needed, burdensome, or may even tip the scales of unreliable assessment results to the other end of the scale.

Q3   What are teachers' perceptions of the impact that standardized tests have on their instructional decisions and annual teacher evaluation?

Participants demonstrated ownership of their instructional practices. The data showed that their greater focus is on meeting their students where they are, in contrast to a deliberate focus on assessment preparation. For the participants in this study, their preparation to work with English learners differs from the norm and educators referenced in previous research (Molle, 2020). Seven of the participants had state issued endorsements for working with ELs, seven of the participants were Spanish/English bilingual, and half of them identify as the same cultural group as their students. The teachers note the necessity of a state summative measure of student achievement but felt that the assessment and accountability in its current state need to be re-examined and improved. Despite discussing the unfairness of the assessment for students, only two instances were shared about how assessment results impacted students. The specific information related to the assessment results affecting a student's educational opportunities came from Angie and Isabela. Angie discussed a student receiving too many or inappropriate accommodations that inflated the student's score, causing others to say the student was "fine," while the teacher who worked with the student knew the results were inaccurate. Still, others did not want to question the results, liking the high-growth results. Isabela discussed student being removed from Spanish math instruction based on math scores.

There is a lot of momentum related to the current assessment system being unfair to teachers. Yet it seems that the overall issues are that the assessment process is negatively demanding of teachers' time, impacting students' instructional opportunities as they lose time to test prep and test. While the participants thought the assessment was unfair for teacher evaluation. The noted grievance of the assessments is the time it takes from instruction and teacher time for assessment preparation. One participant, Carlos, shared in length about his

teacher evaluation experience. His experience was that he could use an academic achievement measure that was not the state standardized assessment. His experience was that he is evaluated based on student achievement. With student achievement measured using a teacher-selected rubric, student performance is scored locally by the individual using the results for evaluation, and success is based on student improvement, not grade-level achievement. Isabela and Leah both shared testing calendars as their artifact as they discussed the impact testing has a on the school schedule.

It is clear that the students of the participants of this study are members of a linguistically marginalized group. There is agreement between the teachers in this study and previous research about how difficult the assessments are for EL students, especially when the assessment is not available in the student's primary/home language and when instructional opportunities are not available in the primary/home language (Acosta et al., 2019; Yang, 2020). The teachers all had a significant focus on using accommodations to create an equitable assessment experience. However, participants did not discuss educational outcomes for students when assessments are inaccessible or how that impacts their teacher evaluation. Moreover, few of them discussed assessment driving their instructional plans. Julie did share using released test items, but stressed she only used what could be slipped into instruction. Daniela's artifact was a teacher-created exit ticket where students slightly mimicked assessment work to answer a text-based question and cited evidence from the text.

There was little discussion or shared experiences of the impact assessment has on instruction. There was an underlying understanding of the societal need for English. Additionally, the Spanish language arts assessment at Grades 3 and 4 and the Spanish version of the assessments for all other state-developed content assessments may be perceived as a norm,

not an accommodation supporting home language instructional decisions. Still, with that accommodation, as Isabela shared, the focus is on English assessments and development in lieu of long-term bilingualism. The monolingual focus is so deep-rooted in our society that it is seen as an appropriate instructional approach. Thus, the participants did not focus on the language of instruction. More so, most of the participants discussed instructional choices as academic level approaches and defaulted to school or district language plans.

Implications

The implications for this study are that with an improved understanding of assessment design and purpose, data-driven accommodation assignment, and results, standardized assessments could be more palatable for teachers. Improving the understanding of assessment design could help remove the mystery and fear of the assessment. In addition, it could prevent the critique of late results. The assessment purpose is to provide insight on overall curriculum and program effectiveness, not student instructional information. Instructional information should be gathered at the student's level; using grade-level academic achievement results would not be beneficial for a student who achieves below grade level or above grade level. Understanding of the assessment results intended use, followed by knowledge on how to interpret and act on the results, could improve the assessment experience. Educators need more opportunities to know how students perform on grade level expectations with and without accommodations to support more refined accommodation assignment; this could lessen the stress related to selecting accommodations and scheduling for accommodation groups and test administrators. Also, more support needs to be provided via human resources to support assessment scheduling preparation and administration, specifically when students need extended time, small-group, or one-on-one test administration. More support needs to be provided to

teachers in understanding standardized assessments, grade-level academic standards, and scaffolding instruction to move students beyond the need for accommodations. While there is research (Trundt et al., 2018) that shows the standardized assessment experience for ELs is not equitable compared to their English monolingual peers, we need improved assessments and assessment accommodation selection. We need assessment opportunities that remove any possibility of systems scapegoating the assessment as unfair in lieu of providing appropriate educational opportunities to ELs. The school demographics of the teachers in this study reflect Rubinstein-Ávila's (2009) findings that EL students are more likely to live in areas where there are few areas to interact with native English speakers, limited opportunities for traditional middle-class extracurricular activities, and little to no access to tutors. Action by all stakeholders is needed to ensure a system where language policies and historical norms do not obstruct educational resources and success.

Limitations

As mentioned in Chapter III, a limitation of the study was the timing of research in relation to the last time the state standardized assessment was administered. Teachers missed a year of test administration due to COVID-19 school cancellations; their experiences with not as recent testing may have possibly impacted how they remember their experiences. Additional limitations include a participant count limited to 10. Furthermore, since participants were from schools with high percentages of EL students, their expertise and professional background are different from those of a few EL students. The research was isolated to one state; participants in states with different assessment accommodation policies or accountability uses for their assessments may not have generalizable experiences across states. The study focused on teachers in the elementary grades because of the additional linguistic assessments available and reported

in Grades 3 and 4; this limitation was the way I was able to ensure Spanish accommodation selection. However, that focus prevented this study from learning about the teacher assessment accommodation selection across all tested grades. There may be a change in accommodation selection and support as grade-level expectations increase and students shift to the traditional middle and high school model of multiple teachers and higher-stakes college entrance and scholarship eligible results. A limitation was the oversight to ask participants explicitly about the materials used for assessment accommodation training and resources to learn more about accommodations. Additionally, the research could be improved by asking teachers to discuss the data they base their accommodation decisions on. Finally, this research was limited by not involving other stakeholders from students to parents, school and districts leaders, and policy makers.

Further Research

Further research is needed to increase understanding of assessment administration and accommodation selection for EL students. For this study, participants were the teachers who simultaneously were the test administrators and accommodations advocates. More could be learned related to assessment accommodations and test administration if a study ran a calendar year, thus allowing for the complete assessment cycle of accommodation selection, test administration, and receipt of results providing greater insight into the teacher experience and their evaluation of accommodation assignment. Research conducted in English-only states could prove beneficial as those teachers are navigating EL assessment accommodations that do not include primary/home language which allows for learning about the value given to other accommodations. It would benefit education if research were conducted on the assessment accommodation and administration experience for teachers in all grades. In states that use

assessments as end of course exams and for grade promotion where result stakes are higher. The academic expectation at the upper grades introduces additional linguistic demands.

Additionally, research asking participants to share materials from their training or research connecting with the assessment trainers would provide greater insight into the experience of accommodation selection and interpretation of the validity of the accommodation and results received with that accommodation. Additional research is needed to learn if the long-term effects on student performance is based on a student's experience related to testing and engaging in an assessment that is beyond their reach. Research with parents would support the education system, learning from parents what their understating of assessment results, assessment expectations compared to classroom practice and grading, and comprehending what an accommodation is and what it does. Students and their families should be regarded as the essential stakeholders in the education system. Research that supports an assessment system that communicates to parents and is truthful about student performance related to grade-level expectations is indispensable.

REFERENCES

Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility. *Teachers College Record, 108*(11), 2282-2303.

Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement, Issues and Practice, 27*(3), 17-31. https://doi:10.1111/j.1745-3992.2008.00125.x

Abedi, J., & Gándara, P. (2006). Performance of English language learners as a subgroup in large-scale assessment: Interaction of research and policy. *Educational Measurement: Issues and Practice, 25*(4), 36-46.

Abedi, J., Hofstetter, C. H., & Lord, C. (2004). Assessment accommodations for English language learners: Implications for policy-based empirical research. *Review of Educational Research*, *74*(1), 1-28.

Abedi, J., Lord, C., & Plummer, J. (1997). Final report of language background as a variable in NAEP mathematics performance (CSE Technical Report 429). Los Angeles: University of California, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing.

Acosta, S., Garza, T., Hsu, H., Goodson, P., Padrón, Y., Goltz, H. H., & Johnston, A. (2019). The accountability culture: A systematic review of high-stakes testing and English learners in the United States during No Child Left Behind. *Educational Psychology Review, 32*(2), 327-352. https://doi:10.1007/s10648-019-09511-2

Aderifar, M., Goli, H., & Ghaljaei, F. (2017). Snowball sampling: A purposeful method of sampling in qualitative research. *Strides in Development of Medical Education*, *14*(3), 1-6. https://doi.org/10.5812/sdme.67670

Alt, M., Arizmendi, G. D., & Beal, C. R. (2014). The relationship between mathematics and language: Academic implications for children with specific language impairment and English language learners. *Language, Speech, and Hearing Services in Schools, 45*, 220–233.

