STATE OF CALIFORNIA
dca
DEPARTMENT OF CONSUMER AFFAIRS

BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

BOARD OF PSYCHOLOGY
1625 N. Market Blvd., N-215, Sacramento, CA 95834
P (916) 574-7720 F (916) 574-8671 www.psychboard.ca.gov

MEMORANDUM

DATE	January 27, 20114
TO	Psychology Board Members
FROM	Lavinia Snyder Licensing/Registration Coordinator
SUBJECT	Licensing Committee 12 (g): Consider English as a Second Language as a Basis for an Accommodation in taking the Examination

Background:

The Board's policy on ESL was adopted on 07/27/1991. This policy allows candidates who claim English as a second language to request extra time to take the examination upon adequate prior notice of such need provided both of the following conditions are met:

a) The candidate submits proof that original entry into the United States occurred within the last ten years and
b) Original entry into the United States did not occur prior to the candidate's beginning of university setting.

Proof consists of copies of the candidate's entry papers.

Staff contacted other states regarding their policy on ESL and Oregon State Board of Psychology is only other state psychology board that provides ESL as an accommodation.

The Board also received information from other entities regarding their policy on ESL:

1. Association for State and Provincial Psychology Board (ASPPB), the Board that administers the Examination for Professional Practice in Psychology, does not consider ESL as a disability.

2. The Medical Board of California does not have any regulations/statutes relative

to ESL.

3. The Board of Behavioral Science used to provide ESL until 07/01/2011. Their requirements for ESL were very similar to our Board's requirement. However, since ESL was not deemed a disability, BBS eliminated this accommodation for candidates taking their exams. **This was a policy change. No statute or regulations were affected.**

Attached are the following documents for your review:

- Attachment A: Oregon Board of Psychologist Examiners
- Attachment B: Listing of other States and requirements on ESL
- Attachment C: Articles from Christina Versari that support the position that English as a Second Language should not be considered a Basis of Accommodation.
- Attachment D: Wisconsin Insurance Licensing Candidate Handbook (ESL Accommodation)
- Attachment E: Graduate Record Examination Bulletin Supplement for Test Takers with Disabilities or Health Related needs.
- Attachment F: Testing Accommodation for English Language Learners: A Review of State and District Policies
- Attachment G: The number of candidates who requested ESL accommodations with the Board when taking their examination

Action Requested:

ESL is not considered a disability by state and federal standards. Staff recommends the Board move to discontinue the policy of providing an accommodation on ESL for taking examinations.

ATTACHMENT A

*After 1/1/2013 the Out of State CE waiver will no longer be available.

*After 1/1/2013 the Approved Providers of CEU's will change to APA, CPA and CME/ACCME only.

If you renew your license after 1/1/2013 ---------DO NOT SEND CE CERTS WITH YOUR RENEWAL.

From: FELTON LaRee * BPE I
Sent: Wednesday, March 13, 2013 5:01 PM
To: Snyder, Lavinia@DCA
Subject: RE: ESL Accommodation

Hi Lavinia,

We get so few of these I'm not sure how helpful this will be. We've had some turnover and I've only been in this position for a couple years. I was able to find 2 instances of ESL accommodations- one in 2009 and one in 2001. There *may* have been some prior to this, but I'm not finding any record. I am attaching a copy of the person's request (identifying info is redacted); they were given time and a half. The other one from 2001 received double time. I have no record of us ever denying a request. If I got one of these, I don't think I'd allow separate testing room, unless the person had ADD or some other disability. Just extra time.

Sorry I can't be of more help!

LaReé Felton
Oregon Board of Psychologist Examiners
3218 Pringle Road SE, Suite 130 · Salem, OR 97302-6309
503-378-4154 Ext. 2

From: Snyder, Lavinia@DCA [mailto:Lavinia.Snyder@dca.ca.gov]
Sent: Wednesday, March 13, 2013 9:06 AM
To:
Subject: ESL Accommodation

My name is Lavinia Snyder, Licensing and Registration Coordinator for the Board of Psychology. We are reviewing our policy for ESL as an accommodation and during our research we noted Oregon allows accommodation for ESL. According to your guidelines an applicant needs the following:

1. Written request
2. Level of proficiency in English including but not limited to the number of years speaking and/or writing English
3. History of special accommodations granted in similar testing circumstances
4. Other information to support request for special accommodation
5. Recommendation for accommodation

With this we would like to get some feedback on the following questions:

1. Would your Board be able to provide our Board a sample of what applicants are submitting?

RECEIVED
JUN 24 2009
By

June 24, 2009

[redacted]

Oregon State Board of Psychologist Examiners
3218 Pringle Road SE, Suite 130
Salem, OR 97302-6309

Dear Oregon Psychologist Examiners Board Members,

Please consider my written request for extended time accommodation during the Examination for Professional Practice in Psychology (EPPP) based on the fact that I am a second language learner of the English language. I took the EPPP on June 4, 2009, and obtained a score of 480. As you can see, I was very close to passing. I know that the fact that I process English written information slower when compared to Spanish written information impacted my performance on the test. I run out of time while taking the EPPP and was forced to mark an answer to the last 50 questions without having enough time to think and process the question due to the lack of time. The following paragraphs will address the information needed to support the Board's English as a Second Language requirements to request additional time:

(i) Level of proficiency in English including, but not limited to, number of years speaking and/or writing English; list all national written or jurisprudence examinations, academic coursework, and dissertations in the English language.

My English language proficiency is fluent. However, as I already mentioned above, I still need additional time to comprehend written material especially when it presents sophisticated and specialized terminology such as the information presented on the EPPP. I attended school in the United States from 9th grade to graduate school. I was

I was exposed to the English language as a ninth grader when my family first relocated from México. For many years, I doubted my learning abilities when instructed in English because it took me more time to process the information and complete my assignments. Nevertheless, my strong academic performance in México, and the fact that I readily comprehended instruction presented in Spanish helped me recognize that I do not have a learning disability. My personal and professional experience has taught me that second language learners may need additional time to process information presented in their second language especially when it presents specialized language.

(v) Recommendation(s) for accommodation.

Please consider granting me additional ½ time for the EPPP examination.

I have discussed this matter with my residency supervisor, Dr. [redacted], and she fully supports my request for extended time for the EPPP. You may contact her for any additional information at [redacted]

Your attention and consideration of my request is greatly appreciated. Please feel free to contact me for additional information at [redacted] or call me at [redacted]

Sincerely,

[redacted]

Cc: Dr. [redacted]
Licensed Psychologist, Supervisor

STATE BOARD	STATUTE, REGULATION OR POLICY	EXAM ACCOMMODATION
Alabama		
Alaska		
Arizona	No provision	Never had a request
Arkansas		
California	Policy attached	Accommodation will be provided to candidates who have have been in this country for less than ten years. Candidates must document proof of entry into the US.
Colorado	No	Not a recognized disability
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Guam	No provision	Do not allow accommodation
Hawaii	No provision	Do not allow accommodation
Idaho	No provision	Never had a request
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	No provision	Do not allow accommodation
Maryland	No	Must be proficient in English
Massachusetts	No provision	Do not allow accommodation
Michigan	No provision	Must be proficient in English
Minnesota	No provision	Do not allow accommodation
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada	No provision	If requested Board would have to discuss and vote
New Hampshire		
New Jersey		
New Mexico		
New York	No provision	Mus be proficient in English. Do not allow accommodation
North Carolina	No provision	Do not allow accommodation
North Dakota		
Ohio	No	Not a recognized disability
Oklahoma	No provision	Never had a request

Oregon	YES. OAR 858-010-0030(5) Special Accommodations. Requests for special accommodations for a disability or for English as a second language must be made at the time the written request to sit for the examination is made, or when the disability becomes known to the applicant. The request must include:	(b) English as a Second Language: Written request for reasonable accommodation detailing: (A) Level of proficiency in English including, but not limited to, number of years speaking and/or writing English; (B) History of special accommodations granted in similar testing circumstances; (C) Other information to support request for special accommodation; and (D) Recommendation(s) for accommodation
Pennsylvania	No	
Puerto Rico		
Rhode Island		
South Carolina	No	Never has a request
South Dakota		
Tennessee	No provision	Do not allow accommodation
Texas	NO	Not a recognized disability
Utah	No provision for psychologists. Provisions are avaialble for LCSW	
Vermont		
Virginia		
Virgin Islands		
Washington	No	
West Virginia		
Wisconsin		
Wyoming	Our Board allows special accommodations for disabilities recognized by the ADA and must be supported by doctor's diagnosis and evidence of accommodations being provided during schooling to match those requested for the EPPP.	To my knowledge, we do not offer special accommodations for English as a Second Language.

Kassis, Linda@DCA

From: [redacted]
Sent: Thursday, February 21, 2013 12:15 AM
To: [redacted]
Subject: FW: Please forward to the Board re item c) under Examination Committee
Attachments: BOP.pdf

Linda,
Could you please forward this information to the Board?
Thank you

Sincerely,

Cristina B. Versari, Ph.D.

