

A decorative border with a stained glass aesthetic, featuring various colored geometric shapes like rectangles, squares, circles, and triangles in shades of red, blue, yellow, green, and purple, surrounding the central text.

How to Modify Middle and High School Content Classroom Assessments for EL Success

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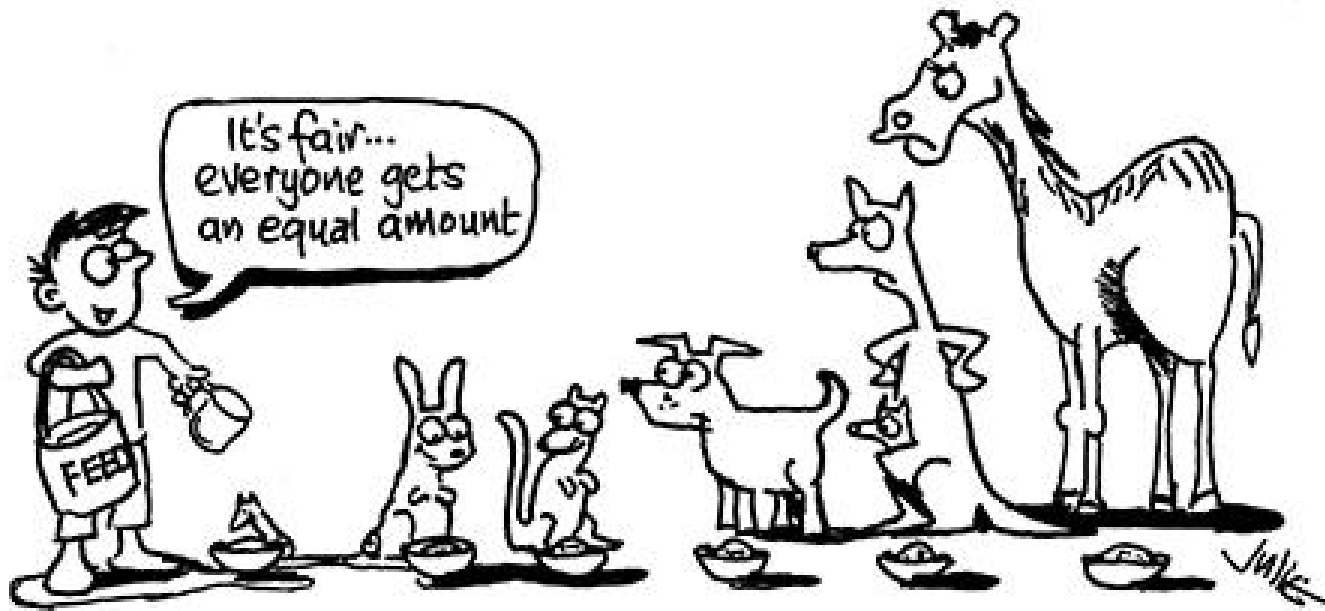
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Objectives

- ★ Educators will identify the differences between accommodations and modifications.
- ★ Educators will modify a content classroom assessment by maintaining the fidelity of what is being assessed, while making it more accessible to the English Language Learner.
- ★ Educators will develop an awareness of how to incorporate the WIDA Can-Do Descriptors into content classroom assessment modifications.

Agenda

- ★ Equity vs. Equality
- ★ Accommodations
- ★ Examples of assessment accommodations
- ★ Modifications
- ★ Examples of assessment modifications
- ★ Assessment strategies
- ★ Models of assessments for ELs
- ★ Hands-on practice



EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Is it “fair” to:

Give children the opportunity to earn passing grades by allowing them to do work for extra credit?

Help children after school because they need extra assistance?

Give a passing grade to a child who is trying very hard but is not earning one?

Send assignments to a child who is at home sick or in the hospital?

Let a child turn in an assignment late because the child was absent from school for a grandparent’s funeral?

Let a child who uses a wheelchair participate in an another activity while other children must run laps?

Is it Fair?

These are all very common modifications. Teachers make them every day. Are these modifications “fair?”

Isn't it true that these modifications only level the playing field for children who get a bad hand of cards? They do not provide unfair advantages. Life deals our hands from the same deck. Some of us get aces; others get deuces.

Public education is not a poker game. Public education prepares children for life.

