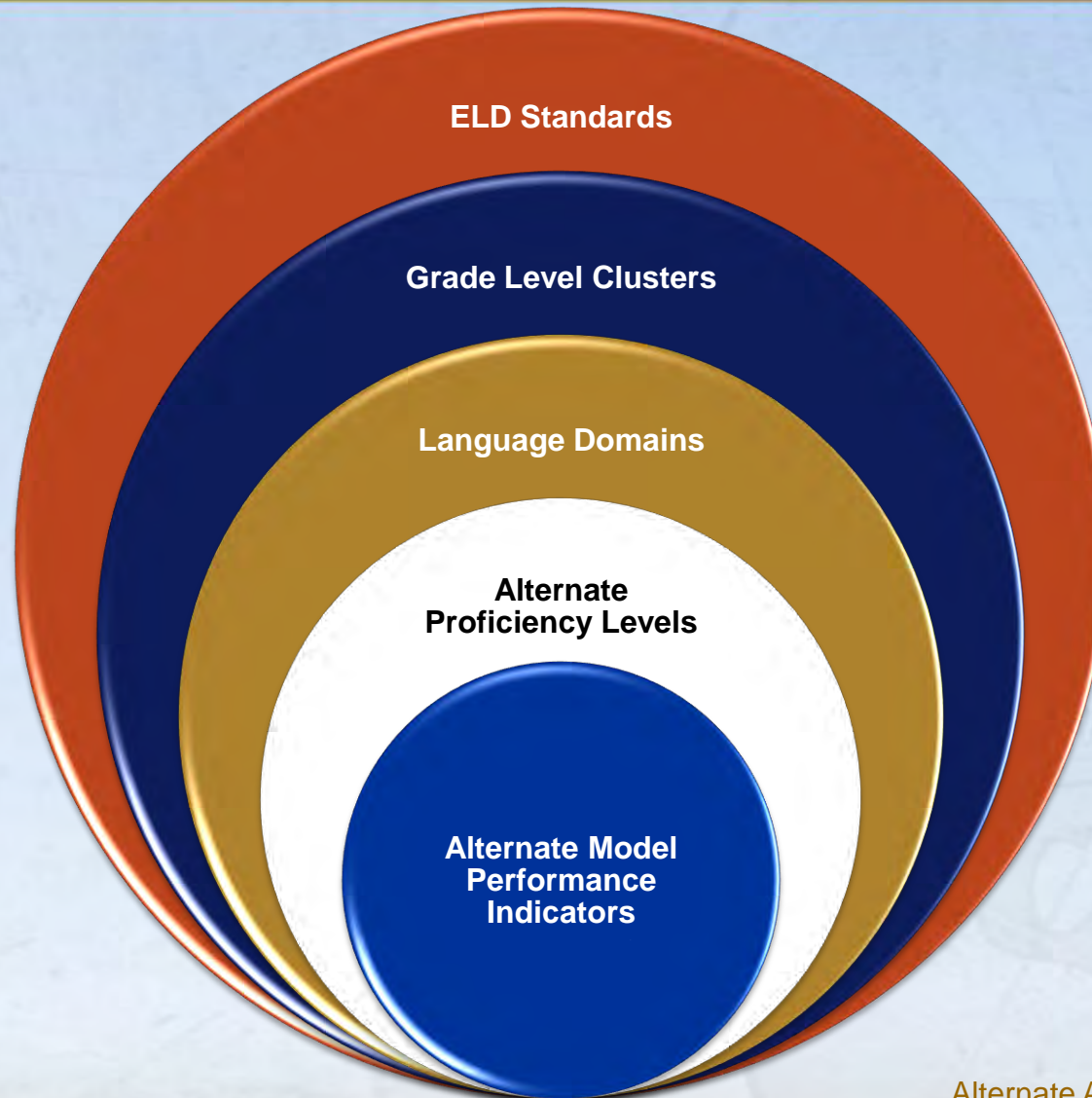


# Alternate ACCESS for ELLs: Framework Overview

# Organization for Alternate ACCESS for ELLs



# Language Domains

## Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

## Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

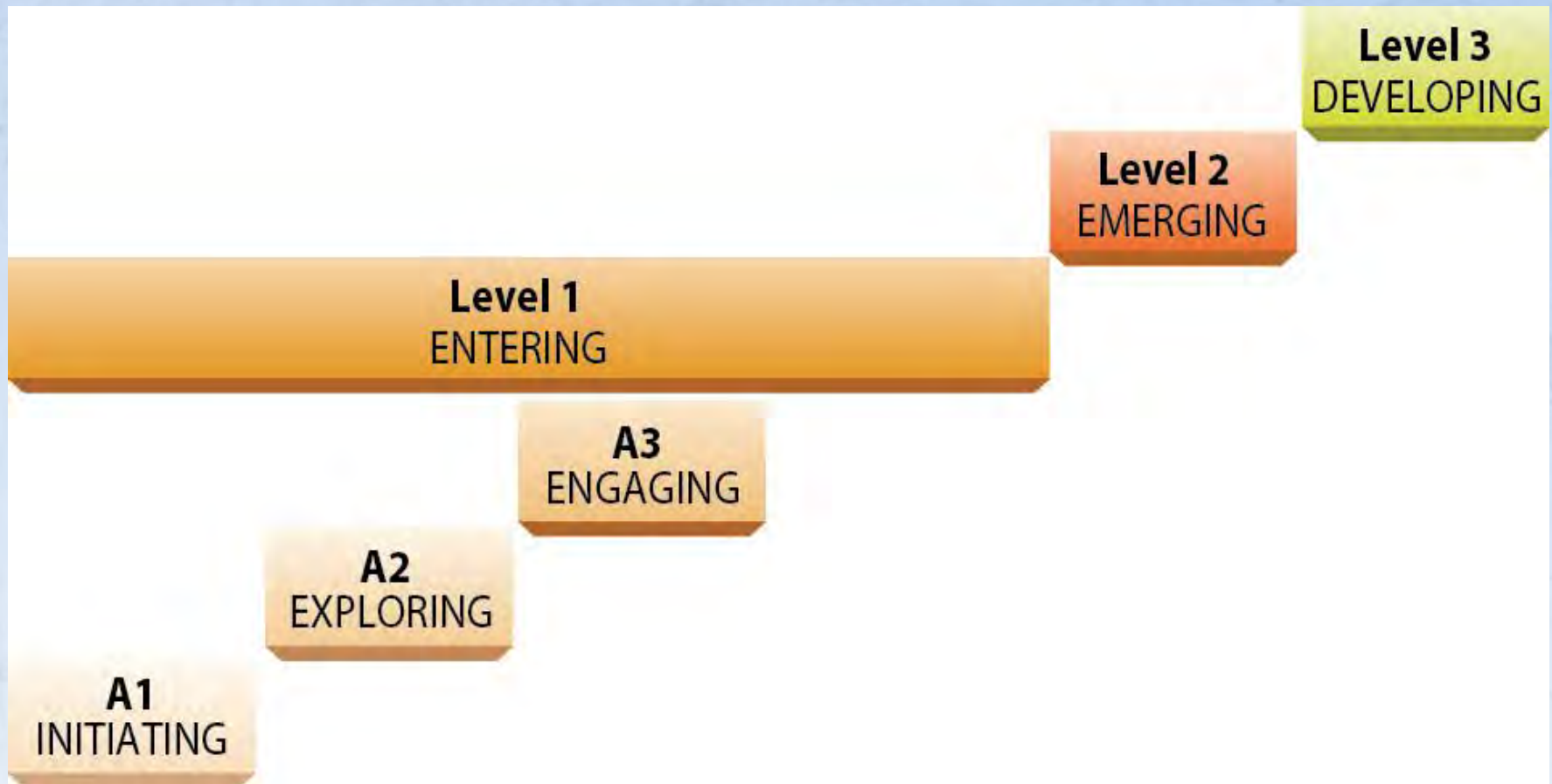
## Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

## Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences

# Alternate ACCESS Proficiency Levels



# Performance Definitions

## Alternate ACCECSS for ELLs Performance Definitions-Receptive

At each grade level, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 3- Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2- Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple statements</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> <li></li> </ul>
<b>Level 1- Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Social and instructional words and expressions</li> </ul>
<b>Level A3- Engaging</b>	<ul style="list-style-type: none"> <li>Familiar statements or questions associated with daily routine</li> <li>An idea within visual representations or familiar language</li> </ul>	<ul style="list-style-type: none"> <li>Routinely practiced social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Symbols, letters, and/or numbers</li> <li>Spoken social and instructional words and familiar expressions</li> </ul>
<b>Level A2- Exploring</b>	<ul style="list-style-type: none"> <li>Routinely practiced oral cues</li> <li>Familiar visual representations associated with daily routines</li> <li>Environmental symbols and shapes</li> </ul>		