Examination Committee – (Cadow – Chairperson, Harlem, Preston, Erickson)
See agenda item 10 for materials and the Board's discussion.

c) Consider English as a Second Language as a Basis for an Accommodation in Taking the Examination

To the Members of the California Board of Psychology

I am submitting three articles that support the position that English as a Second Language **should not** be considered a Basis for an Accommodation in Taking the Examination.
"The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving. "

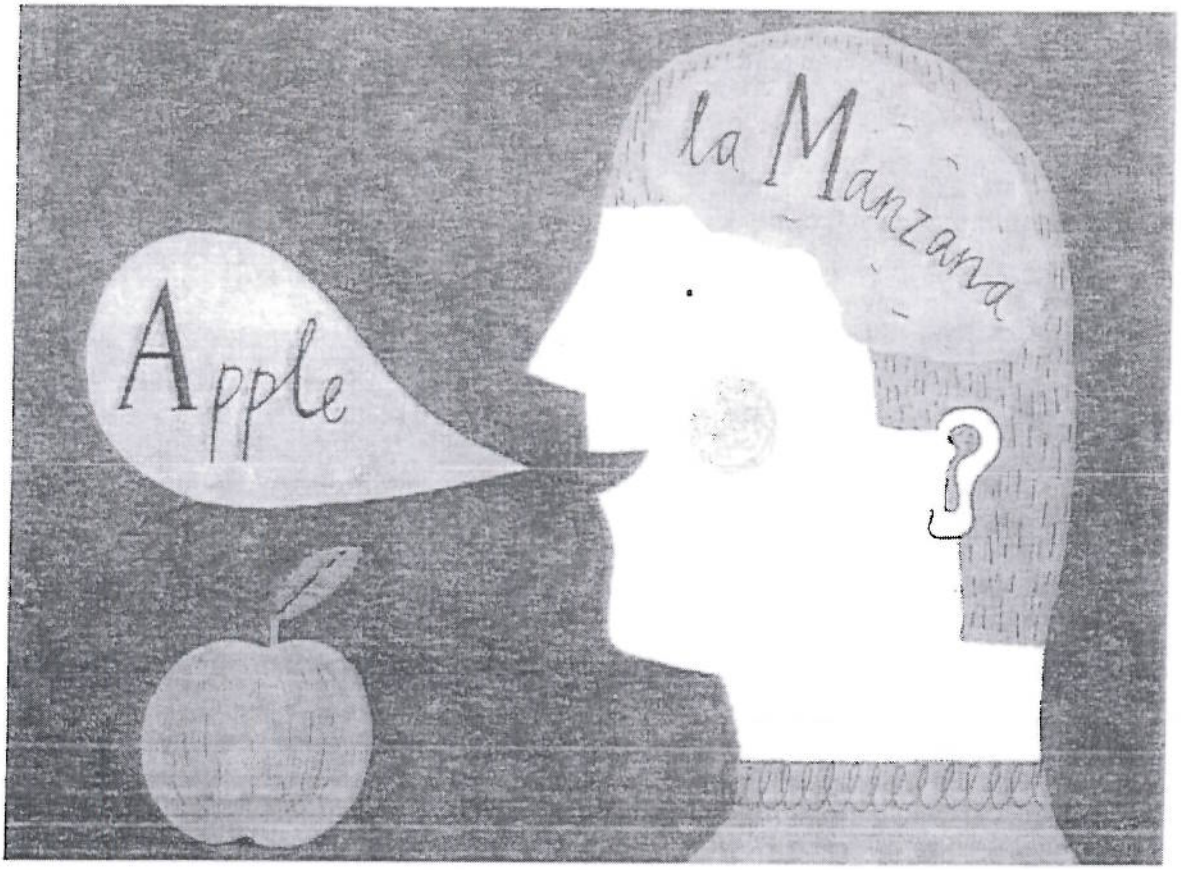
Offering candidates additional time because English is their second language is unfair to the English as a first language candidates. If the English as a second language candidates do not pass the exam, they need to study more and retake the exam.

Sincerely,
Cristina B. Versari, Ph.D.
President

San Diego University for Integrative Studies
3900 Harney Street, San Diego CA 92110
Phone: 619-297-1999, Fax: 619-542-1999

The New York Times

Why Bilinguals Are Smarter



Daniel Bueno

By YUDHIJIT BHATTACHARJEE
Published: March 17, 2012

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language," says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. "It requires keeping track of changes around you in the same way that we monitor our surroundings when driving." In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

1. Cognitive gains in 7-month-old bilingual infants

Ágnes Melinda Kovács,[1] and
Jacques Mehler

Author Affiliations

Cognitive Neuroscience Sector, Scuola Internazionale Superiore di Studi Avanzati, Via Beirut 4, 34014 Trieste, Italy

Edited by Susan E. Carey, Harvard University, Cambridge, MA, and approved February 12, 2009 (received for review November 11, 2008)

Abstract

Children exposed to bilingual input typically learn 2 languages without obvious difficulties. However, it is unclear how preverbal infants cope with the inconsistent input and how bilingualism affects early development. In 3 eye-tracking studies we show that 7-month-old infants, raised with 2 languages from birth, display improved cognitive control abilities compared with matched monolinguals. Whereas both monolinguals and bilinguals learned to respond to a speech or visual cue to anticipate a reward on one side of a screen, only bilinguals succeeded in redirecting their anticipatory looks when the cue began signaling the reward on the opposite side. Bilingual infants rapidly suppressed their looks to the first location and learned the new response. These findings show that processing representations from 2 languages leads to a domain-general enhancement of the cognitive control system well before the onset of speech.

2. The development of two types of inhibitory control in monolingual and bilingual children (attached)

Author's background:

Dr. Ellen Bialystok

Associate Scientist Rotman Research Institute (status only)
Professor York University

Research Focus

Ellen Bialystok, Ph.D., FRSC, is Distinguished Research Professor of Psychology at York University and Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. She received her Ph.D. from the University of Toronto in 1976. Much of her research has focused on the effect of bilingualism on children's language and cognitive development, showing accelerated mastery of specific cognitive processes for bilingual children. This research has recently been extended to investigations of adult processing and found that lifelong bilingualism protects older adults from cognitive decline with aging. Other research includes studies of literacy acquisition in young children, models of metalinguistic awareness and second-language acquisition, and the development of spatial cognition and its relation to other cognitive abilities. She is the author of 6 books and over 100 scientific papers in journals and books. Among her awards are a Killam Research Fellowship, Walter Gordon Research Fellowship, Dean's Award for Outstanding Research, and Language Learning Distinguished Scholar in Residence. She has been invited to lecture in universities around the world, covering four continents and numerous countries.

Publications

- Journal Articles: 126
- Book Chapters: 50
- Presentations: 11
- Abstracts: 2

Title	Source	Authors/Presenters	Year	Type
Loading...				
Bilingualism interacts with domain in a working memory task: Evidence from aging	Psychology and Aging	Luo L, Craik FIM, Moreno S, Bialystok E	2012	Journal Article
Linguistic and metalinguistic outcomes of intense immersion education: how bilingual?	International Journal of Bilingual Education and Bilingualism	Hermanto N, Moreno S, Bialystok E	2012	Journal Article
Effect of Music Training on Promoting Preliteracy Skills: Preliminary Causal Evidence	Music Perception	Moreno S, Friesen D, Bialystok E	2011	Journal Article
Short-Term Music Training	Psychological Science	Moreno S, Bialystok E,	2011	Journal

ATTACHMENT D

PEARSON VUE

Quick Reference
inside front cover

Table of Contents
page i

Reservations
page 6

Exam or
Fingerprint Day:
What to Bring
page 13

Content Outlines
pgs S1 - S17

Test Center Locations
back cover

Wisconsin
INSURANCE LICENSING
Candidate Handbook

July 2012

SEARCH

THIS CANDIDATE HANDBOOK IS INTENDED FOR INDIVIDUALS APPLYING FOR A RESIDENT INTERMEDIARY (AGENT) LICENSE IN THE STATE OF WISCONSIN.

CONTACT INFORMATION

Candidates may contact Pearson VUE with questions about this handbook or about an examination.

FOR EXAMINATIONS

Pearson VUE/Wisconsin Insurance
Attn: Regulatory Program
5601 Green Valley Dr.
Bloomington, MN 55437
(800) 274-8979
Email:pearsonvuecustomerservice@pearson.com
Website: www.pearsonvue.com

Candidates may contact Pearson VUE with questions regarding prelicensing courses/requirement
Phone: (800) 274-4679
For a list of prelicensing courses candidates can go online to Sircon at www.sircon.com/wisconsin

FOR STATE LICENSING

Wisconsin Office of the Commissioner of Insurance
PO Box 7872
Madison, WI 53707-7872
(608) 266-8699 (phone)
(800) 236-8517 (toll-free)
Website: oci.wi.gov

FOR DIGITAL FINGERPRINTS

L-1 Solutions, Inc.
Wisconsin Insurance
hours: *Monday - Friday, 8 AM - 5 PM Central Time*
Phone: (866) 416-4896 | **TDD/TTY:** (877) 219-0199
Website: http://www.l1enrollment.com/state/?st=wi

OVERVIEW OF THE LICENSURE PROCESS

Licensure is the process by which an agency of state government or other jurisdiction grants permission to individuals to engage in the practice of and prohibits all others from legally practicing a particular profession, vocation, or occupation. By ensuring a minimum level of competence, the licensure process protects the general public. The state regulatory agency is responsible for establishing the acceptable level of safe practice and for determining whether an individual meets that standard.

The public's right to quality services and the state's responsibility to assure the safety and welfare of its citizens are the basis upon which the licensing process is predicated. Most licensing agencies use examinations as one of several methods for determining a candidate's qualifications to practice. The purpose of an examination is to provide a measure of candidate's knowledge of the subject and thus allow them to demonstrate their qualification for licensing.

The state of Wisconsin has retained the services of Pearson VUE to develop and administer its insurance licensing examination program. Pearson VUE is a leading provider of assessment services to regulatory agencies and national associations.

LICENSE AUTHORITIES

Agent license authorities can be obtained for the following lines of insurance:

Major Lines

- Life
- Accident and Health
- Property
- Casualty
- Personal Lines P&C (this license limits the sale of P&C insurance to individuals and families for non-commercial purposes).
- Variable Life/Variable Annuity*

Note: To sell Auto and/or Homeowner's Insurance, an agent must obtain both Property and Casualty authorities or the Personal Lines P&C authority.

Limited Lines

- Credit
- Title
- Crop*
- Surety*
- Travel*
- Legal Expense

**The limited lines of Crop, Surety, Travel, and the major line of Variable Life/Variable Annuity do not require prelicensing education or an examination. However, individuals seeking the Variable Life/Variable Annuity authority must hold the major line Life authority and be licensed by the Department of Financial Institutions, Division of Securities and registered for Series 6, Series 7, or Series 63 through the Financial Industry Regulatory Authority (FINRA).*

Information on how to obtain these qualifications is available at oci.wi.gov.

PROCEDURES FOR OBTAINING A RESIDENT INSURANCE INTERMEDIARY (AGENT) LICENSE:

Candidates seeking the major line of Variable Life/Variable Annuity or a limited line insurance license crop, surety, or travel insurance should refer to page 5 of this Handbook.