- See more at:

<http://www.wrightslaw.com/howey/tchr.mods.unfair.htm#sthash.KSjfwmFj.dpuf>

Modifications allow us to be effective and efficient

- ★ They allow us to be productive and to concentrate on our actual work product instead of on the work process.
- ★ Drive to work instead of walking, or riding a horse. Cars are modifications that allow us to get to our destination quickly, comfortably, and efficiently (for the most part).
- ★ Wear glasses that modify our vision and allow us to see better.
- ★ Sew by machine, not by hand.
- ★ Cook with stoves and ovens, not over a fireplace.

What Will a Child Lose if You Provide Modifications?

The real question is not whether making modifications is “fair,” but what will be lost if you provide modifications to this child? What is the right thing to do for this individual child?

Will the child be able to focus on learning, instead of the condition that causes the child to need modifications?

See more at: <http://www.wrightslaw.com/howey/tchr.mods.unfair.htm#sthash.KSjfwmFj.dpuf>



Accommodations vs. Modifications



Let's Kahoot

www.kahoot.it

Game code:

370961

Accommodations

Do NOT fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.

Provide equal **ACCESS** to learning and equal **OPPORTUNITY** to demonstrate what is learned

Grading and credit is the **SAME** as typical students

Modifications

DO fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.

Provide student meaningful and productive learning experiences based on individual needs and abilities.

Grading and credit are **DIFFERENT**

Accommodations vs. Modifications

Accommodations do not reduce learning expectations. They provide access. THINK: Allowable on a standardized test

Modifications or alterations refer to practices that change, lower, or reduce learning expectations. Not typically allowed on a standardized test.

Accommodations

- ★ Changes in the way a student takes a test, without changing the actual test itself
- ★ Using accommodations can be complicated - the goal is to find a balance that gives students equal access to the test, but does not make the test content easier
- ★ Note, accommodations must be available to students on regular classrooms assessments in order for them to be valid on standardized ones

Examples of Test Accommodations (Before)

- ★ Go through the test before hand and highlight important key terms and phrases.
 - Use a highlighter, different font, or different colored font to indicate important terms and phrases.
- ★ Read the test directions aloud to the student as they follow along to assure understanding.
- ★ Clarify important key words or “confusing” directions
- ★ Share your class notes or lesson plans with the students, allowing them to do a functional translation
- ★ Provide students alternate definitions of commonly used terms that may be confusing.
 - For example use: “gasoline” instead of “gas,” “test” instead of “assessment,” “tissue” instead of “Kleenex,” “rotate” instead of “turn,” and “way to think” or “perspective” instead of “view.”

Examples of Test Accommodations (Before)

- ★ Explain test taking vocabulary.

- ELLs may not know the test-taking meaning of terms such as: explain, name, why?, how?, role of, discuss, think about, compare and contrast, define, describe, briefly, or except.

- ★ Give them examples from other students from previous tests or from last year's tests.

Examples of Test Accommodations (During)

- ★ Directions read to student
- ★ Oral directions interpreted (restated in home language)
- ★ Key words or phrases underlined or highlighted in directions
- ★ Student cued to remain on task
- ★ Directions re-read for each page
- ★ Portions of material or test are read to student
- ★ Bilingual word lists, customized dictionaries (word-to-word translations) used
- ★ Electronic translators
- ★ Allow picture dictionaries
- ★ Provide cognates if available

Test Response Accommodations

★ Allow students to complete tests in a different way using some other form of response such as

- Fill in the Blank instead of Essay (i.e. a cloze test)
- Providing a word bank
- Labeling a diagram instead of matching
- Matching instead of multiple choice
- Use of calculator
- Permitting oral answers
- Scribing test answers for student

Cultural Differences can affect test-taking

- Check periodically as the student takes the test to see if he/she is taking the test correctly.
- To question a teacher is to indicate that a teacher's directions are unclear and that the teacher is not doing a good job of teaching.
- Thus, students are expected to not ask questions and to say they understand directions even when they do not.
- Check frequently to see if the ELL did indeed understand the test procedure, vocabulary, and directions.



Modifying an Assessment

Modifications

★ Modifications are changes in

- courses, standards, test presentation, location, timing, scheduling, expectations, student response and/or other change

★ Deemed necessary to provide access for a student with a disability or diverse language needs to participate in the course, standard or test, but which most critically DOES fundamentally alter or lower the standard or expectation for that student's participation in the course, standard or test.