# Organization of AMPIs

	Alternate ACCESS Level A1 Initiating	Alternate ACCESS Level A2 Exploring	Alternate ACCESS Level A3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
AMPI / MPI	Student observes as teacher reads animal names from labeled pictures.	Match identical labeled pictures or photographs of living organisms.	Match labeled pictures of living organisms according to life stages.	Identify living organisms from labeled diagrams.	Sort living organisms according to description of their attributes using pictures and phrases with graphic organizers (e.g., charts).	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts.	Compare living organisms according to their attributes using illustrated graphs or charts and text.	Interpret graphs or charts related to living organisms and their attributes using explicit grade level text.
Reading Example Alternate Assessment Activities	Teacher points to labeled pictures and reads the animal names. Student appears to watch and listen attentively.	Teacher displays two identical pictures of a living organism with a distracter picture and says, "Match the (organism)." Student matches the two identical living organisms (e.g., gorillas, eels, etc).	Teacher shows student labeled pictures of a puppy, an adult dog and a cat and asks, "Which pictures show the same animal as a baby and as an adult?" Student chooses the puppy and the adult dog.	Teacher presents student with a labeled diagram of the food chain. Student is then presented with a labeled picture of an animal (e.g., eagle) and asked to match it with the same animal in the labeled diagram. (Note: the pictures of the two eagles should not be identical).	Teacher gives student pictures of animals labeled with phrases that describe attributes (e.g., Robins have wings, Cats have legs, Sheep have legs, Eagles have wings). Student sorts the labeled pictures into a two-column T-chart with descriptive headings (i.e., "Have wings," "Have legs")	Teacher presents student with picture of bird labeled with 2 sentences (e.g., "Birds have wings," and "Birds have beaks"). Using this info, student then selects one of two charts that correctly represents the information. (Heading for each chart is "Birds." First column lists Wings, Beak; Second column notes yes or no as to whether birds have them).	Student is presented with a T-chart that lists attributes of two different animals. Then student is presented with a list of the attributes/ descriptors and asked to indicate which attributes are common to both animals.	Student is presented with a T-chart. On one side of the chart, pictures of insects are grouped together. On the other side of the chart, pictures of arachnids are grouped together. Student reads a few sentences describing a group and then identifies which group it is.
AMPI / MPI	Color pictures of science-related objects.	Draw pictures of science-related objects.	Trace or rewrite labels of science-related objects.	Note difference or change by labeling drawings or cycles (e.g., word first, word tanks (e.g., baby to adult).	Identify change according to stages of processes or cycles (e.g., from seed to plants from caterpillar to butterflies) using words or phrases.	Describe change in processes or cycles.	Compare/contrast change depicted in visuals using a few sentences.	Explain the process of change in visuals using connected sentences.

← AMPI →

→ STRAND →

# Alternate ACCESS for ELLS: Test Overview

# Test Overview

## 2012 Alternate ACCESS for ELLs Test Overview

<i>Grade-Level Clusters</i>	1-2, 3-5, 6-8, 9-12
<i>Language Domains</i>	Listening, Speaking, Reading, Writing
<i>Task Format</i>	Selected response (Listening, Reading) Constructed response (Writing, Speaking)
<i>Tasks based on</i>	Alternate Model Performance Indicators (AMPIs)
<i>Standards</i>	<ul style="list-style-type: none"><li>• Social and Instructional Language</li><li>• Language of Language Arts</li><li>• Language of Mathematics</li><li>• Language of Science</li></ul>
<i>Administration</i>	Individual
<i>Scoring</i>	All sections are hand scored by the test administrator
<i>Accommodations</i>	Individualized instructional supports that are used by teachers in everyday classroom instruction may be used to meet individual student needs
<i>English Language Proficiency (ELP) levels</i>	A1-A3, 1-3 (level 3 in writing only)



# Test Components and Sequence

TEST SECTION		STANDARDS	NUMBER OF TASKS	RANGE OF LEVELS
Listening		SIL, LoMA, LoSC, LoLA	9	A1–A3 and 1–2
Reading		SIL, LoMA, LoSC, LoLA	9	A1–A3 and 1–2
Speaking	Part A	LoMA, LoSC	8	A1–A3 and 1–2
	Part B			
Writing	Part A	SIL, LoSC, LoLA	10	A1–A3 and 1–3
	Part B			
	Part C			

# Unique Features of the Test

- Scripted cues and repetition in the listening and reading sections
- Modeled tasks in the writing section
- Repetition and multiple opportunities for students to demonstrate their proficiency

# Reading the Script

- This is a sample of the script

## *CUE A*

Point to UMBRELLA AT TOP. **This is an umbrella.**

Point to UMBRELLA. **Umbrella.**

Point to BOOTS. **Boots.**

Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat *CUE A*.