1. Each candidate for a property, personal lines, casualty, life, or accident and health insurance license must complete at least 20 hours of prelicensing education. This requirement does not apply to candidates applying for the major line Variable Life/Variable Annuity or a limited line credit, legal expense, or title insurance license.
2. An applicant taking self-study, correspondence, or online prelicensing course must pass a certified proctored exam and obtain a Certificate of Prelicensing Education from the approved prelicensing provider **prior** to taking the licensing examination. Failure to complete all prelicensing requirements will require the candidate to re-take the licensing examination.
3. Candidates must make an examination reservation. Candidates should follow the procedures as detailed in the *Examination Reservation* section of this handbook. Pursuant to s. Ins 6.595 (5), Wis. Adm. Code, the candidate must be at least eighteen (18) years of age to obtain a license. Applicants younger than 18 will not be allowed to complete the examination process
4. Candidates must make a Fingerprint Reservation. Candidates should follow the procedures as detailed in the *Fingerprinting Reservations* section of the handbook.
5. Candidates can submit an electronic application after 5-7 business days of passing the examination on Sircon at www.sircon.com/wisconsin. Applications should be made no later than 30 calendar days after passing the examination.

6. **A $10 fee is charged for each application submitted (s. 601.31 (1) (Lg), Wis. Stat.). Candidates can submit one application for one or more lines of authority.** The fee for all applications submitted is non-refundable and non-transferable.
7. Assemble and forward documentation needed for any "yes" answers to the application questions listed on page 18 and 19 of this handbook. This documentation should be forwarded to the Office of the Commissioner of Insurance, at the time the electronic application is completed. Candidates can submit documentation through the NIPR Attachment Warehouse at www.nipr.com, send in a PDF format to ocialdocuments@wisconsin.gov, or mail to Agent Licensing Department. PO Box 7872, Madison, WI 53707-7872. **Documentation** not submitted via the NIPR Attachment Warehouse should include a completed Resident License Cover Sheet For Required Documentation form, found in the back of this handbook.
8. The Office of the Commissioner of Insurance (OCI) will issue the license upon receipt of a complete electronic application from the candidate and verification that the candidate has met all licensing requirements. Once issued, licenses are available to print online via www.sircon.com/wisconsin or oci.wi.gov. Wisconsin does not mail a hard copy of the license to the applicants.
9. Candidates must get appointed with the insurance company in order to transact insurance business in Wisconsin.

PRELICENSING EDUCATION

Prelicensing education is required for all candidates applying for a license in the major lines of life, accident & health, property, casualty, and personal lines P&C. Prelicensing education must be completed at a school approved by the Office of the Commissioner of Insurance.

Applicants completing approved self-study prelicensing courses must also pass a proctored examination and have the proctored affidavit form submitted to the approved school to receive credit. This is in addition to the licensing examination required by the state of Wisconsin and must be completed **before** taking the licensing examination.

The prelicensing school must electronically submit course completion data for each applicant. It is required to be banked within ten (10) days of course completion and/or successful completion of the self-study examination(s). **Prelicensing education must be completed prior to taking the licensure examination, and is valid for one year from the date of completion.**

The course content provided by schools will include eight (8) hours of study of the principles of insurance, general Wisconsin insurance laws and ethics. Once these eight hours are completed, they need not be repeated for each line. Twelve (12) hours regarding policies, terms and concepts and line specific insurance law must be completed for each major line.

A list of approved prelicensing education schools is available at www.sircon.com/wisconsin.

The minimum prelicensing educational requirement do not apply to the following:

a. Any applicant applying for the Variable Life/ Variable Annuity authority or a limited lines Credit insurance, Legal Expense insurance, Title insurance, Crop, Surety, or Travel insurance license.

b. Any applicant who has completed a 2-year Wisconsin vocational school degree program in insurance.

c. Any applicant who has completed a 4-year college degree in business with an insurance emphasis.

d. Any applicant, for the applicable line of authority, who holds one of the following professional designations:

Life

- Certified Employee Benefit Specialist (CEBS)
- Chartered Financial Consultant (ChFC)
- Certified Insurance Counselor (CIC)
- Certified Financial Planner (CFP)
- Chartered Life Underwriter (CLU)
- Fellow of the Life Management Institute (FLMI)
- Life Underwriter Training Council Fellow (LUTCF)

Accident & Health

- Registered Health Underwriter (RHU)
- Certified Employee Benefit Specialist (CEBS)
- Registered Employee Benefits Counselor (REBC)
- Health Insurance Associate (HIA)

Property, Casualty, or Personal Lines P&C:

- Accredited Advisor in Insurance (AAI)
- Associate in Risk Management (ARM)
- Certified Insurance Counselor (CIC)
- Chartered Property and Casualty Underwriter (CPCU)

Candidates for a non-limited lines license seeking an exception from the prelicensing educational requirements must submit the appropriate exemption certificate and official documentation. The exemption form can be obtained at http://oci.wi.gov/agentlic/forms-apps.htm. Candidates can fax the form with other supporting documentation to OCI at (608) 267-9451, email the information in a PDF format to ocialdocuments@wisconsin.gov, or mail to:

Agent Licensing Section/OCI, P.O. Box 7872, Madison, WI 53707-7872

Agent license authorities can be obtained for the following lines of insurance:

Major Lines

- Life
- Accident and Health
- Property
- Casualty
- Personal Lines P&C (this license limits the sale of P&C insurance to individuals and families for non-commercial purposes).

Limited Lines

- Credit
- Title
- Legal Expense

Note: To sell Auto and/or Homeowner's Insurance, an agent must obtain both Property and Casualty authorities.

Additional lines of authority not requiring prelicensing education or an examination include the limited lines of Crop, Surety, Travel, and the major line of Variable Life/Variable Annuity. Information on how to obtain these qualifications is listed below or online at oci.wi.gov.

EXEMPTION FROM PRODUCT KNOWLEDGE PORTION OF EXAMINATION AND/OR PRELICENSING EDUCATION

Resident Intermediary (Agent)

1. A resident agent whose license has been expired **more** than 12 months must complete prelicensing education for the previously held line of authority, take the portion of the examination that covers state law, rules and regulations (Part 2), submit fingerprints and apply online on Sircon at www.sircon.com or NIPR at www.nipr.com. At the time of examination, the applicant must inform the test center manager that the general section of the examination (Part 1) is being waived and only the state section (Part 2) is being taken. A resident agent who wants to apply for a **new** line of authority must complete prelicensing education, take both parts of the examination, submit fingerprints and apply for the license online.
2. A resident agent whose license has been canceled for **less** than 12 months can apply for reinstatement for the same line of authority without completing prelicensing education or passing a written examination. A resident agent who is required to complete continuing education must have satisfied all previous continuing education requirements to have his or her license reinstated. The agent can apply online on Sircon at www.sircon.com or NIPR at www.nipr.com. Any resident agent whose license is revoked for failing to pay delinquent taxes or child support can obtain the Resident Reinstatement Application at http://oci.wi.gov/agentlic/forms-apps.htm and submit it to the state.

Nonresident Intermediary (Agent)

1. A nonresident agent whose license has been expired **more** than 12 months in their previous resident state or designated home state and wants to apply for a Wisconsin resident license must complete prelicensing education for the previously held line of authority, take the portion of the examination that covers state law, rules and regulation (Part 2), submit fingerprints and apply for the license online. At the time of examination, the applicant must inform the test center manager that the general section of the examination (Part 1) is being waived and only the state section (Part 2) is being taken. The agent can apply online on Sircon at www.sircon.com or NIPR at www.nipr.com.
2. A nonresident agent whose license has been expired **less** than 12 months in their previous resident or designated home state can apply for a Wisconsin resident insurance license without completing prelicensing education or passing a written examination. The agent can obtain the Resident Insurance Agent License Application without Examination at http://oci.wi.gov/agentlic/forms-apps.htm and submit it to the state.
3. A nonresident agent whose Wisconsin license has been canceled for **less** than 12 months can apply for reinstatement online on Sircon at www.sircon.com or NIPR at www.nipr.com.

APPLYING FOR A LICENSE THAT DOES NOT REQUIRE A LICENSING EXAMINATION

Candidates seeking a Variable Life/Variable Annuity, Crop, Surety, or Travel insurance can apply for the license online at on Sircon at www.sircon.com/wisconsin. See the *Apply For The License* section of the handbook for addition information.

RESERVATIONS

***TELECOMMUNICATION DEVICES FOR THE DEAF**

Pearson VUE is equipped with TDD (Telecommunication Devices for the Deaf) to assist deaf and hearing-impaired candidates. TDD calling is available 8:00 am to 5:00 pm (EST) Monday through Friday, toll-free at (866) 274-4777. This TDD phone option is for individuals equipped with compatible TDD machinery.

EXAMINATION RESERVATIONS

Telephone Reservations

Candidates may call (800) 274-8979* to make an examination reservation. Candidates wishing to make a telephone reservation should do at least twenty-four (24) hours prior to the desired examination date.

PEARSON VUE HOURS	
Monday – Friday	7 am – 10 pm
Saturday	7 am – 4 pm
Sunday	9 am – 3 pm

Central Standard Time

Before calling, candidates should have the following information available:

- Full Legal Name
- Address
- Social Security Number
- Daytime Telephone Number
- Date of birth
- The name of the examination(s)
- The preferred examination date and test center location
- A failing score report (if retaking an examination)

Candidates are responsible for knowing what examination he or she needs to take. A Pearson VUE representative will help candidate select a convenient examination date and location, and will answer questions. The reservation will be made based on the next available examination date.

ONLINE RESERVATIONS

Candidates may make a reservation online by visiting Pearson VUE at www.pearsonvue.com. First-time users will be required to obtain a check-in code and will be asked to provide their name, email address, phone number, and a personal password. Candidates will receive a check-in code immediately upon submitting the requested information.

Candidates will be prompted with step-by-step instructions on completing the online *Reservation Request Form*. Once the online request has been submitted, Pearson VUE will send - via email - a confirmation of the examination date, time and location. Pearson VUE will contact candidates whose examination choices are not available. Candidates may also review, change or cancel an existing reservation after the Reservation Request Form has been submitted by following the instructions provided.