Arizona Secretary of the State, 2000. PROPOSITION 203. (n.d.). Retrieved March 01, 2020, from https://apps.azsos.gov/election/2010/info/PubPamphlet/Sun_Sounds/english/prop203.htm

Bailey, A. L., & Carroll, P. E. (2015). Assessment of English language learners in the era of new academic content standards. *Review of Research in Education*, *39*(1), 253-294. https://doi:10.3102/0091732X14556074

Bailey, A. L., & Kelly, K. R. (2013). Home language survey practices in the initial identification of English learners in the United States. *Educational Policy*, *27*(5), 770-804.

Bailey, L. E. (2019). Thinking critically about "social justice methods": Methods as "contingent foundations." In K. K. Strunk & L. A. Locke (Eds.), *Research methods for social justice and equity in education* (pp. 91–108). Cham, Switzerland: Springer International Publishing.

Blaise, J. G. (2018). The effects of high-stakes accountability measures on students with limited English proficiency. *Urban Education, 53*(9), 1154-1181.

Bloomberg, L. D., & Volpe, M. (2016). *Completing your qualitative dissertation: A road map from beginning to end*. Los Angeles: SAGE.

Bryan, L. A., & Atwater, M. M. (2002). Teacher beliefs and cultural models: A challenge for science teacher preparation programs. *Science Education*, *86*(6), 821–839.

Butler, J. L. (2016). Rediscovering Husserl: Perspectives on the epoché and the reductions. *The Qualitative Report*, *21*(11), 2033.

Butler, F. A., & Stevens, R. (2001). Standardized assessment of the content knowledge of English language learners K-12: Current trends and old dilemmas. *Language Testing*, 18(4), 409-427. doi:10.1177/026553220101800406

Butvilofsky, S. A., Escamilla, K., Gumina, D., & Silva Diaz, E. (2020). Beyond monolingual reading assessments for emerging bilingual learners: Expanding the understanding of biliteracy assessment through writing. *Reading Research Quarterly* Advanced online publication https://doi:10.1002/rrq.292

California Secretary of State. (2016). Proposition 58: Official Voter Information Guide: California Secretary of State.

http://vigarchive.sos.ca.gov/2016/general/en/propositions/58/

Carroll, P. E., & Bailey, A. L. (2016). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing, 33*(1), 23-52.

Castañeda v. Pickard (United States Court of Appeals for the Fifth Circuit 1981).

Castellon-Wellington, M. (2000). The impact of preference for accommodations: The

    performance of English language learners on large-scale academic achievement tests.

    CSE Technical Report 524. Los Angeles: University of California, Center for the

    Study of Evaluation.

Chadderton, C. (2013). Towards a research framework for race in education: Critical race theory

    and Judith Butler. *International Journal of Qualitative Studies in Education, 26*(1), 39-

    55.

Chalhoub-Deville, M. (2016). Validity theory: Reform policies, accountability testing, and

    consequences. *Language Testing*, *33*(4), 453-472.

Chan, Z. C. Y., Fung, Y., & Chien, W. (2013). Bracketing in phenomenology: Only undertaken

    in the data collection and analysis process? *The Qualitative Report, 18*(30), 1.

Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq (1964).

Clark-Gareca, B. (2016). Classroom assessment and English language learners: Teachers'

    accommodations implementation on routine math and science tests. *Teaching and*

    Teacher Education, 54, 139-148. doi:10.1016/j.tate.2015.11.003

Colorado Code of Regulations. (2019). Rules for the administration of a statewide system to

    evaluate the effectiveness of licensed personnel employed by school districts and boards

    of cooperative education services. https://www.sos.state.co.us/CCR/KeywordSearch.do

Colorado Department of Education. (2018). CMAS and CoAlt Technical Reports.

    http://www.cde.state.co.us/assessment/cmas_coalt_techreport

Colorado Department of Education. (2019). Pupil Membership.

    http://www.cde.state.co.us/cdereval/pupilcurrent

Colorado Department of Education. (2020a). CMAS - Mathematics, English language arts, science, and social Studies Assessments. Retrieved March 02, 2021, from http://www.cde.state.co.us/assessment/cmas

Colorado Department of Education. (2020b). Decision making flowchart--Use of CMAS Spanish assessments. http://www.cde.state.co.us/assessment/csla

Colorado Department of Education. (2020c). Identification Procedures. Retrieved March 1, 2020, http://www.cde.state.co.us/cde_english/1819cutpoints

Colorado Department of Education, & Mund, M. (2020, June). Content and bias review. Paper presented at the CMAS Science Content Review Meeting for the Colorado Department of Education Assessment Unit, Denver, CO.

Colorado General Assembly, Ballot History, 2002. Retrieved November 19, 2019, from https://leg.colorado.gov/

Colorado General Assembly, Ballot History, 1998. Retrieved October 12, 2020, from https://leg.colorado.gov/

Colorado revised Statutes Title 22. EDUCATION § 22-7-1006.3. (n.d.). Retrieved March 01, 2021, from https://codes.findlaw.com/co/title-22-education/co-rev-st-sect-22-7-1006-3.html

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). London: Sage.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.

Crump, A. (2014). Introducing LangCrit: Critical language and race theory. *Critical Inquiry in Language Studies, 11*(3), 207-224.

De Backer, F., Van Avermaet, P., & Slembrouck, S. (2017). Schools as laboratories for

exploring multilingual assessment policies and practices. *Language and Education 31*(3),

217–230. https://doi:10.1080/09500782.2016.1261896

DePaoli, J. L., Fox, J. H., Ingram, E. S., Maushard, M., Bridgeland, J. M., & Balfanz, R.

(2015). Building a grad nation: Progress and challenge in ending the high school

dropout epidemic. *Annual Update 2015*. Washington, DC: Civic Enterprises.

Delgado Bernal, D., Burciaga, R., & Flores Carmona, J. (2012). Chicana/Latina testimonios:

Mapping the methodological, pedagogical, and political. *Equity & Excellence in

Education: Chicana/Latina Testimonios: Methodologies, Pedagogies, and Political

Urgency*, *45*(3), 363-372. https://doi:10.1080/10665684.2012.698149

Department of Health, Education, and Welfare. (1970). Identification of Discrimination and

Denial of Services on the Basis of National Origin. Retrieved November 18, 2021, from

https://www2.ed.gov/about/offices/list/ocr/docs/lau1970.html

Denzin, N. K., & Lincoln, Y. S. (1998). *Strategies of qualitative inquiry*. London: SAGE.

Douglas, K. (2004). *Teacher ideas on teaching and testing English language learners:

Summary of focus group discussions* (Report No. 219). College Park, MD: University

of Maryland, Center for the Study of Assessment Validity and Evaluation.

English Language Acquisition (ELA) Denver Public Schools.

http://thecommons.dpsk12.org/Page/704.

Escamilla, K., Butvilofsky, S., & Hopewell, S. (2018). What gets lost when English-only

writing assessment is used to assess writing proficiency in Spanish-English emerging

bilingual learners? *International Multilingual Research Journal, 12*(4), 221-236.

Equal Educational Opportunities Act of. 1974'." § 1702. Congressional findings.

Every Student Succeeds Act, Public Law 114-95. (2015, December 10).

https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

Fairbairn, S. (2007). Facilitating greater test success for English language learners. Practical

Assessment, Research & Evaluation, 12(11), 1-7.

Fairbairn, S. B., & Fox, J. (2009). Inclusive achievement testing for linguistically and

culturally diverse test takers: Essential considerations for test developers and decision

makers. *Educational Measurement, Issues and Practice*, 28(1), 10-24.

doi:10.1111/j.1745-3992.2009.01133.x

Flores, N., Phuong, J., & Venegas, K. M. (2020). "Technically an EL": The production of

raciolinguistic categories in a dual language school. *TESOL Quarterly, 54(3)*, 629-

651. https://doi:10.1002/tesq.577

Fontana, A., & Prokos, A. H. (2007). *The interview: From formal to postmodern*. Walnut

Creek, CA: Left Coast Press.

Gándara, P., & Mordechay, K. (2017). Demographic change and the new (and not so new)

challenges for Latino education. *The Educational Forum, 81*(2), 148-159.

Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. Boston: Pearson.

Gonzalez, R. G., & Morrison, J. (2016). Culture or no culture? A Latino critical research analysis

of Latino persistence research. *Journal of Hispanic Higher Education, 15*(1), 87-108.

Gottlieb, M. (2017). *Assessing multilingual learners: A month-by-month guide*. ASCD.

Grant, R., Reichert, A., Sookweon, M., & Stewart, K. (2017). *Classifying language

instructional programs: A development project* (WCER Working Paper No. 2017-X).

Unpublished manuscript, Wisconsin Center for Education Research.

Great Schools Partnership. (2013, August 29). Test accommodations definition.

https://www.edglossary.org/test-accommodations/

Harrison, J., & Lakin, J. (2018). Pre-service teachers' implicit and explicit beliefs about

English language learners: An implicit association test study. *Teaching and Teacher*

Education, 72, 54-63.

How, A. (2003). *Critical theory*. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan.