★ Not typically allowed on standardized assessments

Modifications Using Existing Tests

★ Less questions

- Use a highlighter and highlight only the questions you intend to “count”

★ Multiple Choice:

- Less distractors in a multiple choice

★ Discussion and essay:

- Have ELLs label terms, draw and label diagrams and pictures
- Less to write

- Less essays

- Less paragraphs

- Less sentences

Modifications Using Existing Tests

★ Short-answer:

- Accept one-word answers and phrases in place of complete sentences

★ True/False:

- Eliminate or clarify “tricky” language,
- Reduce the number of questions

★ Fill in the blank:

- Provide two or three options (make the answer multiple choice)



Time to modify some test questions



High School History

Examples

How should I modify this question?

Fill in the Blank (2 PTS EACH)

1. _____ met with President Wilson and get him the support the 19th Amendment.
2. People who worked for a woman's right to vote were called _____.
3. _____ was the president of the WCTU.
4. A ban on the sale and consumption of alcohol was called _____.
5. African-American women fought to end _____ and violence.
6. Another word for murder by mob is _____.
7. In response to Anti-Semitism, Jews created the _____. (3 words)
8. San Francisco antagonized _____ by making all Asian students go to different

How should I modify this question?

Fill in the Blank (2 PTS EACH)

Switch it to matching or provide
a word bank

1. _____ met with President Wilson and get him the support the 19th Amendment.
2. People who worked for a woman's right to vote were called _____.
3. _____ was the president of the WCTU.
4. A ban on the sale and consumption of alcohol was called _____.
5. African-American women fought to end _____ and violence.
6. Another word for murder by mob is _____.
7. In response to Anti-Semitism, Jews created the _____. (3 words)
8. San Francisco antagonized _____ by making all Asian students go to different

Set up clusters of
5. Consider
grouping by
likeness (e.g.
famous people
together,
vocabulary
together, etc.)

History Short Answer Modification Example

Short Answer (10 pts each)

11. Describe the tactics used by both Carrie Nation and Frances Willard. Who had the more radical tactics between the two?

12. Compare and Contrast the childhoods of Booker T. Washington and W.E.B. Dubois. How did their childhoods impact their beliefs on segregation later in life?

History Short Answer Modification Example

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Look at Can-Do Descriptors to match what student is capable of doing with the type of question. Similarly, look at an IEP students present levels of education.

Matching Can-Do Descriptors (writing for short answer questions)

Compare and Contrast the childhoods of Booker T. Washington and W.E.B. Dubois. How did their childhoods impact their beliefs on segregation later in life?

Provide a graphic organizer with information about both people.
Have Level 1 student enter in some of the information for missing words OR match the information with the famous person.

Level 1: Entering

- Label content-related diagrams, pictures from word/phrase banks
- Provide personal information on forms read orally
- Produce short answer responses to oral questions with visual support
- Supply missing words in short sentences

Matching Can-Do Descriptors (writing for short answer questions)

Level 2 : Beginning

Compare and Contrast the childhoods of Booker T. Washington and W.E.B. Dubois. How did their childhoods impact their beliefs on segregation later in life?

Have Level 2 student complete a graphic organizer with simple information about both people.

- Make content-related lists of words, phrases, or expressions
- Take notes using graphic organizers or models
- Formulate yes/no, choice and WH- questions from models
- Correspond for social purposes (e.g., memos, e-mails, notes)

Matching Can-Do Descriptors (writing for short answer questions)

Compare and Contrast the childhoods of Booker T. Washington and W.E.B. Dubois. How did their childhoods impact their beliefs on segregation later in life?

Have Level 3 student complete a graphic organizer with main ideas and details about both people.

Level 3 : Developing

- Complete reports from templates
- Compose short narrative and expository pieces
- Outline ideas and details using graphic organizers
- Compare and reflect on performance against criteria (e.g., rubrics)

Matching Can-Do Descriptors (writing for short answer questions)

Level 4 : Expanding

Compare and Contrast the childhoods of Booker T. Washington and W.E.B. Dubois. How did their childhoods impact their beliefs on segregation later in life?

Have Level 4 student complete a graphic organizer with main ideas and details about both people and write a sentence or two answering the higher order question using their ideas. They may need oral clarification of the question being asked.