After repeat, if incorrect or no response go to *CUE B*.

Read aloud Black  
BOLD text



# Resources



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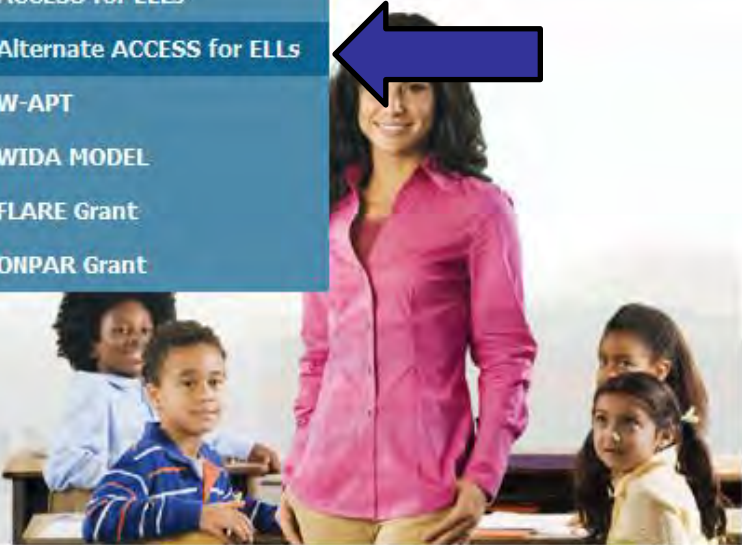
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## Enhancing opportunities for language learners

WIDA supports academic language development for linguistically diverse students through its high quality standards, assessments, research, and professional development for educators.

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## Alternate ACCESS for ELLs



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For the first time ever, an English language proficiency test developed specifically for students with significant cognitive disabilities, Alternate ACCESS for ELLs (Alternate ACCESS), will be available for use during the 2011-2012 testing cycle, beginning in March, 2012. Federal law (NCLB, 2001) requires that all students identified as English language learners be assessed annually for English language proficiency. This requirement includes students who require special education services under the Individuals with Disabilities Education Act (IDEA).

Alternate ACCESS is an individually administered paper and pencil test. It is intended **only for English language learners with significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS for ELLs assessment.** Please note that Alternate ACCESS is not intended for ELLs who can be served with accommodations on ACCESS for ELLs. Decisions regarding a student's participation should be made by IEP teams. We are providing a Participation Criteria Checklist to inform this process. The test will be available for the 1-2, 3-5, 6-8, and 9-12 grade clusters in March 2012.

### ALTERNATE ACCESS for ELLs™

#### DOWNLOADS & PRODUCTS Alternate ACCESS

- [Alternate ACCESS FAQ](#) [PDF](#)
- [WIDA Alternate MPIs Draft](#) [PDF](#)
- [Administering Alternate ACCESS for ELLs](#) [Log In](#)
- [Draft Alternate ACCESS Test Administration Manual](#) [Log In](#)
- [Introduction to Alternate ACCESS for ELLs](#) [PPT](#)
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- [Alternate ACCESS for ELLs Participation Criteria](#) [PPT](#)
- [Administering Alternate ACCESS for ELLs Webinar \(1/23/12\)](#) [FLASH](#)
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Alternate ACCESS for ELLs Sample Items	PDF



## Alternate ACCESS for ELLs Test Administrator Training

In 2012, the online training for Alternate ACCESS for ELLs will consist of three steps:

1. Review the Tutorial and/or recorded webinar available for download at right.
2. Read the Test Administration Manual available for download at right.
3. [Take the Alternate ACCESS for ELLs test administration quiz](#) and pass with a score of 80% or above.

Please note that the menu at right also contains additional materials that may be useful for becoming familiar with the assessment or training other individuals in your district on topics related to Alternate ACCESS for ELLs.

For more background information about Alternate ACCESS for ELLs, please visit the [public Alternate ACCESS for ELLs section of our website](#).

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# Questions





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