Howard, S. J., Woodcock, S., Ehrich, J., & Bokosmaty, S. (2017). What are standardized literacy

and numeracy tests testing? Evidence of the domain-general contributions to students'

standardized educational test performance. *British Journal of Educational Psychology*,

87(1), 108-122.

Huber, L. P. (2009). Disrupting apartheid of knowledge: Testimonio as methodology in Latina/o

critical race research in education. *International Journal of Qualitative Studies in*

Education: Critical Race Studies and Education, *22*(6), 639-654.

https://doi:10.1080/09518390903333863

Huggins-Manley, A. C. (2016). Psychometric consequences of subpopulation item parameter

drift. *Educational and Psychological Measurement, 77*(1), 143-164.

https://doi:10.1177/0013164416643369

Husserl, E. (1952). *Ideas: General introduction to pure phenomenology.* Allen & Unwin.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

Immekus, J. C., & McGee, D. (2016). The measurement invariance of the student opinion

survey across English and non-English language learner students within the context

of low- and high-stakes assessments. *Frontiers in Psychology*, *7*.

doi:10.3389/fpsyg.2016.01352

IRIS Center. (2020). What types of accommodations are commonly used for students? with disabilities? Retrieved August 31, 2020, from

https://iris.peabody.vanderbilt.edu/module/acc/cresource/q2/p03/

Kieffer, M. J., Lesaux, N. K., Rivera, M., & Francis, D. J. (2009). Accommodations for English language learners taking large-scale assessments A meta-analysis on effectiveness and validity. *Review of Educational Research*, *79*(3), 1168–1201.

Kim, Y., Erekson, J., Bunten, B. A., & Hinchey, P. (2014). Toward sustainable educational changes through school-based professional development on ELL assessment for new teachers. *Theory into Practice*, *53*(3), 228-235.

Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C. P., & Cameron, C. A. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues and Practice, 26*(3), 11-20.

Koran, J., & Kopriva, R. J. (2017). Framing appropriate accommodations in terms of individual need: Examining the fit of four approaches to selecting test accommodations of English language learners. *Applied Measurement in Education*, *30*(2), 71-81. https://doi:10.1080/08957347.2016.1243539

Koran, J., Kopriva, R., Emick, J., Monroe, R., & Garavaglia, D. (2006). *Teacher assignment and a multi-source computerized approach for making individualized test accommodation decisions for English language learners*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.

Kornhaber, M. L. (2004). Appropriate and inappropriate forms of testing, assessment, and

    accountability. *Educational Policy, 18*(1), 45-70.

    https://doi:10.1177/0895904803260024

Kruse, A. J. (2016). Cultural bias in testing: A review of literature and implications for music

    education. *Update: Applications of Research in Music Education*, *35*(1), 23-31.

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field

    like education? *Qualitative Studies in Education*, *11*(1), 7–24.

Ladson-Billings, G., & Tate, W. F., IV. (1995). Toward a critical race theory of education.

    Teachers College Record (1970), 97(1), 47.

Lane, S., & Leventhal, B. (2015). Psychometric challenges in assessing English language

    learners and students with disabilities. *Review of Research in Education, 39*(1), 165-

    214.

Lau v. Nichols (United States Supreme Court January 21, 1974).

Leavitt, R. R., & Hess, R. S. (2019). School climate and the Latino-white achievement gap.

    Leadership and Policy in Schools, 18(3), 270-283.

    https://doi:10.1080/15700763.2017.1384498

Legislative Analyst's Office, 1998. (n.d.). Retrieved March 01, 2020, from

    https://lao.ca.gov/ballot/1998/227_06_1998.htm

Liu, A. H., Sokhey, A. E., Kennedy, J. B., & Miller, A. (2014). Immigrant threat and national

    salience: Understanding the "English official" movement in the United States. *Research &*

    Politics, *1*(1), 205316801453192. https://doi.org/10.1177/2053168014531926

Luke, S. D., & Schwartz, A. (2007). Assessment and accommodations. *Evidence for Education, 2*(1), 1-12.

Martiniello, M. (2009). Linguistic complexity, schematic representations, and differential item functioning for English language learners in math tests. *Educational Assessment, 14*(3-4), 160–179. https://doi.org/10.1080/10627190903422906

Master, B., Loeb, S., Whitney, C., & Wyckoff, J. (2016). Different skills? Identifying differentially effective teachers of English language learners. *The Elementary School Journal, 117(2),* 261-284. https://doi:10.1086/688871

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and Implementation* (4th ed.). Vancouver, B.C.: John Wiley & Sons.

Miller, J. M. (2018). U.S. history state assessments, discourse demands, and English learners' achievement: Evidence for the importance of reading and writing instruction in U.S. history for English learners. *The Journal of Social Studies Research*, *42*(4), 375-392.

Molle, D. (2020). Content-Area teachers' appropriation of language development practices during professional learning. *TESOL Quarterly*, Advanced online publication https://doi:10.1002/tesq.610

Monzó, L. D., & Rueda, R. (2009). Passing for English fluent: Latino immigrant children masking language proficiency. *Anthropology & Education Quarterly*, *40*(1), 20-40. https://doi:10.1111/j.1548-1492.2009.01026.x

Moustakas, C. (1994). *Phenomenological research models*. Thousand Oaks, CA: SAGE.

Murphy, A. F., Torff, B., & Sessions, D. (2016). Educators' beliefs about appropriate

    pedagogical models for Spanish-speaking ELLs who differ in home-language and

    English-language literacy abilities in the United States. *International Journal of*

    Bilingual Education and Bilingualism, 22(4), 402-413.

    https://doi:10.1080/13670050.2016.1259291

National Center for Educational Outcomes, Accessibility & Accommodations for General

    Assessments. Retrieved March 01, 2020, from

    https://nceo.info/Assessments/general_assessment/accommodations/overview

National Center for Education Statistics, Glossary. (2020a). Retrieved July 18, 2020, from

    https://nces.ed.gov/programs/coe/glossary.asp

National Center for Education Statistics. (2020b). English Language Learners in Public

    Schools. https://nces.ed.gov/programs/coe/indicator_cgf.asp

National Education Association. (2008). NEA's Response to Race to the Top.

    http://www.nea.org/home/35447.htm.

Newkirk-Turner, B. L., & Johnson, V. E. (2018). Curriculum-based language assessment

    with culturally and linguistically diverse students in the context of mathematics.

    Language, Speech & Hearing Services in Schools, 49(2), 189-196.

    https://doi:10.1044/2017_LSHSS-17-0050

Office for Civil Rights. (2014). *Agreement to Resolve ODR Case NO. 08-10-1112.*

    https://files.adams14.org/files/16/OCR%20Agreement%20English.pdf

Pennock-Román, M. (2002). Relative effects of English proficiency on general admissions

    tests versus subject tests. *Research in Higher Education, 43*(5), 601-623.

Pennock-Román, M., & Rivera, C. (2011). Mean effects of test accommodations for ELLs

    and non-ELLs: A meta-analysis of experimental studies. *Educational Measurement:*

    Issues and Practice, *30*(3), 10–28.

Plake, B., & Impara, J. (2006, March). *Report from the accommodation station expert panel*

    meeting. Columbus, SC: South Carolina Department of Education.

Plyler v. Doe (Supreme Court of the United States 1982).

Providence Public Schools--Settlement Agreement Between the United States and

    Providence Public Schools. (2018, August 21). https://www.justice.gov/crt/case-

    document/providence-public-schools-settlement-agreement-between-united-states-

    and.

Rivera, C., & Collum, E. (2006). State assessment policy and practice for English language

    learners: A national perspective. Mahwah, N.J: Lawrence Erlbaum Associates.

Robles, Y. (2019, June 12). *Adams 14 finalizes deal with company taking over management*

    of the district. https://chalkbeat.org/posts/co/2019/06/10/adams-14-finalizes-deal-

    with-company-taking-over-management-of-the-district/

Rubinstein-Ávila, E. (2009). Reflecting on the challenges of conducting research across

    national and linguistic borders: Lessons from the field. *Journal of Language and*

    Literacy Education 5, no. 1: 1–8.

Sackett, P. R., Borneman, M. J., & Connelly, B. S. (2009). Responses to issues raised about

    validity, bias, and fairness in high-stakes testing. *American Psychologist*, *64*(4), 285-

    287.

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage

    Publications.

Schwandt, T. A. (2007). *The SAGE dictionary of qualitative inquiry*. Thousand Oaks, CA:

    SAGE.

Secretary of the Commonwealth of Massachusetts. (2002). *Information for voters.*

    http://www.sec.state.ma.us/ele/elepdf/ifv02.pdf

Shuck, G. (2006). Racializing the nonnative English speaker. *Journal of Language, Identity,*

    and Education, #15(4), 259-276. https://doi:10.1207/s15327701jlie0504_1

Siegel, M. A. (2014). Developing preservice teachers' expertise in equitable assessment for

    English learners. *Journal of Science Teacher Education, 25*(3), 289-308.

    https://doi:10.1007/s10972-013-9365-9

Sireci, S. G., & Wells, C. S. (2010). Evaluating the comparability of English and Spanish

    video accommodations for English language learners. In P. Winter (Ed.), *Evaluating*

    the comparability of scores from achievement test variations (pp. 33-68).

