

# **Accommodations for English Language Learners on Statewide English Language Proficiency Assessment**

*Laura M. Kuti & Yaoying Xu*

## **Abstract**

This exploratory research study was conducted to examine federally-mandated annual English language proficiency (ELP) assessment of English language learners (ELLs) and their use of accommodations on the assessment. The literature was examined for differences and similarities between the three types of testing scenarios as well as identifying gaps in the literature for students who are both ELLs and who also have a disability and how their ELP is assessed, taking into account their disability. The results from investigating data related to ELLs with disabilities and specific accommodations used by ELLs with disabilities contributes to the limited current research available regarding this subgroup as well as how the annual ELP assessment mandate is actuated at the state, district, and classroom levels. The researchers used one state's existing quantitative ELP assessment data to examine types of accommodations for ELLs with disabilities on the statewide ELP assessment and then explored potential relationships between specific disabilities and accommodations used. The researchers investigated factors that contribute to the relationships between disabilities, accommodations, and performance on the ELP assessment through qualitative data from interviews with state, district, and school level personnel to further expand on results from the quantitative ELP assessment data.

*Keywords:* English language learners, disability, assessment, accommodations.