Candidates wishing to make an online reservation should do so at least four (4) calendar days before the desired examination date.

FEDERAL BUREAU OF INVESTIGATION CRIMINAL HISTORY CHECK - INS 6.59 (4)(A)

Candidates for a new resident intermediary license are required to submit fingerprints so that a Federal Bureau of Investigation (FBI) criminal history check can be conducted as part of the application process. Fingerprinting is also required of

existing resident agents looking to add new lines of authority to their existing license that have not been fingerprinted in the last 180 days.

Fingerprints will be scanned at the test center at the time of examination and sent to the FBI electronically. The completed reports will be valid for a period of 180 days. OCI will continue to require a separate electronic Wisconsin Crime Information Bureau (CIB) check. The total cost of $48.50 will be collected at the time the fingerprint reservation is made.

FINGERPRINTING RESERVATIONS

Candidates must have a reservation for the licensing examination prior to making a reservation to be fingerprinted. After making an examination reservation, candidate must contact L1-Solutions to make a fingerprinting reservation.

Candidates may call (866) 416-4896 (hours – Monday – Friday, 8 AM – 5 PM Central Time) to make fingerprint reservation or by going online to http://www.l1enrollment.com/state/?st=wi.

Walk-in digital fingerprints are not available.

Before calling or going online, candidates need to be prepared to provide the following information as required by the Federal Bureau of Investigation (FBI):

- Full Legal Name
- Reason for Fingerprints (WI Insurance License)
- Candidate ID
- Full Current Address
- Date of Birth
- Gender
- Height
- Weight
- Hair Color
- Eye Color
- Ethnicity
- Place of Birth
- Citizenship
- Social Security Number

Candidates are provided a Candidate ID at the time he or she makes an examination reservation. An individual who cannot provide the Candidate ID number will not be permitted to make a fingerprinting reservation.

After providing the Candidate ID, candidates will be presented available locations, days and times to choose from. Candidates will be required to pay $48.50 for the fingerprinting at the time the reservation is made. This fee is non-refundable and non-transferable and must be paid by credit, debit card, or electronic check. **No fees will be accepted at the fingerprint location.**

Telephone or online fingerprint reservations must be made at least twenty-four (24) hours prior to the desired date.

ALLOWABLE EXAM COMBINATIONS

With the exception of the Personal Lines examination, candidates will be allowed to register for up to two examinations. Candidates wishing to take more than two examinations must schedule additional examination sessions.

EXAM FEES

Examination fees for exams taken in a single session are $75.00 for one examination, or $150.00 for two examinations. The examination fee must be paid at the time of reservation by credit card, debit card, voucher, or electronic check. **Fees will not be accepted at the test center.** Examination fees are non-refundable and non-transferable except as detailed in the *Change/Cancel Policy*.

Electronic Checks

Candidates choosing to pay the examination fee by electronic check must have a personal checking account, and at the time the reservation is made, must be prepared to provide to Pearson VUE with the following information:

- Bank name
- Account number
- Routing number
- Social Security number, state ID number or driver's license number
- Name and address on the account

Using this information, Pearson VUE can request payment from the candidate's bank account just as if the candidate had submitted an actual paper check.

Candidates paying by electronic check must register at least five (5) days before the examination date in order for their check to be processed.

Vouchers

Candidates may pre-pay examination fees and receive a voucher. The number listed on the voucher will be accepted by Pearson VUE as payment for the examination fee. Vouchers may be purchased for one or more examination fees; therefore, companies may buy vouchers in bulk and distribute them to candidates as desired.

Those who wish to purchase a voucher should send a *Voucher Request Form* (found in the back of this handbook), along with proper payment. Pearson VUE will process voucher requests within one (1) week of receipt. Vouchers are valid for one (1) year from the issue date.

CHANGE/CANCEL POLICY

To cancel or change an examination reservation, candidates should call (800) 274-8979.

To cancel or change a fingerprint reservation, candidates should call (866) 416-4896.

Reservations must be changed or cancelled at least forty-eight (48) hours before the scheduled date and time.

Candidates who change or cancel a reservation with proper notice may transfer the examination fee to a new reservation, or may request a refund. **Candidates who change or cancel the reservation without proper notice will forfeit the**

examination fee(s). Refunds for credit or debit cards are immediate, while refunds for electronic checks and vouchers will be processed in 2-3 weeks.

Candidates are liable for the full amount of the examination fee once a reservation has been made, whether paid individually or by a third party.

ABSENCE/LATENESS POLICY

Candidates who are late to or absent from an examination or fingerprint may be excused for the following reasons:

- Illness of the candidate or of the candidate's immediate family member
- Death in the immediate family
- Disabling traffic accident
- Court appearance or jury duty
- Military duty
- Weather emergency

Candidates who are absent from or late to an examination or fingerprint appointment and have not changed or canceled the reservation according to the *Change/Cancel Policy* will not be admitted to the examination or fingerprint appointment and will forfeit the fees paid.

Written verification and supporting documentation for excused absences must be submitted as follows:

- For examination reservations, submit to Pearson VUE within fourteen (14) days of the original examination date.
- For fingerprint reservations, submit to L-1Solution within fourteen (14) days of the original appointment date.

WEATHER DELAYS AND CANCELLATIONS

If severe weather or a natural disaster makes the test center inaccessible or unsafe, the examination may be delayed or canceled. Candidates may call (800) 274-2615 for details on cancellations during severe weather.

SPECIAL EXAM REQUESTS & SERVICES

Pearson VUE complies with the provisions of the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*) and Title VII of the Civil Rights Act, as amended (42 U.S.C. 2000e *et seq.*), in accommodating disabled candidates who need special arrangements to take an examination.

Candidates who require special arrangements due to impaired sensory, manual or speaking skills, or other disability, should fax the *Special Accommodations Request Form* (found in the back of this handbook) to Pearson VUE at (610) 617-9397.

The form must be accompanied by supporting documentation from a physician or other qualified professional reflecting a diagnosis of the candidate's condition and an explanation of examination aids or modifications. Pearson VUE will provide auxiliary aids and services, except where such may fundamentally alter the examination or results, or result in an undue burden. The examination will be scheduled upon receipt of all required information by Pearson VUE.

Candidates who have additional questions concerning ADA arrangements may contact the ADA Coordinator at (800) 466-0450. However, the *Special Accommodations Request Form*, along with the required supporting documentation, **must** be submitted to Pearson VUE before any special arrangements can be finalized.

Pearson VUE will determine the time and place of specially arranged examinations and will confirm these arrangements directly with the candidate. Candidates who need to reschedule or need to retest should notify Pearson VUE Special Accommodations that special arrangements were used for the previous examination.

Due to the unique nature of each special request, Pearson VUE recommends that candidates request special services as early as possible. Pearson VUE will make a concerted effort to provide reasonable accommodations as permitted by state licensing agencies and individual Pearson VUE test center capabilities.

ENGLISH AS A SECOND LANGUAGE (ESL)

Effective April 1, 2011, Spanish examinations are no longer administered.
Candidates for whom English is a second language (ESL) may request additional time for the examination by sending *Special Accommodations Request Form* (found in the back of this Candidate Handbook) to Pearson VUE. Candidates MUST include a letter from either his/her English instructor or sponsoring company (on official letterhead if from a company) stating that English is not the candidate's primary language.

Candidates should not attempt to make a reservation until after they have been notified by Pearson VUE via email that their request for additional time has been approved. The length of the examination will be equal to 1-$^1/_2$ times the length of the examination. For example, a 2 hour examination will be extended to 3 hours. NOTE: NO OTHER accommodations will be granted for ESL, i.e. separate testing room, reader, marker, etc. These accommodations are for individuals who qualify under the American's with Disability Act (ADA) only.

Candidates who have additional questions about ESL examinations should contact the Special Examination Coordinator at (800) 466-0450.

NON-SATURDAY EXAMS

Candidates who for religious reasons cannot take an examination offered only on Saturdays may request a non-Saturday examination date. Such a request must be put in writing on official stationery by the candidate's religious advisor and faxed to (610) 617-9397 or mailed to:

Pearson VUE Special Accommodations
5715 W. Old Shakopee Rd.
Bloomington, MN 55437

ATTACHMENT E

ETS

Listening. Learning. Leading.®

2012–13

GRE® PARAPRO ASSESSMENT
THE PRAXIS SERIES™
SCHOOL LEADERSHIP SERIES TOEFL®

BULLETIN SUPPLEMENT

for Test Takers with Disabilities or Health-Related Needs

This publication contains procedures and forms for requesting testing accommodations for **GRE®, PARAPRO ASSESSMENT, THE PRAXIS SERIES™, SCHOOL LEADERSHIP SERIES** and **TOEFL®** tests. It should be used in conjunction with the information and registration form(s) provided in the appropriate 2012–13 *Information and Registration Bulletin*.

Visit the ETS website at **www.ets.org/disabilities** for the most up-to-date information.

TESTING ACCOMMODATIONS REQUEST FORM
Part I — Applicant Information

Instructions: Complete this page and sign the Applicant's Verification Statement on the next page.

Today's Date: _____ / _____ / _____
Month Day Year

Applicant's Name (please print — leave one blank box between names)

Last First M.I.

Mailing Address

Gender
Male ☐ Female ☐

Date of Birth
Month ☐☐ Day ☐☐ Year ☐☐

Social Security Number
☐☐☐ – ☐☐ – ☐☐☐☐

Day Phone Number

Evening Phone Number

Fax Number

Email Address

I would prefer that ETS communicate with me via: ☐ Email ☐ Mail ☐ Phone ☐ Fax

Test(s) I am applying for: ☐ GRE® ☐ ParaPro Assessment ☐ *The Praxis Series*™
☐ School Leadership Series ☐ TOEFL® PBT ☐ TOEFL iBT®

Nature of your disability (check all that apply):

☐ ADD/ADHD
☐ Blind/Legally blind or low vision
☐ Deaf/Hard-of-hearing
☐ Learning disability
☐ Physical disability (describe; must submit documentation)
_____
☐ Psychiatric condition (describe; must submit documentation)
_____
☐ Other (e.g., traumatic brain injury, autism spectrum disorder or health-related need; describe; must submit documentation)
_____

When was your disability first diagnosed? _____ / _____ Date of professional's most recent evaluation: _____ / _____
Month Year Month Year

Other than testing accommodations, describe what strategies, devices or medications you ordinarily use to manage your condition:

_____

_____

_____

(continued on next page)

ATTACHMENT F

College Board Research Report No. 2008-6
ETS RR-08-48

Testing Accommodations for English Language Learners: A Review of State and District Policies

John W. Young and Teresa C. King

The College Board, New York, 2008

John W. Young is a research scientist at Educational Testing Service.