    Washington, DC: Council of Chief State School Officers.

Sloan, A., & Bowe, B. (2013). Phenomenology and hermeneutic phenomenology: The

    philosophy, the methodologies, and using hermeneutic phenomenology to investigate

    lecturers' experiences of curriculum design. *Quality & Quantity, 48*(3), 1291-1303.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis:*

    Theory, method, and research. London: SAGE.

Smolicz, J., & Secombe, M. (2005). Globalisation cultural diversity and multiculturalism:

    Australia. Springer, Netherlands: Dordrecht. https://doi:10.1007/1-4020-2960-8_13ADD

Solano-Flores, G. (2006). Language, dialect, and register: Sociolinguistics and the estimation of

    measurement error in the testing of English language learners. *Teachers College Record,*

    108(11), 2354-2379. https://doi:10.1111/j.1467-9620.2006.00785.x

Solano-Flores, G., & Trumbull, E. (2003). Examining language in context: The need for new research and practice paradigms in the testing of English-language learners. *Educational Researcher, 32*(2), 3–13.

Solórzano, R. W. (2008). High Stakes Testing: Issues, Implications, and Remedies for English Language Learners. *Review of Educational Research*, 78(2), 260-329. doi:10.3102/0034654308317845

Solórzano, D. G., & Delgado Bernal, D. D. (2001). Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework. *Urban Education*, 36(3), 308-342. doi:10.1177/0042085901363002

Solórzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a critical race theory in teacher education. *Multicultural Education, 9*(1), 2.

Suskie, L. (2000). Fair assessment practices: Giving students equitable opportunities to demonstrate learning. *AAHE Bulletin*, *52*(9), 7-9.

Texthelp. (2021) Read&Write for Google Chrome. Retrieved from https://workspace.google.com/marketplace/app/readwrite_for_google_chrome/982754197589.

The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics). National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. (n.d.). Retrieved October 6, 2021, from https://nces.ed.gov/fastfacts/display.asp?id=96.

Thurlow, M. L., & Kopriva, R. J. (2015). Advancing accessibility and accommodations in content assessments for students with disabilities and English learners. *Review of Research in Education*, *39*(1), 331-369. https://doi:10.3102/0091732x14556076

Title I--Improving the Academic Achievement of the Disadvantaged, Title I Part A, Sec.

    1112 (d)(3)(A)). (2005, December 19). Retrieved July 18, 2020, from

    https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html

Tollefson, J. W. (2006). Critical theory in language policy. In T. Ricento (Ed.), *An*

    introduction to language policy: Theory and method (pp. 42–59). Malden, MA:

    Blackwell Publishing.

Trundt, K. M., Keith, T. Z., Caemmerer, J. M., & Smith, L. V. (2018). Testing for construct

    bias in the differential ability scales, second edition: A comparison among African

    American, Asian, Hispanic, and Caucasian children. *Journal of Psychoeducational*

    Assessment, *36*(7), 670-683.

United States Department of Justice. *United States reaches settlement with Arlington Public*

    Schools to ensure equal opportunities for English learner students. (2019, June 3).

    https://www.justice.gov/opa/pr/united-states-reaches-settlement-arlington-public-

    schools-ensure-equal-opportunities-english

United States Department of Education, Sec.1111 2(B)(vii)III (2016). Elementary and

    Secondary Education Act of 1965, as amended by Every Student Succeeds Act,

    Negotiated Rulemaking Committee.

    https://www2.ed.gov/policy/elsec/leg/essa/session/issue-paper-5a-els-inclusion-in-

    academic-assessments.pdf

U.S. Department of Education, Office for Civil Rights, Free Appropriate Public Education

    for Students With Disabilities: Requirements Under Section 504 of the Rehabilitation

    Act of 1973, Washington, D.C., 2010.

Valdes, F. (2000). Race, ethnicity, and Hispanismo in a triangular perspective: The "essential Latina/o" and LatCrit theory. *UCLA Law Review, 48*(2), 305.

Valdés, F. (2005). Legal reform and social justice. *Griffith Law Review*, *14*(2), 148–173.

Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher*, *27*(6), 4–18.

Wang, L., Beckett, G. H., & Brown, L. (2006). Controversies of standardized assessment in school accountability reform: A critical synthesis of multidisciplinary research evidence. *Applied Measurement in Education*, 19(4), 305-328. doi:10.1207/s15324818ame1904_5

Webb, A., & Welsh, A. J. (2019). Phenomenology as a methodology for scholarship of teaching and learning research. *Teaching & Learning Inquiry: The ISSOTL Journal, 7*(1), 168-181.

Wilson, C. M., Ek, L. D., & Douglas, T. M. O. (2014). Recasting border crossing politics and pedagogies to combat educational inequity: Experiences, identities, and perceptions of Latino/a immigrant youth. *The Urban Review*, *46*(1), 1-24. https://doi:10.1007/s11256-013-0246-5

WIDA. (2018). *Annual technical report for ACCESS for ELLs 2.0 online English language proficiency test, series 401, 2016-2017 administration.* (WIDA Annual Technical Report No. 13A). WIDA at the Wisconsin Center for Education Research.

WIDA Test Administrator Manual ACCESS for ELLs. (2019). Retrieved March 1, 2020, from https://portal.wida.us/get.aspx?id=2056

Wolf, M. K., Herman, J. L., Kim, J., Abedi, J., Leon, S., Griffin, N., Bachman, L., Chang, S., Farnsworth, T., Jung, H., Nollner, J., & Shin, H. W. (2008). *Providing validity evidence to improve the assessment of English language learners* (CRESST Report 738). Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Wolf, M. K., & Leon, S. (2009). An investigation of the language demands in content assessments for English language learners. *Educational Assessment, 14*(3-4), 139-159. https://doi:10.1080/10627190903425883

Yang, X. (2020). Assessment accommodations for emergent bilinguals in mainstream classroom assessments: A targeted literature review. *International Multilingual Research Journal*, 14(3), 217-232. doi:10.1080/19313152.2019.1681615

Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment: Assessment of English Language Learners*, *13*(2-3), 170-192. https://doi:10.1080/10627190802394388

APPENDIX A

INITIAL RECRUITMENT EMAIL

November 24, 2020

Good morning,

My name is Heather Villalobos Pavia, and I am a doctoral candidate at the University of Northern Colorado. I am researching the educator's experience of assigning assessment accommodations to English Learners.

My target participant is a teacher who works with students who are English learners. I identified you as a possible participant through your school's student participation in the 2019 Colorado Spanish Language Arts (CSLA) assessment. Because you work in a school where students participate in CSLA; I am inviting you to participate in this research study. The results of this study could inform accommodation selection training and guidance documents at a larger level.

I hope that you are available and interested in participating in this study. All efforts will be made to maintain the confidentiality of participants. Participating in this survey would involve completing a demographic survey, a scaled questionnaire, two (approximately one-hour) interviews, and providing an artifact related to your work with assessment accommodations. To compensate for their time, participants will be given an e-gift card of $35 to Amazon upon completion of their second interview.

If you are interested in participating and want more information, please reply to this email. Also, please feel free to share this email with colleagues.

Thank you,

Heather Villalobos Pavia
Vill1199@bears.unco.edu

APPENDIX B

DEMOGRAPHIC SURVEY

Project Title: Assigning Assessment Accommodations to English Learners: A
Phenomenological Study

Please provide some demographic information about yourself and your school setting.

1) What grade do you currently teach?

___ 3rd ___ 4th ___ 5th

2) How many years of teaching experience do you have?

___ 2-5   ___6-10   ___11-15   ___ 16 or more

3) How many years have you taught in an ELD program?

___ 0-3   ___ 4-6   ___7-10   ___11-15   ___ 16 or more

4) How many years have you taught in an ELD program that utilizes native language

instruction?

___ 0-3   ___ 4-6   ___7-10   ___11-15   ___ 16 or more

5) What is the highest degree that you hold?

___ Bachelor's   ___ Master's   ___ Education Specialist   ___Doctorate

6) In addition to your Colorado issued teaching license, are you endorsed in Culturally

and Linguistically Diverse Education?

___ yes   ___ no

If yes, which Culturally and Linguistically Diverse Education endorsement(s)?

____ Culturally and Linguistically Diverse Education, Bilingual Education

_____ Culturally and Linguistically Diverse Education (ESL)

7) What is your current role?

___ Classroom teacher

___ Classroom teacher English component in a bilingual setting

___ Classroom teacher Spanish component in a bilingual setting

___ Classroom teacher both English and Spanish component in a bilingual setting

___ ELD Specialist extra support (push-in/pull-out)

___ Other (please describe) _____

8) What is your native language?

___ English

___ Spanish

___ Other, please specify _____

9) Please select the gender with which you identify.

___ Female   ___ Male

10) Please select the race/ethnicity with which you identify (select all that apply).

___ White

___ Black or African American

___ Asian

___ American Indian or Alaskan Native

___ Native Hawaiian or Pacific Islander

___ Hispanic/Latino

___ Other

APPENDIX C

SCALED QUESTIONNAIRE

UNIVERSITY OF
NORTHERN COLORADO

Project Title: Assigning Assessment Accommodations to English Learners: A
Phenomenological Study

Please read each statement and mark the answer that best reflects your scenario.