- Summarize content-related notes from lectures or text
- Revise work based on narrative or oral feedback
- Compose narrative and expository text for a variety of purposes
- Justify or defend ideas and opinions
- Produce content-related reports

Matching Can-Do Descriptors (writing for short answer questions)

Compare and Contrast the childhoods of Booker T. Washington and W.E.B. Dubois. How did their childhoods impact their beliefs on segregation later in life?

Have Level 5 student should be able to answer the question without written support, but they may need oral clarification.

Level 5 : Bridging

- Produce research reports from multiple sources
- Create original pieces that represent the use of a variety of genres and discourses
- Critique, peer-edit and make recommendations on others' writing from rubrics
- Explain, with details, phenomena, processes, procedures

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High School Literature Example

How should I modify this question?

On a test about the novel *Frankenstein*:

What threat did the creature make when Frankenstein backed out on their agreement?

- a. He said, "All of mankind is now cursed."
- b. He said, "I will pursue you to the ends of the earth and the end of your life."
- c. He said, "I will be with you on your wedding night."
- d. He said, "Alas, I am doomed to a wretched life on this earth!"

We could simplify the vocabulary of the question itself

To simplify, it helps to know some cognates that are easier for our ELs.

What threat, or warning of risk, did the creature make when Frankenstein backed out on, or abandoned, their pact? [In Spanish, pacto means agreement]

a. He said, "All of mankind is now cursed."

b. He said, "I will pursue you to the ends of the earth and the end of your life."

c. He said, "I will be with you on your wedding night."

d. He said, "Alas, I am doomed to a wretched life on this

How should I modify this matching quotes type of question?

A. Victor Frankenstein B. Robert Walton C. The creature D. Elizabeth E. Alphonse Frankenstein F. Henry Clerval

21. "I swear by the sun, and by the blue sky of Heaven, and by the fire of love that burns my heart, that if you grant my prayer, while they exist you shall never behold me again."
22. "Excessive sorrow prevents improvement or enjoyment. Without such unhappiness, without such no man is fit for society."
23. "I was like a wild beast that had broken the toils; destitute of all human feelings, and ranging through the wood with a stag-like swiftness."
24. "Blasted as thou were, my agony was still superior to thine, for the bitter sting of remorse will not cease to rankle in my wounds until death shall close them forever."
25. "I am malicious because I am miserable. Am I not shunned and hated by all mankind?"
26. "...and if I see but one smile on your lips when we meet, occasioned by this or any other exertion of mine, I shall need no other happiness."
27. "Wretch!" I said, "It is well that you come here to whine over the desolation that you have made. You throw a torch into a pile of buildings, and when they are consumed, you sit among the ruins, and lament the fall. Hypocritical fiend!"
28. "I had desired it with an ardent fervor that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart."
29. "My dear Frankenstein, how glad I am to see you! How fortunate that you should be here at the very moment of my alighting!"
30. "None but those who have experienced them can conceive of the enticements of science. In other studies you go as far as others have gone before you, and there is nothing more to know; but in a scientific pursuit there is continual food for discovery and wonder."

Make the number of characters even with the number of quotes.

For Open-Ended and Essays

- ★ Please be mindful of how much longer it will take an EL or student with a disability to answer questions.
- ★ Lower the amount of questions required of them.
- ★ Although giving them longer time to take the test is appropriate, students should not be forced to come after school to finish a test others in the class already have or miss the next of your class to finish the test, thereby missing important instructional time.
- ★ Remember that they have 5 subjects and therefore cannot feasibly come after school to finish every test.
Tests should be modified to be timely for these



High School Science Example

How should I modify this question?

- 1) Humans require organ systems to carry out life processes. Unicellular organisms do not have organ systems and yet they are able to carry out life processes. This is because
- human organ systems lack the organelles found in single-celled organisms.
 - a human cell is more efficient than the cell of a single-celled organism.
 - it is not necessary for single-celled organisms to maintain homeostasis.
 - organelles present in single-celled organisms act in a manner similar to organ systems.

Simplify and remove distractors

1) Humans need organ systems to realize life processes. Unicellular, or single-celled, organisms do not have organ systems and yet they are able to realize life processes. Why is this possible?

- a) human organ systems lack the organelles found in single-celled organisms.
- b) it is not necessary for single-celled organisms to maintain homeostasis.
- c) organelles present in single-celled organisms act in a manner similar to organ systems.



Middle School Science Example

This is the modified test, what do you think the original was like ?