Teresa C. King is a senior research assistant at Educational Testing Service.

Researchers are encouraged to freely express their professional judgment. Therefore, points of view or opinions stated in College Board Reports do not necessarily represent official College Board position or policy.

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

Additional copies of this report (item #080482716) may be obtained from College Board Publications, Box 886, New York, NY 10101-0886, 800 323-7155. The price is $15. Please include $4 for postage and handling.

© 2008 The College Board. All rights reserved. College Board, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.com.

Printed in the United States of America.

Contents

Introduction 1

Federal Guidelines 1

ELL Identification 1

ELL Testing Accommodations 2

State Policies on the Use of Accommodations ... 3

Recommendations for the Most Appropriate ELL Accommodations 3

Summary 4

References 5

Appendix A: Accommodations Designated for ELLs in States' Policies, Classified by Traditional Accommodation Categories (Rivera et al., 2006) 6

Appendix B: Presentation Accommodations and Modifications for ELLs for States with High School Exit Exams 8

Appendix C: Response, Timing, and Scheduling Accommodations and Modifications for ELLs for States with High School Exit Exams 9

Appendix D: Setting and Other Accommodations and Modifications for ELLs for States with High School Exit Exams 10

Appendix E: Sources for States' Accommodations Policies 11

Introduction

This report is a review and summary of current information regarding testing accommodations currently used in different states and districts for English language learners (ELLs). The federal No Child Left Behind (NCLB) Act of 2001 requires the inclusion of ELLs in assessments used by the states for accountability purposes. This represents a federal education requirement that did not exist prior to the enactment of NCLB. However, the policies for identification and reclassification of ELLs, appropriate testing accommodations, and testing requirements are state-level decisions. In order to validly and fairly assess the skills of ELL students, testing accommodations are made available where necessary by the states. However, there is no common set of standards across the states as to what are appropriate accommodations permitted for ELLs. Similarities and differences among states regarding ELL testing accommodations are documented in this review. Special attention is given to the ELL accommodation policies for states with high school exit examinations because these are the high-stakes exams, which have the clearest relevance in designing accommodation policies for ELLs in taking the SAT®.

Federal Guidelines

NCLB legislation has major implications for the assessment of ELLs. English language learners, identified as Limited English Proficient (LEP) students in NCLB, are defined as individuals:

- aged 3 to 21 who are enrolled or preparing to enroll in an elementary school or secondary school;
- who were not born in the United States or whose native language is a language other than English;
- who come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficiency level of achievement, the ability to successfully achieve in the classroom where the language of instruction is English, or the opportunity to participate fully in society. (P.L. 107-110 9101(25))

Under NCLB, all students, including ELLs, must be included in their state assessment system, and must be included as soon as a student enrolls in school. ELLs are one of the subgroups of students that have a mandated 95 percent participation rule for adequate yearly progress (AYP) purposes. Up to 2 percent of students who are identified as ELLs do not have to be included in any proficiency category in state assessment scores for AYP. Furthermore, students are permitted to be included in this 2 percent group for up to two years after a student is no longer identified as an ELL.

NCLB requires that in the current 2007-08 school year, states must administer reading/language arts and mathematics assessments on an annual basis in grades 3–8 and once in grades 10–12. In addition, assessments in science must be administered at least once in grades 3–5, 6–9, and 10–12. These requirements mandate that all students, including ELLs, must be assessed in a valid and reliable manner. NCLB further requires that reasonable accommodations be made available for assessments administered to students with limited English proficiency, including to the extent practicable, assessments in the language and form most likely to yield accurate data on what students know and can do in academic content areas. States must identify the languages students speak for which student academic standards and assessments are not available and make every effort to develop such assessments (Lazarin, 2006).

One caveat regarding the NCLB legislation is that there is considerable room for interpretation by local education agencies. States, districts, and local agencies frequently interpret NCLB differently in terms of the identification of ELLs, the inclusion of ELLs on large-scale assessments, and the accommodations permitted for ELLs on assessments.

ELL Identification

Kindler (2002) reported on the findings of the Survey of States: Limited English Proficient Students and Available Educational Programs and Services (SEA Survey), which was completed by state educational agencies (SEAs) on their state, district, or local agency's policy on the identification of ELLs. The information obtained pertained to the 2000-01 academic year. Most states reported using a combination of multiple methods and tests to identify ELLs. All of the methods reported had a high frequency of use by the states. The most frequently documented of the methods was a home language survey, followed by parental information, teacher observations, student records, teacher interviews, referrals, and student grades. Other methods were also reported.

Among the language proficiency tests used for ELL identification and classification, the most popular were the Language Assessment Scales (LAS), the IDEA Language Proficiency Tests (IPT), and the Woodcock-Munoz Language Survey (Woodcock-Munoz). Of the norm-referenced achievement tests, the most commonly used were the Stanford Achievement Test (SAT9) and Iowa Test of Basic Skills (ITBS). Criterion-referenced tests

were used in 21 states, while 19 other states used other types of assessments, including portfolios, cognitive assessments, reading/writing evaluations, and various locally developed tests (Kindler, 2002).

States varied in their ELL reclassification policies as well. There were several methods that were more likely to be used by the 48 SEAs who provided information about students' reclassification rates and practices. Nearly all used some type of formal assessment in the reclassification process. The most common tests were the same ones used to identify ELLs: LAS, IPT, and Woodcock-Munoz. The SAT9, the CTB Terra Nova, and state achievement tests were also used (Kindler, 2002).

It is the responsibility of the district to assess English proficiency and identify students as being ELLs, if necessary. This assessment must measure reading, writing, listening, and speaking skills. Upon review of the ELL identification policies for the 10 school districts with the largest ELL populations (New York (NY), Los Angeles (CA), Chicago (IL), Dade County (FL), Clark County (NV), Broward County (FL), Houston (TX), Hillsborough County (FL), Philadelphia (PA), and Hawaii [Hawaii is a single school district]), it was found that all of the districts' policies were consistent with their state's policy. All districts had plans for ELL identification available on their district Web sites. ELL identification consisted of examining a student's home language and then formally assessing the student's English language proficiency. Districts were less clear about the accommodations they provide to ELLs. This is in part due to the fact that the policies about ELLs are not as extensively documented as the reports and policies provided for students with disabilities. One way to ensure that ELLs received fair and appropriate accommodations is to better describe within the policies about ELLs, the assessments and the accommodations ELLs are permitted to use.

ELL Testing Accommodations

When selecting appropriate accommodations for assessments, certain issues should be considered. Accommodations should not affect the construct being assessed, nor should they differentially benefit those students who are permitted to use the accommodation. English language learners do not have the same accommodation assignment process as students with disabilities, since ELLs do not have the equivalent of Individualized Education Plans (IEPs). ELLs are a particularly difficult group of students for whom to make large-scale decisions, given the diversity of the group. In some sense, it is easier to select appropriate accommodations for students with disabilities. First, more research has been conducted on the effectiveness and validity of accommodations for specific disability issues. Second, students with disabilities are mandated to have an IEP, which identifies a student's specific disabilities. The process of selecting an accommodation in an attempt to allow students to demonstrate their skills and abilities is much easier and more straightforward with an IEP.

State policies on accommodations permitted for ELLs vary widely from state to state. Rivera, Stansfield, Scialdone, and Sharkey (2000) found that as of 1999, there were 40 states that had ELL accommodations policies, 37 of which were permitted accommodations (as cited in Abedi, Courtney, Mirocha, Leon, and Goldberg, 2005). Accommodations are generally divided into four categories: timing/scheduling, setting, presentation, and response. However, these categories are suitable for the breakdown of accommodations related to students with disabilities but not for ELLs. States initially developed accommodation policies for students with disabilities, and accommodations for ELL students were of secondary concern. In fact, most states still continue to use the traditional accommodation categories developed for students with disabilities with ELLs.

Rivera, Collum, Shafer Willner, and Sia (2006) suggested a more appropriate category breakdown in providing accommodations to ELLs: those with direct linguistic support and those with indirect linguistic support. Direct linguistic support accommodations are those that will affect the test-taker's ability to access the test content by targeting the linguistic features. These accommodations can therefore be delivered in English or in the student's native language. Indirect linguistic support accommodations are those that help the test-taker remove some of the linguistic load by targeting external or nonlinguistic resources, such as the environment or schedule of the test. These accommodations allow the test-taker to access his or her English proficiency more efficiently (Rivera et al., 2006).

In the 2000-01 school year, of the 46 states that specifically addressed accommodating ELL students on state assessments, 28 listed ELL accommodations separately from other accommodations for students who may be eligible to receive accommodations, such as students with disabilities. Rivera et al. (2006) conducted an extensive analysis of states' assessment policies and accommodations permitted in the 2000-01 school year. They found a total of 75 different accommodations in states' policies that are permissible for ELLs. Of the 75 accommodations that are available to ELLs, only 44, or 59 percent of the accommodations, were found to be aligned with the linguistic needs of ELLs (see Appendix A for the complete list of accommodations). Abedi also referred to the same 75 accommodations identified by Rivera et

al. (2006) as being used for ELLs. In his analysis of the appropriateness of each accommodation for ELLs, he found only 11 accommodations to be appropriate (Abedi, 2007).

Francis, Rivera, Lesaux, Kieffer, and Rivera (2006) provided a partial list of accommodations that they believed are responsive to the needs of ELLs. These accommodations included extended time, breaks offered between sessions, bilingual glossaries, bilingual dictionaries, English glossaries, English dictionaries, directions read in English, directions read in the student's native language, directions translated into native language, simplified English, side-by-side bilingual version of the test, test version in the native language, dictation of answers or use of a scribe, and test-taker responses in native language.