1) I know about the accommodations available to English learners on state standardized content assessments.

___Strongly Disagree ___Disagree ___Neutral ___Agree ___Strongly Agree

2) I use the accommodations available to English learners on state standardized content assessments in during classroom instruction and/or classroom assessments.

___Strongly Disagree ___Disagree ___Neutral ___Agree ___Strongly Agree

3) Most teachers in my school know about the accommodations available to English learners on state standardized content assessments.

___Strongly Disagree ___Disagree ___Neutral ___Agree ___Strongly Agree

4) Most teachers in my school use the accommodations available to English learners on state standardized content assessments during classroom instruction and/or classroom assessments.

___Strongly Disagree ___Disagree ___Neutral ___Agree ___Strongly Agree

5) Accommodation decisions are made by the teacher(s) who best know the student.

___Strongly Disagree ___Disagree ___Neutral ___Agree ___Strongly Agree

6) Accommodation decisions for state standardized content assessments are made at the student level.

___Strongly Disagree   ___Disagree   ___Neutral   ___Agree   ___Strongly Agree

7) In my school standardized assessment results are used appropriately towards the student.

___Strongly Disagree   ___Disagree   ___Neutral   ___Agree   ___Strongly Agree

8) In my school standardized assessment results are used appropriately towards the teacher.

___Strongly Disagree   ___Disagree   ___Neutral   ___Agree   ___Strongly Agree

Please read each statement and mark the answer that most closely represents the frequency of that statement for students you teach.

9) ELs are given the accommodation of Auditory Presentation (read aloud or text-to-speech) on

school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

10) ELs are given the accommodation of Extended Time on school and district assessments

throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

11) ELs are given the accommodation of Native Language tests on school and district

assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

12) ELs are given the accommodation of Native Language response on English tests on school

and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

13) ELs are given the accommodation of Speech-to-text on school and district assessments

throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

14) ELs are given the accommodation of Translated Directions on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

15) ELs are given the accommodation of Word-to-Word Dictionary on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

16) Approximately what is the percentage of EL students in your class(es)? _____

Please read each statement and mark the answer that most closely represents the frequency of that statement for students in your school.

17) EL are given the accommodation of Auditory Presentation (read aloud or text-to-speech) on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

18) ELs are given the accommodation of Extended Time on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

19) ELs are given the accommodation of Native Language tests on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

20) ELs are given the accommodation of Native Language response on English tests on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

21) ELs are given the accommodation of Speech-to-text on school and district assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

22) ELs are given the accommodation of Translated Directions on school and district

assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

23) ELs are given the accommodation of Word-to-Word Dictionary on school and district

assessments throughout the year.

___Seldom or Never   ___Some of the time   ___Most or All of the time

24) Approximately what is the percentage of EL students in your school? _____

APPENDIX D

OPEN-ENDED QUESTIONS

Project Title: Assigning Assessment Accommodations to English Learners: A
Phenomenological Study

Please be prepared to discuss each question.

1) Please tell me about tell me about your role at school.

2) In general, what are your perspectives on state standardized assessments and the role
they play in your classroom, school, district, and overall education system?

3) What do you consider your role to be in the selection of accommodations for students
to use on state standardized content assessments?

4) What is the process used to determine which accommodation(s) will be assigned;
what influences this process?

5) What do you consider to be one of the greatest benefits of assessment
accommodations for ELs?

6) What do you consider to be of the greatest challenges of assessment accommodations
for ELs?

7) Describe 1-2 EL accommodations that benefit your students the most.

8) Describe 1-2 EL accommodations that benefit your students the least.

9) Can you tell me about your classroom artifact(s)?

   a. Can you tell me about the development of this resource?

   b. Tell me about how this document is used?

APPENDIX E

DISSERTATION LOGIC MATRIX

Dissertation Logic Matrix

Assessment Constructs	Empirical Findings	Theoretical Constructs/Findings	Research Questions	Data Sources	Data Analysis
Design	Findings consistently state that content-based standardized assessments in their original design are invalid and unreliable measures for EL students. (Abedi & Gándara, 2006; Abedi et al., 2004; Escamilla et al., 2018; Lane & Leventhal, 2015)	Critical Theory critiques historical mainstream approaches with a focus on change for social justice (Crotty, 1998)	Q1 What is a teacher's understanding of standardized assessments and what are their experiences in administering state standardized assessments to EL students?	• Scaled questions • Interview 2 • Participant provided artifact	• Manual holistic coding of the transcription text • Summarization of the demographic survey and scaled question questionnaire • Horizontalization • Reduction
Test Bias • Construct bias • Content bias • Predictive bias	Testing bias is the concern that tests, specifically large-scale standardized ones, do not allow students who are language or cultural minorities to demonstrate their knowledge (Trundt, et al., 2018; Sackett et al., 2009)	Language Critical Theory (LangCrit) LangCrit seeks to understand and change the life experiences of groups that have been marginalized based on language (Crump 2014) The language of the assessment is English, conflicting with the native language of the test taker and in some cases the language of instruction. (Butvilofsky et al., 2020) LatCrit	Q2 How do teachers make decisions about standardized assessment accommodation(s) assigned to students for testing and why do they make those decisions?	• Interview 2 • Participant provided artifact	• Manual holistic coding of the transcription text • Horizontalization • Reduction

Assessment Constructs	Empirical Findings	Theoretical Constructs/Findings	Research Questions	Data Sources	Data Analysis
Validity • Content validity • Predictive validity • Construct validity	When a test is valid, it means that the assessment allowed students to demonstrate their knowledge of the content without external factors coming into play. (Chalhoub-Deville, M., 2016; Suskie, 2000; Wisconsin Center for Educational Research, 2019)	Critical Race Theory rooted in critical theory and seeks to understand and change the life experiences of groups that have been historically marginalized based on race (Ladson-Billings & Tate IV, 1995)	Q2 How do teachers make decisions about standardized assessment accommodation(s) assigned to students for testing and why do they make those decisions? Q3 What are teachers' perceptions of the impact that standardized tests have on their instructional decisions and annual teacher evaluation?	• Interview 1 • Interview 2	• Manual holistic coding of the transcription text • Horizontalization • Reduction
Accommodations Teacher accommodation assignment	Change made to an assessment or the testing condition to allow the qualifying student to better demonstrate their knowledge and skills without affecting the reliability or validity of the assessment (Bailey & Carroll, 2015; Abedi & Gándara, 2006; Miller, 2018)	Latino Critical Theory (LatCrit) LatCrit is rooted in CRT and seeks to understand and change the life experiences of Latinas/Latinos (Valdés, 2002) Critical Language-Policy (CLP) implications of language policies on speakers of minority languages (Tollefson, 2006)	Q2 How do teachers make decisions about standardized assessment accommodation(s) assigned to students for testing and why do they make those decisions? Q3 What are teachers' perceptions of the impact that standardized tests have on their instructional decisions and annual teacher evaluation?	• Scaled questions • Interview 1 • Interview 2 • Participant provided artifact	• Manual holistic coding of the transcription text • Horizontalization • Reduction • Summarization of the demographic survey and scaled question questionnaire

APPENDIX F

REBECCA'S ARTIFACT

#	First Name	Last Name	Grade	ELL Category	ACCESS Grade Cluster	ACCESS Tier Assignm	Test Format	Notes	SPEDPlan	Assessment	UAR
1			1	A1	1	Tier A	Paper				
2			1	A1	1	Tier A	Paper				
3			1	A1	1	Tier A	Paper				
4			1	A1	1	Tier A	Paper				
5			1	A1	1	Tier A	Paper				
6			1	A1	1	Tier A	Paper				
7			1	A1	1	Tier A	Paper				
8			1	A1	1	Tier A	Paper				
9			1	A1	1	Tier A	Paper				
10			1	A2	1	Tier A	Paper				
1			1	A1	1	Tier A	Paper		yes	extra time, human reader	
1			1	A2	1	Tier B/C	Paper				
2			1	A2	1	Tier B/C	Paper				
3			1	B	1	Tier B/C	Paper				
4			1	B	1	Tier B/C	Paper				
5			1	B	1	Tier B/C	Paper				
6			1	B	1	Tier B/C	Paper				
7			1	C	1	Tier B/C	Paper				
8			1	C	1	Tier B/C	Paper				
1			2	A1	2-3	Tier A	Paper		yes	extended time, human reader, directions in Spanish, repeat item audio	UAR
1			2	A2	2-3	Tier A	Paper				
2			2	A2	2-3	Tier A	Paper				
3			2	A2	2-3	Tier A	Paper				
4			2	A2	2-3	Tier A	Paper				
1			2	A2	2-3	Tier A	Paper		yes	human reader	
1									yes	Repeat Item Audio - Extended Speaking Test Response Time, human reader	
1			2	B	2-3	Tier B/C	Paper				
1			2	C	2-3	Tier B/C	Paper				
1			2	B	2-3	Tier B/C	Paper		yes	oral presentation	

