

## Alternate ACCESS Participation Guidance 2017-2018

All students identified as English Learners must participate in the annual state English language proficiency assessment until they attain the English proficiency level set by the state.

The Alternate ACCESS for ELLs<sup>®</sup> is intended for students with the most significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS for ELLs 2.0<sup>®</sup> assessment, even with accommodations. Eligibility for the Alternate ACCESS for ELLs requires both 1 and 2 below.

1. The student's IEP specifies use of the Alternate ACCESS for ELLs.
2. The student meets one or more of the following conditions:
  - The student satisfies the participation guidelines for the Dynamic Learning Maps Alternate Assessment (DLM-AA) during the current/upcoming school year (if in grade 3-8 & 11).
  - The student was unable to meaningfully participate in the most recent administration of the standard ACCESS for ELLs, even with accommodations.
  - Local staff determine that the student is unable to respond meaningfully to test items found on ACCESS for ELLs 2.0 based upon observations of the student attempting to answer items that appear on one of these other WIDA instruments: the W-APT (on or before June 30, 2017), WIDA Screener, or MODEL. Observations should be taken from an administration using the accommodations (if any) specified in the student's IEP.

A special administration using one of these tests may be necessary, even if the student has been recently assessed with one of them. Observations may be made by the test administrator or another certified educator present during the administration. A third-party observer does not need to be trained as a test administrator.

These special administrations need not be given to completion, scored, or reported to the state, but the staff observations should be kept with the student's IEP (see other side). Students who are able to understand and respond meaningfully to the test questions should participate in the annual English language proficiency assessment using the standard ACCESS for ELLs 2.0. Students who are not able should participate using the Alternate ACCESS.

### Important Notes:

- The Alternate ACCESS is available only for grades 1-12, not K or pre-K.
- It is not necessary to evaluate every EL student with an IEP for eligibility using the procedure in this document. Local staff should select likely candidates based upon their familiarity with the students.
- ELs that take the DLM are not necessarily required to take the Alternate ACCESS. Their history taking ACCESS/Alternate ACCESS should be considered when deciding which assessment to use.
- Students given the Alternate ACCESS in one school year are not required to continue using it in subsequent years. Students who earn an Overall Composite of P2 on the Alternate ACCESS should be considered for transition to the standard ACCESS for ELLs 2.0 the following year.
- Observations of the student interacting with the Alternate ACCESS during its administration should be recorded and provided to the IEP Team to inform decisions regarding its future use.
- A student's eligibility for the Alternate ACCESS must be re-evaluated annually by the IEP team. Once a student has begun using the Alternate ACCESS, results and observations from the most recent administration are used to re-evaluate its use.
- The proficiency level range of the Alternate ACCESS does not exceed 3.0 for any language domain. Therefore, any student assessed with the Alternate ACCESS will not be able to meet the state's English language proficiency criteria.
- It is not possible to perform a "combined" administration using the ACCESS for ELLs 2.0 for some domains and the Alternate ACCESS for other domains.

<b>Determining Initial Eligibility for the Alternate ACCESS for ELLs® Grades 1-12</b>		
<b>Answer Questions 1 through 6 in order.</b>	<b>Yes</b>	<b>No</b>
1. Does the student have limited English proficiency according to state criteria?		
2. Does the student have an Individualized Education Plan?		
3. Does the student satisfy the participation guidelines for the (DLM-AA)? If "Yes," go to Question 6. If "No," go to Question 4. (Skip if not in grades 3-8 or 11.)		
4. Was the student able to meaningfully participate in the most recent administration of ACCESS for ELLs®, either with or without accommodations? If "Yes" or "No," go to Question 6. If the student did not participate, or observations are not available, go to Question 5. <u>Record your supporting observations here.</u> <sup>1</sup>		
5. Can the student meaningfully participate in the WIDA Screener or MODEL, either with or without accommodations? <sup>2</sup> <u>Record your supporting observations here.</u> <sup>1</sup>		
6. Is the student eligible for the Alternate ACCESS? Eligibility requires "Yes" responses to Questions 1 and 2, and either "Yes" for Question 3 <u>or</u> "No" for either Question 4 or 5.		

**Additional Instructions:**

- Use of the Alternate ACCESS must be specified in the student's IEP.
- Keep this completed form with the student's IEP.
- A student's eligibility for Alternate ACCESS must be re-evaluated annually. Record observations of the student's interaction with the test to inform the IEP Team.

<sup>1</sup> Observations may be made by the test administrator or another certified educator present during the administration. A third-party observer does not need to be a trained test administrator. An extra page may be attached.  
<sup>2</sup> A special administration of the WIDA Screener or MODEL (for K and 1<sup>st</sup> semester grade 1) may be needed to answer this question. It does not need to be given entirely, scored, or reported. Its purpose is to observe the student interacting with the test items. Observations from a screening with the W-APT, given on or before June 30, 2017, may also be used.