Lazarin (2006) reported that the most frequently administered accommodations are extra time, small group or individual administration, separate room administration, directions read aloud or explained, reading aloud of questions in English, use of dictionaries, breaks during test, and oral directions provided in the student's native language. This information was collected from the March 2005 Biennial Evaluation Report to Congress on the Implementation of the State Formula Grant Program, and the data are from the 2000 census. Lazarin (2006) further explains that the most frequently administered accommodations do not correspond with the most efficient or valid accommodation for ELLs. According to the author, one of the few, if not the only, accommodation that has been demonstrated to narrow the achievement gap between ELLs and non-ELLs is the linguistic modification of test items. This accommodation has to do with the process of using simpler and more direct English to ask test questions. However, only 10 states reported using this accommodation. One possibility for the absence of this accommodation in policies may be due to the nature of the accommodation. If a state is considering the creation of an accessible test for students including English language learners, one likely outcome would be to ensure that test materials are not linguistically complex. There would be no need to then add an accommodation to modify the language because it would already be appropriate for ELLs. With the advent of NCLB and the focus on the inclusion of ELLs in assessment, it is expected that as new tests are developed, they will be more accessible from the start, and fewer accommodations will be needed.

State Policies on the Use of Accommodations

The four criteria to facilitate the inclusion of ELLs in accommodated assessments, as defined by Rivera et al., are language-related, academic-related, time-related, and opinion-related (Rivera et al., 2006). Language-related criteria include English language proficiency, students' native language proficiency, language program placement, and primary language of instruction. Academic-related criteria include academic background in home language and performance on other tests. Time-related criteria are the time in U.S. or English-speaking schools or time in the state's schools. Last, opinion-related criteria include parent or guardian opinion or permission and teacher observation and recommendations.

The table shown in Appendix B indicates which states currently require a high school exit examination and what the allowable accommodations are for ELLs on these exams. They are organized by the traditional accommodation categories because that is how many states report their accommodations. Listed are those accommodations that are most applicable toward ELLs.

Recommendations for the Most Appropriate ELL Accommodations

ETS recognizes the importance of questions concerning the appropriateness of testing accommodations for ELLs. While Karantonis (2007) was an ETS summer intern, she conducted an extensive literature review examining the best testing practices for ELLs, including a summary of the research conducted on accommodations used for ELLs. Upon reviewing the research on the validity of accommodations for ELLs, there was not a single accommodation that was found to be "unequivocally reasonable" (Karantonis, 2007, page 60). She advised that further research must be conducted with ELLs to ensure that identification policies, testing conditions, and accommodations selected for use on high-stakes testing are appropriate for ELLs (Karantonis, 2007).

Recommendations for the most appropriate accommodations for ELLs have been suggested by numerous researchers and ELL interest organizations. Partly due to the lack of empirical analysis, there is currently not a consensus in the findings on the most

appropriate accommodations to use with ELLs. The research studies that have been conducted have yielded inconsistent and sometimes contradictory findings. Typically, policy recommendations attempt to guide states in selecting accommodations that are shown to be effective, reliable, valid, and feasible. These categories were first suggested by Abedi, Lord, and Plummer (1997). Further, accommodations should also be linguistically appropriate. There are a number of accommodations currently provided to ELLs that are not related to their ability to demonstrate their academic skills (e.g., providing a large print copy of the assessment will not impact nor improve an ELL student's performance). Some important factors that impact the effectiveness of accommodations are the grade level, subject, and purpose of the assessment, and whether the accommodation has been used previously during classroom instruction. Specifically, it is advisable to only provide an assessment in a student's native language if a student has received classroom instruction in his or her native language (Francis, Rivera, Lesaux, Kieffer, and Rivera, 2006). Further, it is important to consider the degree of English language proficiency that the student has acquired. Abedi and Dietel (2004) found that the linguistic modification of test items was most helpful to students with lower levels of English proficiency. However, providing accommodations, such as linguistic modification or a dictionary for ELLs with greater English proficiency, may affect the validity of the students' test scores, since the construct being assessed may have been altered (Abedi and Dietel, 2004).

Other accommodations that have been found to benefit ELLs include changing the testing conditions, such as allowing extra time, providing dictionaries and glossaries, as well as changing the test itself, such as creating bilingual assessments, native language adaptations, and allowing the student to respond in his or her native language. Bundling of accommodations can also be a good idea; however, the explicit reasons for the bundling of accommodations should be explained. For example, Abedi (2001) found that a glossary of key terms was helpful only when it was provided together with extra time. The accommodations of extra time and reducing the language complexity were also stand-alone accommodations that were found to be beneficial to ELLs. Francis et al. (2006) found evidence to the contrary regarding the effects of simplified English as an accommodation for ELLs. Their findings of the effectiveness varied depending upon grade level, content area, and the nature of the assessment.

Francis et al. (2006) found in a meta-analysis they performed that no accommodation was universally beneficial for allowing ELLs to demonstrate their skills and knowledge. The accommodation that proved to be most helpful among those examined was providing ELLs with English language dictionaries, specifically for those students who used English language dictionaries during instruction. However, extra time will be needed in addition to make the dictionary accommodation helpful, as pointed out by Abedi (2001).

Summary

At present, states' testing accommodation policies are continuing to evolve. Most important, considerable variation exists across states with respect to the number and types of accommodations that are permitted for ELLs. A survey of states' policies found that the most commonly used accommodations for ELLs were use of audio (oral) directions either in English or in a student's native language; simplifying or repeating test directions; use of bilingual dictionaries (without definitions); extra time permitted; extended breaks during testing; and testing ELL students in a different setting (either individually or in a small group). Of these accommodations, only oral directions and bilingual dictionaries can be used to provide direct linguistic support to ELL examinees. Unfortunately, the research literature currently provides limited and mixed information regarding the effectiveness of each of these accommodations.

For admissions tests such as the SAT, the possible accommodations that could feasibly be provided to ELLs may be limited. For now, allowing extra testing time for ELL examinees would be a reasonable accommodation, particularly since this accommodation is already available to some examinees, such as students with disabilities. A potentially more significant accommodation for the SAT would be to use a bilingual dictionary for the mathematical section only (or on subject tests that do not involve a component of English language proficiency or vocabulary knowledge). Looking ahead, developers of college admissions tests may wish to consider the use of linguistic modification principles for test items, where appropriate. Research on the use of linguistic modification, the effects of which could be experimentally evaluated during the pretesting of items, would be especially informative and may ultimately lead, in the long term, to the most effective testing accommodation available for ELLs.

References

Abedi, J. (2007, June). *Validity of assessing Limited English Proficiency student in state assessment programs.* Paper presented at the Council of Chief State School Officers National Large Scale Assessment Conference. Nashville, TN.

Abedi, J. (2001). *Assessment and accommodations for English language learners: Issues and recommendations* (CRESST, Policy Brief 4). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Abedi, J., Courtney, M., Mirocha, J., Leon, S., & Goldberg, J. (2005). *Language accommodations for English language learners in large-scale assessments: Bilingual dictionaries and linguistic modification* (CSE Technical Report 666). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Abedi, J., & Dietel, R. (2004). *Challenges in the No Child Left Behind Act for English language learners* (CRESST Policy Brief No. 7). Los Angeles, CA: University of California, National Center for Research in Evaluation, Standards, and Student Testing. Retrieved October 16, 2007, from http://www.cse.ucla.edu/products/policy/cresst_policy7.pdf.

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

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for the use of accommodations in large-scale assessments.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved October 16, 2007, from http://www.centeroninstruction.org/files/ELL3-Assessments.pdf.

Karantonis, A. (2007 draft). *Best practices in assessing English language learners: A literature review*: University of Massachusetts Amherst.

Kindler, A. L. (2002). *Survey of the states' Limited English Proficient students and available educational programs and services 2000–2001 summary report.* Washington, DC: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.

Lazarin, M. (2006). *Improving assessment and accountability for English language learners in the No Child Left Behind Act* (Issue Brief. No 6). Washington, DC: National Council of La Raza.

Rivera, C., Collum, E., Schafer Willner, L., & Sia, J. K., Jr. (2006). Analysis of state assessment policies regarding the accommodation of English Language Learners. In C. Rivera, & Collum, E. (Ed.), *State assessment policy and practice for English language learners* (pp. 1–174). Mahwah, NJ: Lawrence Erlbaum Associates.

Appendix A: Accommodations Designated for ELLs in States' Policies, Classified by Traditional Accommodation Categories (Rivera et al., 2006)

Timing/scheduling

- Test time increased*
- Breaks provided during test sessions*
- Test schedule extended*
- Subtests flexibility scheduled*
- Test administered at time of day most beneficial to test-taker*

Setting

- Test individually administered*
- Test administered in small group*
- Test administered in location with minimal distraction*
- Test administered in familiar room*
- Test-taker tested in separate location (or carrel)*
- Test administered in ESL/bilingual classroom*
- Individual administration provided outside school (home, hospital, institution, etc.)
- Test-taker provided preferential seating*
- Increased or decreased opportunity for movement provided
- Teachers faced test-taker*
- Special/appropriate lighting provided
- Adaptive or special furniture provided
- Adaptive pencils provided
- Adapted keyboards provided
- Person familiar with test-taker administers test*
- ESL/bilingual teacher administers test*
- Additional one-to-one support provided during administration in general education classroom (e.g., instructional assistant, special test administrator, LEP staff, etc.)*

Presentation

- Directions repeated in English*
- Directions read aloud in English*
- Audiotaped directions provided in English*
- Key words or phrases in directions highlighted*
- Directions simplified*
- Audiotaped directions provided in native language*
- Directions translated into native language*
- Cues provided to help test-taker remain on task
- Directions explained/clarified in English*
- Directions explained/clarified in native language*
- Both oral and written directions in English provided*
- Written directions provided in native language*
- Oral directions provided in native language*
- Test items read aloud in English*
- Test items read aloud in simplified or sheltered English*
- Audiotaped test items provided in English*
- Audiotaped test items provided in native language*
- Test items read aloud in native language*
- Audiotaped test items provided in native language
- Assistive listening devices, amplifications, noise buffers, appropriate acoustics provided
- Key words and phrases in test highlighted*
- Words on test clarified (e.g., words defined, explained)*
- Language reference materials (mono- or dual-language dictionaries or glossaries provided)*
- Enlarged print, magnifying equipment, Braille provided
- Memory aids, fact charts, lists of formulas, or research sheets provided
- Templates, masks, or markers provided
- Cues (e.g., arrow and stop signs) provided on answer form
- Acetate shield for page provided
- Colored stickers or highlighters for visual cues provided
- Augmentative communication systems or strategies provided (e.g., letter boards, picture communication