Tabs: Roster | number tests needed | test groups | 1 to 1 testing | teacher schedule

number of tests needed

Grade	ACCESS Grade Cluster	ACCESS Tier Assignment	number
1	1	Tier A	11
1	1	Tier B/C	8
2	2-3	Tier A	6
2	2-3	Tier B/C	12
3	2-3	Tier A	13
3	2-3	Tier B/C	15
4	4-5	Tier A	4
4	4-5	Tier B/C	9
5	4-5	Tier A	1
5	4-5	Tier B/C	9
6	6-8	Tier A	0
6	6-8	Tier B/C	15
K	Kinder	No Tiers	27

Roster | **number tests needed** | test groups | 1

	First Name	Last Name	Grade	ELL Category	ACCESS Grade Cluster	ACCESS Tier Assignment	SPEDPlan	Assessme	UAR	Listening & Reading	Writing	tester
1			1	A1	1	Tier A				16+35= 51min January 16th 8:15-9:45	35 min January 17th 8:15-9:15	
2			1	A1	1	Tier A						
3			1	A1	1	Tier A						
4			1	A1	1	Tier A						
5			1	A1	1	Tier A						
6			1	A1	1	Tier A						
7			1	A1	1	Tier A						
8			1	A1	1	Tier A						
9			1	A1	1	Tier A						
10			1	A2	1	Tier A						
1			1	A2	1	Tier B/C				25+35=60 min January 16th 8:15-9:45	60 min January 17th 8:15-9:45	
2			1	A2	1	Tier B/C						
3			1	B	1	Tier B/C						
4			1	B	1	Tier B/C						
5			1	B	1	Tier B/C						
6			1	B	1	Tier B/C						
7			1	C	1	Tier B/C						
8			1	C	1	Tier B/C						
1			2	A2	2-3	Tier A				16+40=56 January 14th 12:30-2:00	60 minutes January 15th 12:30-2:00	
2			2	A2	2-3	Tier A						
3			2	A2	2-3	Tier A						
4			2	A2	2-3	Tier A						

Add footer

| number tests needed | **test groups** | 1 to 1 testing | teacher schedule | ⊕ |

ACCESS testing: Jan.14- Feb.14

	First Name	Last Name	Grade	ELL Category	SS Grade Cluster	ACCESS Tier Assig	SPED Plan	Assessment	UAR	Listening & Reading	Writing	tester
1			1	A1	1	Tier A	yes	extra time, human reader		16+ 35= 51min	35 min	any
1			2	A1	2-3	Tier A	yes	extended time, human reader, directions in Spanish, repeat item audio	UAR	16 + 40= 56 min	60 min	
1			2	A2	2-3	Tier A	yes	human reader		16 + 40= 56 min	60 min	any
1			2	B	2-3	Tier B/C	yes	Repeat Item Audio - Extended Speaking Test Response Time, human reader		25 + 40= 65 min	65 min	
1			2	C	2-3	Tier B/C	yes	oral presentation		January 14th or after	January 14th or after	any
1			3	A1	2-3	Tier A	yes	Extended time (time and a half), Spoken Audio, Reader/Oral presentation, One on One testing, Individualized Manipulatives				
1			3	A1	2-3	Tier A	yes	oral presentation, repeat item audio		16 + 40= 56 min	65 min	&
1			3	A1	2-3	Tier A	yes	oral presentation	UAR	16 + 40= 56 min	60 min	Brittany
1			3	A2	2-3	Tier A	yes	preferential seating, extended time, breaks, repeated directions, consistent refocusing, small or individual testing		25 + 40= 65 min Jan 21 8:30-10:00	65 min Jan 22 8:30-10:00	any
1			4	A1	4-5	Tier A	yes	State testing accommodations: Oral script; 1:1 for testing; Extended time; Familiar adult for testing; Separate location for testing, manipulatives, text-to-speech		19 + 45= 64 min	60 min	& J
1			4	A2	4-5	Tier A	yes	oral presentation	UAR	19 + 45= 64 min	60 min	Brittany
1			5	C	4-5	Tier B/C	yes	oral presentation		30 + 45- 75 min	65 min	any

Add footer

ster | number tests needed | test groups | **1 to 1 testing** | teacher schedule | ⊕

GL	ACCESS Tier Assignment	no. of students	Listening & Reading	Writing	tester
3	Tier A	9	25 + 40= 65 min January 14th 8:15-9:45 10:00	65 min January 15th 8:15-9:45	▬▬
3	Tier B/C	15	30 + 40= 70 min January 14th 8:15-9:45	65 minutes January 15th 8:15-9:45	▬▬
6	Tier B/C	3	32 + 45= 77 min January 15th 8:15- 9:45	65 min January 14th 8:15-9:45	▬
6	Tier B/C	11	32 + 45= 77 min January 15th 8:15- 9:45	65 min January 14th 8:15-9:45	▬▬
2	Tier A	4	16 + 40= 56 January 14th 12:30-2:00	60 minutes January 15th 12:30-2:00	▬▬
2	Tier B/C	10	25 + 40= 65 min January 14th 12:30- 2:00	65 min January 15th 12:30- 2:00	▬▬

GL	ACCESS Tier Assignment	no. of students	Listening & Reading	Writing	tester
1	Tier A	10	16+ 35= 51min January 16th 8:15- 9:45	35 min January 17th 8:15-9:15	▬▬
1	Tier B/C	8	25 + 35= 60 min January 16 th 8:15- 9:45	60 min January 17th 8:15-9:45	▬
4	Tier A	2	19 + 45- 64 min January 16th 10:00-11:30	45 min January 17th 10:00-11:30	▬
4	Tier B/C	15	30 + 45- 75 min January 16th 10:00-11:30	65 min January 17th 10:00-11:30	▬▬

Add footer

| Roster | number tests needed | test groups | 1 to 1 testing | **teacher schedule** | ⊕ |

APPENDIX G

ANGIE'S ARTIFACT

Diciembre

-- Snapshot of the month --

- Recuerdan que tenemos Band and Orchestra todos los lunes
- Vamos a empezar clases remoto AQUÍ es el horario
- Vamos a continuar READ station y MATH stations por favor leen el horario

Semanas:

- Nov. 30 - Dec. 4th
- December 7 - 11
- December 14 - 18
- December 21 - 25
- December 28 - Jan. 1

** Mira "los headers" a la derecha y haga un clic para llevarse a las fechas

-- Fechas Importantes --

- 30 de noviembre empezamos clase en línea
- 21 de diciembre - 5 de enero no tenemos escuela. Es el break de Diciembre

-- Nota de la maestra --

Hola clase!

What a crazy year! We have all done so amazing in person, I know we will continue this fantastic learning in Remote Learning!

This month we will start online learning. If you need any information all the links are to the right. Please let me know if you have any questions!

Let's finish the year strong, even if we are online!

If you have any questions you can email me:

Gracias clase!
Srta.

Sites importantes:

- 4th/5th GoogleSite DL
- Virtual Classroom
- Horario por Online Learning
- Office Hours Google Doc

30 de noviembre – 4 de diciembre

Meeting ID: 733 955 0534 Passcode: YW5hvY	Info Para Zoom: Clic aqui para el Zoom Link	Llegan 5 minutos antes de que empezamos!

Clic aqui para el Office Hour link Cada dia 2:45 - 3:45

	Lunes 30 de Nov.	Martes 1 de Dic.	Miercoles 2 de Dic.	Jueves 3 de Dic.	Viernes 4 de Dic.
9:00 - 9:30 Writing	Clic AQUI por Banda Clic AQUI por Orquestra	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson! Tienes una cosa en Google Classroom	¡Vamos a hacer un zoom lesson! Tienes una cosa en Google Classroom	CLIC AQUI para el link con sus deberes. – en sus espacios todo está en verde, solo tienes que hacer READ aloud! – en sus espacios todo está en rojo o amarillo, tienes el terminar sus deberes. !
9:45 - 10:45 MATH Station	M Haga 2 a 3 lecciones en Dreambox	M Haga 2 a 3 lecciones en Dreambox	M Haga 2 a 3 lecciones en Dreambox	Todos vamos a hacer Zoom y NearPod a las 9:45 Clic aqui para el worksheet.	(see Writing row)
	A Clic aqui para un juego (15 min)	A Clic aqui para un juego (15 min)	A Clic aqui para un juego (15 min)		
	T Zoom con Ms. Sam CLIC AQUI	T Zoom con Ms. Sam CLIC AQUI	T Zoom con Ms. Sam CLIC AQUI		
	H Clic aqui para el worksheet	H Clic aqui para el worksheet	H Clic aqui para el worksheet		
11: 00 - 11:45	ZOOM link ~~~~~ MUSIC TIME ~~~~~ Check SeeSaw				
12:00 - 1:00 READ Aloud	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	CLIC AQUI Por su tarea hoy!
1:00 - 1:45	~~~~~ LUNCH TIME ~~~~~				
1:45 - 2:45 READ Stations	R Lee por 15 minutos	R Lee por 15 minutos	R Lee por 15 minutos	R Lee por 15 minutos	
	E Haga sus Spelling Words por 15 minutos	E Haga sus Spelling Words por 15 minutos	E Haga sus Spelling Words por 15 minutos	E Haga sus Spelling Words por 15 minutos	
	A Zoom con ▓▓ CLIC AQUI	A Zoom con ▓▓ CLIC AQUI	A Zoom con ▓▓ CLIC AQUI	A Zoom con ▓▓ CLIC AQUI	
	D Clic aqui para el juego- 15 min.	D El deber está en Google Classroom	D Termina tu párrafo de ayer (Google Classroom)	D Termina Follito Fin (Google Classroom)	
2:45 - 3:45 Office Hours	Clic aqui para el Office Hour link				

7 - 11 de diciembre

Meeting ID: 733 955 0534 Passcode: YW5hvY	Info Para Zoom: Clic aqui por el Zoom Link	Llegan 5 minutos antes de que empezamos!

