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EDF 4430

Task Four – Accommodations

**ESOL Student:** Chen

Assessment: Task 3: Selected Response Test

Recommended Accommodations:

1. Accommodation – Use of an approved bilingual dictionary (Green & Johnson, 2010). This accommodation is effective for this student because Chen is an English Language Learner (ELL). He is currently in the speech emergent phase of second language acquisition, indicating that his English vocabulary is not fully developed (The Stages of Second Language Acquisition). Providing this student with a translation dictionary will help mitigate the language barrier that may otherwise suppress the student’s ability to preform to his fullest potential during testing (Green & Johnson, 2010). This accommodation is appropriate because it provides him with the tools to succeed without changing the content of his assessment.
2. Accommodation – Option to have questions and/or answers read aloud (Green & Johnson, 2010). This accommodation is appropriate for this student because it provides him with the opportunity to have the questions and/or answers read aloud by someone (the teacher) who is able to properly pronounce English words. Since Chen is a speech emergent ELL student he tends to make pronunciation errors (The Stages of Second Language Acquisition). This lack of vocabulary and pronunciation ability may hinder his ability to fully comprehend the question. By allowing this accommodation, any barrier caused by poor pronunciation will be alleviated and an accurate evaluation of his understanding of the material can be achieved.
3. Accommodation – An appropriate accommodation for Chen is to provide him with extra time to complete the test (Young & King, 2008). Extra time while testing and completing assignments in general is a very common accommodation for ELL students, such as Chen (Young & King, 2008). Extra time is an appropriate accommodation because it does not put time stressors on the student but rather permits him to take his time throughout the test and properly translate between languages.

**ESE Student:** Robert

Assessment: Task 3: Selected Response Test

Recommended Accommodations:

1. Accommodation – Since Robert has a visual impairment; the accommodation of large print will assist him in seeing the letters/words and will not cause him to strain his eyes. Enhancing the legibility of prompts is an appropriate accommodation for visually impaired students (Green & Johnson, 2010). This accommodation is appropriate because it does not alter the content but provides Robert with a tool that will permit him to preform with minimal restraints from his impairment.
2. Accommodation – Providing students with extended time in order to complete assessments is an appropriate accommodation for visually impaired students. Students with visual impairments frequently read slower than a person with normal sight of the same intelligence. Because their eyes will tire much faster, tests become difficult to read (Quick access menu). In order to provide an accommodation that will not hinder Robert’s ability to complete the assignment, additional time will be permitted.
3. Accommodation – The accommodation of reading prompts aloud and/or presenting them in Braille (Green & Johnson, 2010) is appropriate for Robert because he often gets tired while reading and causes stress on his eye muscles. Having the prompts read aloud and/or presenting them in Braille will allow Robert to complete the assignment even when his eyes become strained.

**References**

Green, S. K., & Johnson, R. L. (2010). *Assessment is essential*. Boston: McGraw-Hill Higher Education.

Quick access menu. (n.d.). Retrieved July 14, 2016, from http://www.tsbvi.edu/instructional-resources/3657-vision-accommodations

The Stages of Second Language Acquisition. (n.d.). Retrieved July 14, 2016, from http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx

Young, J. W., & King, T. C. (2008). *Testing Accommodations for English Language Learners: A Review of State and District Policies*. Retrieved from http://files.eric.ed.gov/fulltext/ED563044.pdf