(Continued on next page)

systems, voice output systems, electronic devices)

- Simplified or sheltered English version of test provided*
- Side-by-side bilingual version of test provided*
- Translated version of test directions and/or items provided*
- Test interpreted for the deaf or hearing impaired or use of sign language provided
- Electronic translator provided

Response

- Test-taker marks answers in test booklet
- Test administrator transfers test-taker's answers
- Test-taker's transferred responses checked for accurate marking
- Copying assistance provided between drafts
- Test-taker types or uses a machine to respond (e.g., typewriter, word processor, or computer)
- Test-taker indicates answer by pointing or other method
- Papers secured to work area with tape or magnets
- Mounting systems, slant boards, or easels provided to change position of paper, alter test- taker's position
- Physical assistance provided
- Enlarged answer sheets provided
- Alternative writing systems provided (including portable writing devices, computers, and voice-activated technology)
- Test-taker verifies understanding of directions*
- Test-taker dictates or uses a scribe to respond in English
- Test-taker responds on audiotape in English
- Test-taker responds in writing in native language*
- Test-taker responds orally in native language*
- Spelling assistance, spelling dictionaries, spelling and grammar checker provided*

Other

- Out-of-level testing provided
- Special test preparation provided*

* These accommodations were identified by the authors as being ELL-responsive accommodations found in states' policies.

Appendix B: Presentation Accommodations and Modifications for ELLs for States with High School Exit Exams*

	Audio English Math	*Audio English Reading/ ELA*	*Audio English Other*	*Audio English Directions*	*Audio Translation Math*	*Audio Translation Reading*	*Audio Translation Directions*	*Written Translation Test (not ELA)*	*Written Translation Directions*	*Paraphrase/ Simplify/ Repeat Directions*	*Orientation Aids*
Alabama	A		A		A	A	A				
Alaska	A		A	A			A		A	A	
Arizona	A		A	A			A			A	
California	A	M	A	V			A			A	A
Florida	A		A	A						A	A
Georgia				A						A	
Idaho	A	M	A	A	M	M	A		A	A	A
Indiana	A		A	V							
Louisiana	A		A	A							
Maryland	A	A	A	A							
Massachusetts											
Minnesota	A			A	A				A		A
Mississippi	A		A	A							A
Nevada	A		A	ALL			A			A	
New Jersey							A				
New Mexico	A		A	A	A		A			A	A
New York					A		A	A	A		
North Carolina	A										
North Dakota	A	A	A	A						A	
Ohio					A		A				
Oklahoma							A		A		
Pennsylvania					A	A	A	A			
South Carolina	A	A (with IEP/504)		A			A			A	
Tennessee	A		A	A							
Texas					A	A	A				
Utah	A		A	A	A		A				
Virginia	A	A (with IEP/504)	A	A						A	A
Washington	A		A				A				

*A = Accommodation; M = Modification (the accommodation is provided and affects the construct of what is being measured); V = Variation (the accommodation is provided but not documented as an accommodation); ALL = Automatically provided to all examinees.

Appendix C: Response, Timing, and Scheduling Accommodations and Modifications for ELLs for States with High School Exit Exams*

	Oral Response in Native Language	*Oral Response in English*	*Scribe*	*Mark Answers in the Test Booklet*	*English-Native Language Dictionary (No Definitions)*	*Glossary*	*Extra Time*	*Breaks*	*Multiple Test Days*	*Optimal Time of Day/ Week*
Alabama					A	A		A	A	
Alaska					A	A	A	A	A	
Arizona					A		ALL			
California		A	A	V	M	A	A	A	A	A
Florida		A	A	A			A	A	A	A
Georgia		A	A	A			A	A		A
Idaho	A (Except Writing)	A	A		A		A	A	A	A
Indiana					A		A	V	V	
Louisiana					A		A	A	A	
Maryland			A	A	A		A	A	A	A
Massachusetts					A					
Minnesota			A (Math only)		A (Math only)					
Mississippi	A		A	A	A		A	A	A	A
Nevada							A (Except Writing)			
New Jersey					A		A			
New Mexico	A		A		A					
New York	A (Written response)				A	A	A			
North Carolina					A		A		A	
North Dakota										
Ohio					A		A			
Oklahoma			A	A	A					
Pennsylvania					A					
South Carolina					A		A	A		
Tennessee					A (Except English)					
Texas					A	A				
Utah					A (Word List)		A	A		
Virginia		A			A			A	A	A
Washington					A (Regular dictionary/ thesaurus)					

*A = Accommodation; M = Modification (the accommodation is provided and affects the construct of what is being measured); V = Variation (the accommodation is provided but not documented as an accommodation); ALL = Automatically provided to all examinees.

(Continued on next page)

Appendix D: Setting and Other Accommodations and Modifications for ELLs for States with High School Exit Exams*

	Individual Carrel or Study Enclosure	*Separate Room with Direct Supervision*	*Small Group Setting*	*Preferential Seating*	*Administration by Familiar Administrator, an ESL or Native Language Teacher*
Alabama			A		
Alaska	A	A			A
Arizona	ALL		A		ALL
California	V	V			
Florida	A			A	
Georgia	A	A	A	A	A
Idaho	A	A	A	A	
Indiana		V	V		V
Louisiana	A		A		A
Maryland	A			A	
Massachusetts					
Minnesota					
Mississippi	A		A	A	
Nevada	A		A		A
New Jersey					
New Mexico					
New York					
North Carolina		A			
North Dakota					
Ohio					
Oklahoma		A	A		
Pennsylvania					
South Carolina	A		A		A
Tennessee					
Texas	A		A		
Utah	A				
Virginia	A	A	A	A	
Washington					

*A = Accommodation; M = Modification (the accommodation is provided and affects the construct of what is being measured); V = Variation (the accommodation is provided but not documented as an accommodation); ALL = Automatically provided to all examinees.

(Continued on next page)

Appendix E: Sources for States' Accommodations Policies*

State	Source
Alabama	Accommodation information for ELLs and/or the state graduation exam were not found on the state's Web site. The accommodations listed above are from the most recent document available: Kober, N., Zabala, D., Chudowsky, N., Chudowsky, V., Gayler, K., and McMurrer, J. (2006) *State High School Exit Exams: A Challenging Year.* Center on Education Policy, CEP, August 2006. This report is available online: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481. State Department of Education Web site: www.alsde.edu.
Alaska	From: Participation Guidelines for Alaska Students in State Assessments Alaska Department of Education and Early Development. Alaska Department of Education and Early Development. June 2005. http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf. Most recent document available online and most comprehensive list of ELL accommodations in state found online.
Arizona	Most recent information on the Internet from "Testing Accommodations: Guidelines for 2006-2007, January 2007." http://www.ade.az.gov/standards/aims/Administering/TestingAccommodations2006-07.pdf.
California	Most recent accommodation list available online. The list provides accommodations specifically for the CAHSEE. http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf.
Florida	From the most recent online document of FCAT accommodations: http://www.fldoe.org/ese/pdf/descfcat.pdf. www.myfloridaeducation.com.
Georgia	The accommodations listed are permitted for students with disabilities for the GHSGT. No accommodations for ELLs were found. This online document with the list of accommodations is from 2006. The accommodations are specifically for the GHSGT. The online document is the "Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities. ELLs are NOT mentioned in the document. It is available online: http://public.doe.k12.ga.us/DMGetDocument.aspx/Accommodation%20Manual%2011-06.pdf?p=6CC6799F8C1371F62D0948E73C350F5B237D891463B97C808A456896E502E0A5&Type=D.
Idaho	The accommodations are statewide allowable accommodations for ELL students who have an Educational Learning Plan (ELP) on file. Specific accommodations for the ISAT are found in the ISAT testing manual, which is not available online. These accommodations and guidelines are in: "Test Coordinator's Guide, Idaho Statewide Testing Program, 2006." This manual is available online: http://www.boardofed.idaho.gov/saa/documents/TestCoordGuide_04-10-07.pdf. www.boardofed.idaho.gov/saa/index.asp.
Indiana	The accommodations listed are allowable accommodations for ELL students as specified in a student's Individual Learning Plans (ILP). The accommodations and policies are from the "Fall 2006 ISTEP+ Accommodations for LEP Students Source: 2006-07 ISTEP+ Program Manual, Appendix C." This manual is available online: http://www.doe.state.in.us/lmmp/pdf/lep_istep_accomodations.pdf. State Department of Education Web site: www.doe.state.in.us/istep/welcome.html.
Louisiana	The accommodations are from the most recent document available online. They are accommodations specifically identified for ELL students specifically for the GEE as stated in the "Section 1: The Louisiana Educational Assessment Program LEAP 21/GEE 21 2002-2003 Annual Report." The report is available online: http://www.louisianaschools.net/lde/uploads/1703.pdf. Louisiana reports ELL accommodations separately from SWD accommodations, and specifically for the GEE. State Department of Education Web site: www.louisianaschools.net.
Maryland	The accommodations are from the most recent document available online. They are accommodations specifically identified for ELL students as stated in the "2006-2007 Maryland Accommodations Manual for use in Instruction and Assessment Official as of 10/01/2006." This manual is available online: http://www.mdk12.org/share/pdf/AccommodationsManual.pdf. State Department of Education Web site: www.mdk12.org.
Massachusetts	The information was retrieved from "The Massachusetts Comprehensive System: Requirements for the Participation of Students with Limited English Proficiency in MCAS and MEPA Spring 2007 Update" This information is available online: http://www.doe.mass.edu/mcas/participation/lep.pdf. There is an additional report that identifies allowable accommodations for students with disabilities as stated in his or her IEP or 504 plan. However, nowhere in the document does it mention that ELL students may receive the accommodations as well. Please refer to: "The Massachusetts Comprehensive System: Requirements for the Participation of Students with Disabilities in MCAS Spring 2007 Update." State Department of Education Web site: www.doe.mass.edu/mcas.