Clic aqui para el Office Hour link Cada dia 2:45 - 3:45

	Lunes 7 de Dic.	Martes 8 de Dic.	Miercoles 9 de Dic.	Jueves 10 de Dic.	Viernes 11 de Dic.
9:00 - 9:30 Writing	Clic AQUI por Banda Clic AQUI por Orquestra	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer un zoom lesson!	CLIC AQUÍ para el link con sus deberes.
9:45 - 10:45 MATH Station	M Haga 2 o 3 lecciones en Dreambox A Clic aquí para el juego T Zoom con Ms. Sam CLIC AQUI H Clic aquí para el worksheet	M Haga 2 o 3 lecciones en Dreambox A Clic aquí para el juego T Zoom con Ms. Sam CLIC AQUI H Clic aquí para el worksheet	M Haga 2 o 3 lecciones en Dreambox A Clic aquí para el juego T Zoom con Ms. Sam CLIC AQUI H Clic aquí para el worksheet	Todos vamos a hacer Zoom y NearPod a las 9:45	– en sus espacios todo está en verde, solo tienes que hacer READ aloud! – en sus espacios todo está en rojo o amarillo, tienes el terminar sus deberes. !
11:00 - 11:45	ZOOM link ¬¬¬¬¬ PE TIME ¬¬¬¬¬ Check SeeSaw				
12:00 - 1:00 READ Aloud	¡Vamos a hacer un zoom lesson! Clic aqui para el Read Aloud	¡Vamos a hacer MAP testing! CLIC AQUÍ para más información!	¡Vamos a hacer MAP testing! CLIC AQUÍ para más información!	¡Vamos a hacer MAP testing! CLIC AQUÍ para más información!	Google Classroom Para su tarea hoy!
1:00 - 1:45	¬¬¬¬¬ LUNCH TIME ¬¬¬¬¬				
1:45 - 2:45 READ Stations	R Lea por 15 minutos E Haga sus Spelling Words por 15 minutos A Zoom con Ms. CLIC AQUI D 7 - 15 de Diciembre en Google Classroom	R Lea por 15 minutos E Haga sus Spelling Words por 15 minutos A Zoom con Ms. CLIC AQUI D 7 - 15 de Diciembre en Google Classroom	R Lea por 15 minutos E Haga sus Spelling Words por 15 minutos A Zoom con Ms. CLIC AQUI D 7 - 15 de Diciembre en Google Classroom	R Lea por 15 minutos E Haga sus Spelling Words por 15 minutos A Zoom con Ms. CLIC AQUI D 7 - 15 de Diciembre en Google Classroom	
2:45 - 3:45 Office Hours	Clic aqui para el Office Hour link				

14 – 18 de diciembre

Meeting ID: 733 955 0534 **Passcode:** YW5hvY	**Info Para Zoom:** Clic aqui por el Zoom Link		**Llegan 5 minutos antes de que empezamos!**

Clic aqui para el Office Hour link Cada dia 2:45 - 3:45

	Lunes 14 de Dic.	Martes 15 de Dic.	Miercoles 16 de Dic.	Jueves 17 de Dic.	Viernes 18 de Dic.
9:00 - 9:30 Writing	Clic AQUÍ por Banda Clic AQUÍ por Orquestra	¡Vamos a hacer un zoom lesson!	¡Vamos a hacer MAP! CLIC AQUÍ para más información!	¡Vamos a hacer un zoom lesson!	**CLIC AQUÍ** para el link con sus deberes.
9:45 - 10:45 MATH Station	**M** Haga 2 o 3 lecciones en Dreambox	**M** Haga 2 o 3 lecciones en Dreambox	**M** Haga 2 o 3 lecciones en Dreambox	**Todos vamos a hacer el examen en SeeSaw!** **Voy a estar en Zoom si tienen preguntas!**	- en sus espacios todo está en verde, solo tienes que hacer READ aloud! - en sus espacios todo está en rojo o amarillo, tienes el terminar sus deberes. !
	A Clic aquí para el juego	**A** Clic aquí para el juego	**A** Clic aquí para el juego		
	T Zoom con Ms. Sam CLIC AQUI	**T** Zoom con Ms. Sam CLIC AQUI	**T** Zoom con Ms. Sam CLIC AQUI		
	H Clic aquí para el worksheet	**H** Clic aquí para el worksheet	**H** Clic aquí para el worksheet		
11: 00 - 11:45	ZOOM link ~~~~~ Art TIME ~~~~~ Check SeeSaw				
12:00 - 1:00 READ Aloud	¡Vamos a hacer MAP testing! CLIC AQUÍ para más información!	¡Vamos a hacer MAP testing! CLIC AQUÍ para más información!	¡Vamos a hacer MAP testing! CLIC AQUÍ para más información!	¡Vamos a hacer un Zoom meeting! Escucha este libro de Ms. Bedell!	**Google Classroom** Para su tarea hoy!
1:00 - 1:45	~~~~~ LUNCH TIME ~~~~~				
1:45 - 2:45 READ Stations	**R** Lee por 15 minutos	**R** Lee por 15 minutos	**R** Lee por 15 minutos	**R** Escucha este libro de Mrs. B.	
	E Haga sus Spelling Words por 15 minutos	**E** Haga sus Spelling Words por 15 minutos	**E** Haga sus Spelling Words por 15 minutos	**E** Tenemos algo en SeeSaw!	
	A Zoom con Ms. ■ CLIC AQUI	**A** Zoom con Ms. ■ CLIC AQUI	**A** Zoom con Ms. ■ CLIC AQUI	**A** Zoom con Ms. ■ CLIC AQUI	
	D Tienes una cosa en SeeSaw Se llama: Nouns, Adjectives, Verbs	**D** Tienes una cosa en SeeSaw Se llama: Nouns, Adjectives, Verbs	**D** Tienes una cosa en Google Classroom. Se llama: Roll and Write Navidad	**D** Tienes una cosa en Google Classroom. Se llama: Roll and Write Navidad	
2:45 - 3:45	Clic aqui para el Office Hour link				

21 – 25 de diciembre

Info Para Zoom:
Clic aqui por el Zoom Link
Meeting ID: 733 955 0534
Passcode: YW5hvY

Clic aqui por el Office Hour link
Cada dia 2:45 – 3:45

	Lunes 21 de Dic.	Martes 22 de Dic.	Miercoles 23 de Dic.	Jueves 24 de Dic.	Viernes 25 de Dic.
NOTAS:	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!

28 de diciembre – 1 de enero

Info Para Zoom: Clic aqui por el Zoom Link Meeting ID: 733 955 0534 Passcode: YW5hvY					
Clic aqui por el Office Hour link Cada dia 2:45 - 3:45					
	Lunes 28 de Nov.	Martes 29 de Dic.	Miercoles 30 de Dic.	Jueves 31de Dic.	Viernes 1 de Enero
NOTAS:	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!	¡No tenemos escuela hoy!

APPENDIX H

CARLOS' ARTIFACT

Measuring Student Growth: Student Learning Objective (SLO) Process

Answer the following questions during the first few weeks of the instructional interval to determine the student learning objectives for the defined audience:

Educator's Name:		ID number:	School: Elementary
Reviewer's Name:		Course/Class Name:	Grade level: 4th
Content Area: Math		Date: 09/1/2018	Interval of Instruction: ☒ Year-Long(Aug-mid April) ☐ Semester (Aug- Dec or Jan- mid April)

Who will be your thought partners throughout this process? (e.g. School leader; teaching partner; grade-level team)
Grade level team

Essential Question:	What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?

ESTABLISHING A MEASURABLE LEARNING GOAL:	**Student Learning Objective Statement:** • Identifies the priority content and learning that is expected during the interval of instruction • Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured • If attained, positions students to be ready for the next level of work in this content area	Content Area: Math By April 2019, students will improve their responses to questions about a mathematical problem (constructed response) by using the RACE strategy.
	Rationale: • Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective • Why is this goal important for students to know and be able to do? • What evidence do you have that students need this goal?	Responding to questions in writing which communicate strategies, justify answers, and evaluate solutions is a skill that students will be required to use throughout their academic careers. The RACE strategy provides organizational support for students in constructing a response to a question about a mathematical problem. The RACE strategy emphasizes justification and evaluation, which are key components of the Common Core Standards.
	Aligned Academic Standards: • Specifies the standards (e.g., CCSS, Colorado Academic Standards, or national standards) to which this objective is aligned – Please list full text of standard	21st Century Skills <u>Critical Thinking and Reasoning</u> Mathematics is a discipline grounded in critical thinking and reasoning. Doing mathematics involves devising and carrying out strategies, evaluating the reasonableness of solutions, and justifying methods, strategies, and solutions.