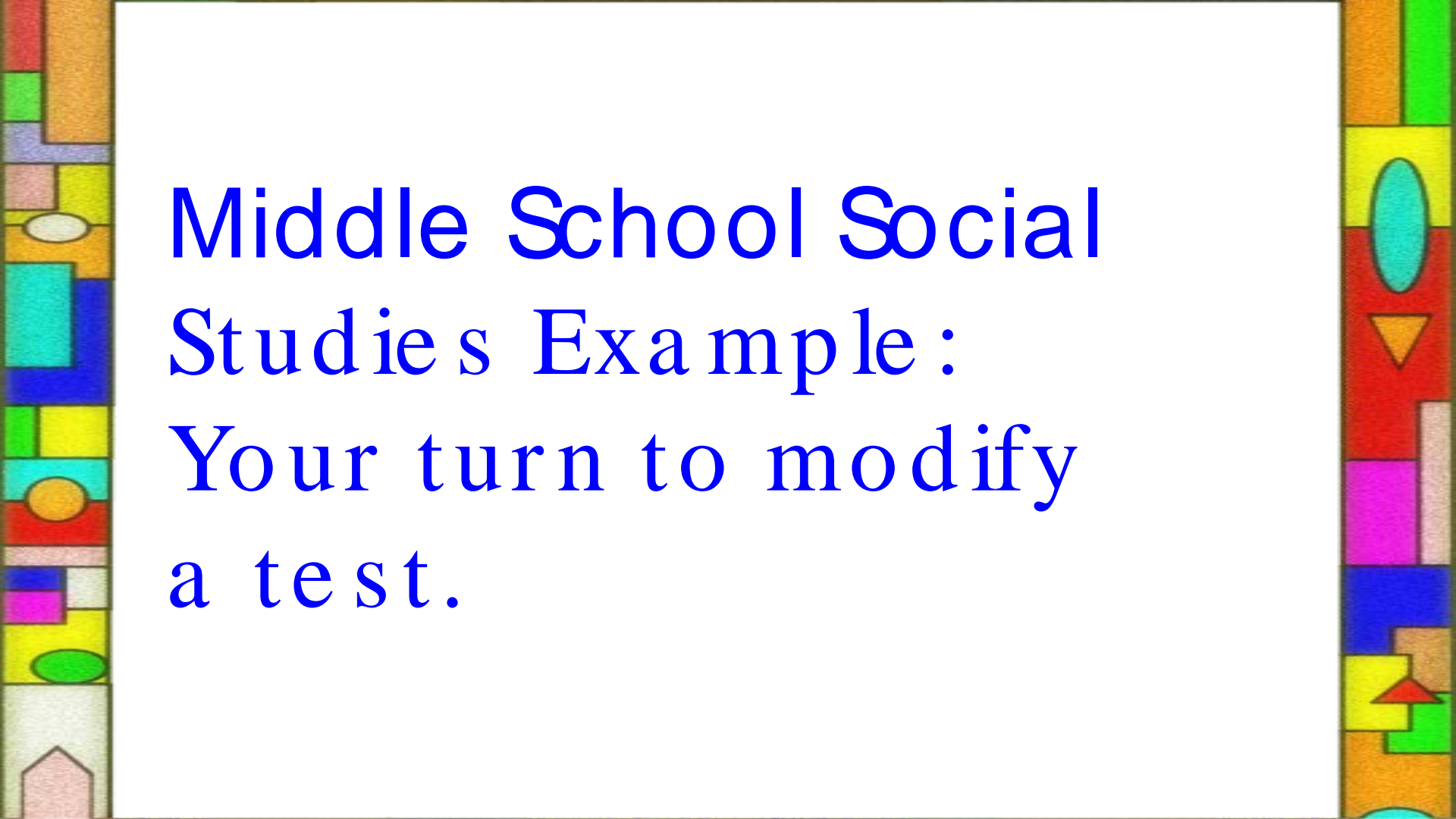
Types of Energy- Quiz 1

Score: ____/10

Name: _____ Date: _____

Match each of the following vocabulary words with their correct definition.