State	Source
Minnesota	Accommodations specified are identified as ELL accommodations for Minnesota state assessments in the report "Procedures Manual for the Minnesota Assessments 2006-2007 Published February 26, 2007" produced by the Minnesota Department of Education, Assessment and Research Department. Document available online: http://education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/011664.pdf. Minnesota reports the ELL accommodation separately from SWD accommodations. State Department of Education Assessment and Testing Web site: www.education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/index.html.
Mississippi	The accommodations listed were found in the "Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments (2005)" available online: http://www.mde.k12.ms.us/acad1/programs/ell/ell_guidelines_2005.pdf. Mississippi reports the ELL accommodation separately from SWD accommodations. State Department of Education Assessment and Testing Web site: www.mde.k12.ms.us/acad/osa/satp.html.
Nevada	The accommodations listed are from the "LEP Accommodations Form" for the 2006-07 school year found on the Nevada Proficiency Examination Program (NPEP) Resources page of the Nevada Department of Education Web page available online: http://www.doe.nv.gov/statetesting/npep.attachment/307343/LEP_Accommodations_Form.doc. Nevada reports the ELL accommodation separately from SWD accommodations. State Department of Education Assessment and Testing Web site: www.doe.nv.gov/statetesting/hsprofexam.html.
New Jersey	The accommodations listed are from the Testing Accommodations Web page of the Assessment and Evaluation section of the State of New Jersey Department of Education Web page available online: http://www.nj.gov/education/assessment/accommodations. Accommodations for SWD are listed online separate from accommodations for ELLs. It is unclear if and what other accommodations are permitted for ELLs. However, the longer list of accommodations for SWD does not mention ELLs are permitted to use as well. State Department of Education Assessment and Testing Web site: www.nj.gov/njded/assessment/hs.
New Mexico	The accommodations listed are from the 2006-2007 New Mexico Statewide Assessment Program (NMSAP) Procedures Manual available online: http://www.ped.state.nm.us/div/acc.assess/assess/dl/2006-2007%20NMSAP%20Procedures%20Manual_Final2.pdf New Mexico reports the ELL accommodation separately from SWD accommodations.
New York	The accommodations were obtained from a Memorandum addressed to the New York principals of public and nonpublic schools from Steven Katz, Director of State Assessment, Office for Standards, Assessment and Reporting, titled Administration of the January 2007 Regents Examinations and Regents Competency Tests available online: This is the most recent document listing ELL accommodations on the Regents available online: http://www.emsc.nysed.gov/osa/hsgen/det517s-107.htm. New York reports the ELL accommodation separately from SWD accommodations. State Department of Education Web site: www.emsc.nysed.gov/osa.
North Carolina	The accommodations listed are from the North Carolina Test Coordinator's Handbook available online: http://www.dpi.state.nc.us/docs/accountability/policyoperations/stcHandbook.pdf They are specifically for ELLs for the North Carolina High School Comprehensive Test. State Department of Education Web site: www.ncpublicschools.org.
North Dakota	The accommodations are North Dakota State Assessment Test Coordinator's Manual, Fall 2006 available online: http://www.dpi.state.nd.us/testing/assess/AppendE.pdf. North Dakota reports ELL accommodations separately from SWD accommodations
Ohio	Accommodation information for ELLs and/or the state graduation exam were not found on the state's Web site. The accommodations listed are from the most recent document available: Kober, N., Zabala, D., Chudowsky, N., Chudowdsky, V., Gayler, K., and McMurrer, J. (2006) *State High School Exit Exams: A Challenging Year.* Center on Education Policy, CEP, August 2006. This report is available online: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481. State Department of Education Web site: www.ode.state.oh.us/proficiency/ogt/default.asp.
Oklahoma	Accommodation information for ELLs and/or the state graduation exam were not found on the state's Web site. The accommodations listed are from the most recent document available: Kober, N., Zabala, D., Chudowsky, N., Chudowdsky, V., Gayler, K., and McMurrer, J. (2006). *State High School Exit Exams: A Challenging Year.* Center on Education Policy, CEP, August 2006. This report is available online: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481. State Department of Education Assessment and Testing Web site: http://title3.sde.state.ok.us/studentassessment.
Pennsylvania	The accommodations above are from the 2007 Accommodations Guidelines available online: http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2007AccommodationsGuidelines.pdf. These accommodations are specified as the most appropriate for ELLs.

State	Source
South Carolina	The accommodations listed are specified for ELLs from the "High School Assessment Program Spring 2007 Test Administration Manual For School Test Coordinators and Test Administrators" available online: http://www.ed.sc.gov/agency/offices/assessment/programs/hsap/documents/HSAPSpring07TAM.pdf.
Tennessee	The accommodations listed are specified for ELLs from the "2006-2007 English Language Learner Accommodations and Exclusion" document available online: http://tennessee.gov/education/assessment/doc/2007_ELL_Accom.pdf. Accommodations are listed separately for different tests. ELL accommodations are reported separately from SWD accommodations.
Texas	The accommodations are obtained online from "Texas Assessment of Knowledge and Skills (TAKS) Coordinator Manual, 2006". http://www.tea.state.tx.us/student.assessment/resources/guides/coormanual/taks06.pdf. The accommodations listed were not specific to ELLs. State Department of Education Assessment and Testing Web site: www.tea.state.tx.us/student.assessment.
Utah	Accommodations above are from the "Utah Performance Assessment System for Students 2007-2008 Assessment Participation and Accommodations Policy." Available online: http://www.schools.utah.gov/eval/documents/Special_Needs_Accommodations_Policy.pdf. ELL accommodations are listed separately from SWD accommodations.
Virginia	The accommodations listed are specific to ELLs. They were retrieved from the "Virginia Standards of Learning Assessments, Limited English Proficient Students: Guidelines for Participation in the Virginia Sate Assessment Program" report available online: http://www.pen.k12.va.us/VDOE/Assessment/LEPStudentsparticipationguidelines.pdf.
Washington	Information is supposed to be able to be obtained from the *Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs*. At the following Web site: www.k12.wa.us/specialEd/Assessment.apsx. State Department of Education Assessment and Testing Web site: www.k12.wa.us/assessment/wasl/overview.aspx.

* URLs were found during the months of June through August of 2007 and may now link to sources that are no longer available or obsolete.

CollegeBoard

ATTACHMENT G

ATS	Date Approval	Lic Type	Reason for approval	Accommodation
28209	24-Mar-2005	PSY	ENGLISH AS A SECOND LANGUAGE	ET
28396	17-Jun-2005	PSY	ENGLISH AS A SECOND LANGUAGE	ET
28853	23-Feb-2005	PSY	ENGLISH AS A SECOND LANGUAGE	ET
41260	10-Jul-2013	PSY	ENGLISH AS A SECOND LANGUAGE	ET
31361	25-Jul-2011	PSY	ENGLISH AS A SECOND LANGUAGE TILL 07/30/13	ET
45403	10-Jul-2012	PSY	ENGLISH IS HIS SECOND LANGUAGE	ET
27450	03-Aug-2004	PSY	ENGLISH IS SECOND LANGUAGE	ET
28715	27-Mar-2006	PSY	ENGLISH SECOND LANGUAGE	ET
31414	05-Sep-2007	PSY	ENTERED USA IN 2000	ET
32651	01-Dec-2008	PSY	ESL	ET
28651	20-Jan-2005	PSY	ESL	ET
25662	02-Feb-2006	PSY	ESL	ET
32236	11-Feb-2009	PSY	ESL	ET
33088	02-Jun-2009	PSY	ESL	ET
33022	05-Aug-2009	PSY	ESL	ET
30924	08-Jan-2009	PSY	ESL	ET
29862	03-Mar-2008	PSY	ESL	EL
37616	11-Jan-2010	PSY	ESL	ET
37507	04-Mar-2010	PSY	ESL	ET
29386	16-Aug-2010	PSY	ESL	ET
29165	29-Jun-2011	PSY	ESL	ET
44598	05-Jan-2012	PSY	ESL	ET
44359	05-Jan-2012	PSY	ESL	ET
44665	17-Jan-2012	PSY	ESL	ET
41260	10-Jul-2013	PSY	ESL	ET
31881	31-Oct-2006	PSY	ESL - ENTERED USA MAY 97	ET
12815	27-Aug-2009	PSY	ESL TO NOV. 2015	ET
31204	25-May-2006	PSY	ESL (05/07/98 ARRIVED IN US)	ET
33365	30-Apr-2009	PSY	ESL (11/19/03)	ET
38083	16-Feb-2012	PSY	ESL (ENTERED USA IN 2004)	ET
31389	22-Jun-2006	PSY	ESL (MAY 2001)	ET
32420	14-Apr-2009	PSY	ESL 07/18/02	ET
35262	13-Jun-2008	PSY	ESL 09/24/2004	ET
40531	09-Feb-2011	PSY	ESL DELETE ON 11/26/11	ET
37534	22-Apr-2009	PSY	ESL ENTERED USA JULY, 2001	ET

27947	19-Apr-2006	PSY	ESL EXP. 05/07	ET
31294	24-Jul-2006	PSY	ESL FIRST ENTERED USA 08/15/97	ET
35470	12-Apr-2012	PSY	ESL GOOD TILL 08/17/2016	ET
27550	16-Jun-2008	PSY	ESL UNTIL 09/03/ 2011	ET
25857	30-Mar-2007	PSY	ESL UNTIL 10/19/2011	ET
29880	16-Nov-2005	PSY	ESL/ ENTRY VISA 08/03/1998	ET
32638	16-Aug-2010	PSY	ESL/EXP 04/2/14	ET
31724	27-Nov-2007	PSY	ESL: 10-YEARS EXPIRE IN APRIL 2010.	ET
44597	31-Jan-2012	PSY	ESL-ENTERED ON 12/4/05	ET
			Total	45