Measuring Student Growth: Student Learning Objective (SLO) Process

		3. Construct viable arguments and critique the reasoning of others. *Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They justify their conclusions, communicate them to others, and respond to the arguments of others. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions.*

Essential Question:	Where are my students now (at the beginning of instruction) with respect to the objective?

	Students: • Should describe the number, make up (e.g. IEP, ELL, GT, other) of the students in the SLO group.	-21 students; 10 males, 11 females -16 ELL students and 5 Native English speakers (Spanish, Nepalese, -5 special education students -18 students on READ plan
BASELINE DATA/EVIDENCE:	**Baseline Data/ Evidence:** • Describes students' baseline knowledge, including o the source(s) of data/ information and its relation to the overall course objectives o What did analysis of baseline data tell you about what students know and are able to do prior to the instructional interval?	Data will be collected using a constructed response and graded using the RACE rubric. Students wrote a constructed response responding to a math question. Scores were extremely low. As a result, I determined instructed was needed to develop students' thinking and writing about math.

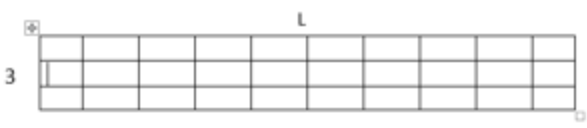| Score	Students Receiving the Score
0	
1	
2	
3	Ke'zon Smith Caden Frerichs Dylan Juarez Christian Nunez
4	Pablo Lopez Victor Macias
5	Aisha Rai Dariana Zaldivar Clementine Uwamahoro Rubi Ozuna Thmoo Blute Dortea Manual Genesis Reyes Kritte Basnet
6	Jasmine Soriano Nathalie Renteria
7	Denis Hererra
8	Abdirahman Good Emely Portillo Abdulkadir Robleh Wuilson Cruz
9	

Measuring Student Growth: Student Learning Objective (SLO) Process

		10	
		11	
		12	

		Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?

PERFORMANCE TARGETS:	**Target(s):**
	
	• Describes where the teacher expects all students to be at the end of the interval of instruction
	    ○ How many performance groups will you have?
	    ○ What is expected student performance at the end of the instructional interval for each student performance group?
	• Should be measurable and rigorous, yet attainable for the interval of instruction
	• In most cases, should be tiered to reflect students' differing baselines
		By the end of the learning time, I expect <u>75%</u> of students who complete continued enrollment from September 2018 to April 2019 to gain scaled points according to the RACE rubric.
		
		Each student will grow three points or more according to the RACE rubric.

	Rationale for Target(s): • Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students • Should be provided for each target and/or tier	==The rationale for my goal is that 9 out of 21 students are reading at a first grade level and below. As a result, their writing skills are also suffering. Additionally, in my baseline data, 100% scored 8 or less points according to the rubric. This demonstrates a need provide more opportunities for students to learn how to justify their mathematical thoughts.==

Essential Question:	**How will my students demonstrate their knowledge/skills?**

ASSESSMENT OF STUDENT	**Progress Monitoring of Student Learning:** • Describes when progress data will be collected. (Approximate dates) • Specifically describes what data sources will be used to determine where each student is progressing throughout the	Data will be collected using a constructed response according to the parameters described above and graded using the RACE rubric at least once every four weeks. Student progress will be tracked using a RACE rubric spreadsheet.

Measuring Student Growth: Student Learning Objective (SLO) Process

instructional interval. (Describe in detail the student task(s)	
Assessment of Student Learning: • Specifically describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective (Describe in detail the student task(s). What data sources will be used to determine where each student is at the end of the instructional interval? • Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) • Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)	The RACE strategy and rubric is a tool Crawford Elementary has adopted to help support teachers and students in improving students' constructed responses to texts. By implementing the RACE strategy, we have seen improvements in students' use of academic language structures, justification, and explanation. The RACE rubric as applied to written responses, will be used to determine where each student is at the end of the instructional interval, as graded by the classroom teacher. The constructed responses and rubric scores will be collected at least every 4 weeks.
Success Criteria: • Describes what would successful performance of the goal be?	**Math RACE Baseline** Name __Exemplar__ Date _____ Use the Math RACE strategy to answer the following question: The area of the rectangular sandbox at Marquise's school is 30 square feet. The sandbox has a width of 3 feet. What is the length, in feet, of the sandbox? Draw and label the dimensions of the sandbox. Explain how you solved the problem and how you know your answer is correct. The length of the sandbox is 10 ft. L 3 3 X 10 = 30 square feet I solved the problem by drawing and labeling a model of the sandbox. From the problem, I know that the width is 3 feet and the area is 30 square feet. The equation for area is length times width. I know that 3 X 10 = 30, so the length is 10 feet. I know that my answer is correct because 3 rows of 10 feet would be 30 square units or feet.
Evidence Supporting Growth towards Performance Targets: • Describes how the evidence will be	See RACE Rubric below Students' responses and rubric scores collected within the final 2 weeks of the interval will determine if students met the performance target.

Measuring Student Growth: Student Learning Objective (SLO) Process

- collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)
- Describes how each data source was scored and how data sources were combined to determine if students met the performance target. (Attach rubrics, scoring guides etc. as well as process/chart for combining scores.)

Math RACE Rubric   Name _____   Date _____

	3	2	1	0
Restate	Restated the question/task clearly	Restated *part* of the question/task	Did not restate the question/task	Writing is illegible or did not attempt
Answer	Accurately answered all parts of the question including a label	Did not accurately answer all parts Did not label the answer Made small computational errors, but used an appropriate strategy	Did not accurately answer the question	Answer is illegible or did not attempt
Cite *The strategy I used was...* *The model I used was ...* *The equation for the problem is . . .*	Cited a specific strategy, model, or equation to support the answer given	Cited a strategy, model, or equation, but it doesn't *clearly* support answer	Strategy, model, or equation given does not support the answer	Did not cite a strategy, model, or equation
Explain *Convince me why your answer is correct!* *This answer is reasonable because . . .* *I used this strategy/model because ...* *I agree/disagree with _____ because...* *_____ is right/wrong because ...*	Clearly explains mathematical thinking, model, strategy, or errors and uses mathematical vocabulary.	Explanation attempted, but does not **clearly** explain how the evidence supports the answer given.	Explanation of thinking given, but does not address evidence.	Did not attempt to explain thinking.

Proficient 11-12
Partially Proficient 8-10
Unsatisfactory 0-7

Essential Question(s):	How did my students perform on the SLO? What were my instructional successes and struggles? What will I think about when developing my SLO for next year?

DATA SUMMARY, REFLECTION & SCORING:

Data Summary:

- Summarizes the end of instructional interval assessment(s) data.
- Explains how students did or did not meet their differentiated performance targets.
- Indicates percentage of students meeting the established performance targets.

Data will be collected using a constructed response and graded using the RACE rubric.

Students wrote a constructed response responding to a math question. Scores were extremely low. As a result, I determined instructed was needed to develop students' thinking and writing about math. Their highest score is noted in blue.

Score	Students Receiving the Score
0	
1	
2	
3	████ (9/12) ████████ (9/12) ███████ (11/12) ████████ (9/12)
4	█████ (moved) █████ (11/12)
5	██████ (10/12) ████████ (8/12) ████ (9/12) ██████ (9/12)

Measuring Student Growth: Student Learning Objective (SLO) Process

	████████ (8/12)
	████████ (9/12)
	████ (9/12)
	████ (9/12)
6	████ (10/12)
	████ (Moved)
7	████ (10/12)
8	████ (11/12)
	████ (12/12)
	████ (Moved)
	████ (12/12)
9	
10	
11	
12	

Reflection:

- Reflects upon the SLO process from beginning to end.
  - o Describes instructional successes and why they were successful.
  - o Describes instructional struggles and why they were struggles.
- Reflects upon how the process impacted instruction.
- Reflects upon next year and the SLO process.

Some of the successes that were achieved included students in the reflection process. Specifically, giving kids the opportunity to solve, write about their mathematical thoughts, followed up with partnering to score each other using the RACE Rubric as a guide. Then, once a month, I scored their writing using the same rubric. Additionally, students were given sentence frames that guided their mathematical thoughts.

The only struggle was at the beginning when kids weren't explaining in their writing. Once I did more modeling and incorporated the sentence frames, kids began to feel successful.

I might use a similar SLO next year if kids struggle with writing about their mathematical thoughts. I feel like there is room to grow in my approach to teaching kids how to write in math.

SLO Rating:

- Rubric indicating the measures used to rate the educator's SLO.

Much Less Than Expected Growth	Less Than Expected Growth	Expected Growth	More Than Expected Growth
☐	☐	☐	x
Percentage of the total number of students in the SLO group meeting their expected target is less than 63%.	Percentage of the total number of students in the SLO group meeting their expected target is at or above 63%- below 75%.	Percentage of the total number of students in the SLO group meeting their expected target is at or above 75%- below 91%.	Percentage of the total number of students in the SLO group meeting their expected target is at or above 91%.