- | | | | |
|--------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 1. _____ Resources that you cannot make more of . They will eventually run out. | A. potential energy | 5. _____ Resources that can be used again and again and should not run out . | E. Law of Conservation of Energy |
| 2. _____ The ability to do work. | B. electrical energy | 6. _____ The energy that comes from moving particles to create heat .
<i>Example: fire</i> | F. thermal energy |
| 3. _____ Energy that comes from tiny charged particles called electrons.
<i>Example: lightning</i> | C. energy | 7. _____ Energy is neither created nor destroyed . | G. renewable resources |
| 4. _____ This type of energy is stored inside of an object. | D. nonrenewable resources | 8. _____ Energy stored in objects by tension . When it is released, motion occurs. | H. chemical energy |
| | | 9. _____ Energy that is stored within bonds between molecules . There are many sources for this energy such as gasoline or food. | I. kinetic energy |
| | | 10. _____ This type of energy is moving energy . | J. mechanical energy |

A decorative border runs vertically along the left and right sides of the slide. It consists of a series of colorful, geometric shapes including rectangles, squares, circles, and triangles in shades of orange, green, yellow, blue, red, and pink, arranged in a pattern that resembles a stained-glass window or a mosaic.

Middle School Social
Studies Example :
Your turn to modify
a test.

I. IDENTIFICATION. Match the person on the left with their identification on the right by writing the letter on the line next to the name.

- | | |
|----------------------------------|----------------------------------------------------------------------------------|
| 1. _____ Ulysses S. Grant | A. Wrote "Call to Arms", aimed at getting African Americans to join the Union. |
| 2. _____ Abraham Lincoln | B. In charge of 3,000 Union nurses. |
| 3. _____ Dorothea Dix | C. Former female slave who used her knowledge of the South to spy for the Union. |
| 4. _____ Harriet Tubman | D. Union General during Siege of Vicksburg |
| 5. _____ Frederick Douglass | E. US President who issued Emancipation Proclamation |
| <hr/> | |
| 6. _____ Clara Barton | F. Founder of American Red Cross. |
| 7. _____ Nathan Forrest | G. Female Union spy, escaped execution |
| 8. _____ Loreta Janeta Velazquez | H. Changed name to Lyons |
| 9. _____ Sarah Wakeman | I. Confederate/KKK leader known for brutal treatment of African Americans. |
| 10. _____ Pauline Cushman | J. Female spy for the Confederates. |

Modified

Confederates

Emancipation

Mississippi

Siege

Union

II. FILL IN THE BLANK. Use the word bank below to complete each sentence.

11. The word _____ means "to free from slavery."
12. The word _____ means "blocking the supply lines and escape routes of a city."
13. At Vicksburg, the Union wanted to control the _____ River.
14. The _____ surrendered at Vicksburg.
15. The _____ won the Siege of Vicksburg.

Modified

III. MULTIPLE CHOICE. Circle the correct answer.

16. What law did Abraham Lincoln sign on April 16, 1862, providing money for slaves who left to join the Union?

- A. *Quartering Act*
- B. *Compensated Emancipation Act*
- C. *Tea Act*

17. What order issued by Abraham Lincoln declared all slaves free?

- A. *Emancipation Proclamation*
- B. *Missouri Slave Declaration*
- C. *Executive Order 56*

18. What was the first black regiment in the Union Army?

- A. *5th Pennsylvania*
- B. *6th New Jersey*
- C. *1st Louisiana*

Modified

19. Who was in charge of each African American regiment?

- A. *Three or more white officers*
- B. *Three or more black officers*

20. Approximately how many African Americans fought for the Union?

- A. *500*
- B. *200,000*
- C. *45*

21. How much were white soldiers paid per month?

- A. *\$13*
- B. *\$10*
- C. *\$5*

22. How much were black soldiers paid per month?

- A. *\$13*
- B. *\$10*
- C. *\$5*

23. How did women help during the Civil War?

- A. *Ran farms and businesses*
- B. *As nurses and teachers*
- C. *As soldiers and spies*
- D. *All of these answers are correct*

24. Approximately how many women fought disguised as men during the Civil War?

- A. *4*
- B. *400*
- C. *4,000*

Modified

How do you know which modification to use?

1. If a student has an IEP, use the ones described in SDI section
2. Ask the ESL teacher for suggestions
3. Try one or two out and see if they help the student to overcome the barrier
4. Ask your colleagues what they use for that student or ones like him/her

Increasing Access in Other Ways

- ★ Teaching students test taking strategies
- ★ Designing tests that are more accessible to a greater population of students
- ★ Making sure that all students have opportunities to learn the content that is being assessed
- ★ Motivating students to do their best.





Thank you!

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<https://goo.gl/9JLTr4>