Alternate ACCESS for ELLs: Framework Overview
Organization for Alternate ACCESS for ELLs

ELD Standards

Grade Level Clusters

Language Domains

Alternate Proficiency Levels

Alternate Model Performance Indicators
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

- Level 1: ENTERING
  - A1: INITIATING
  - A2: EXPLORING
  - A3: ENGAGING

- Level 2: EMERGING
  - Level 3: DEVELOPING

WIDA Consortium
## 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...

<table>
<thead>
<tr>
<th>Linguistic Complexity</th>
<th>Language Forms and Conventions</th>
<th>Vocabulary Usage</th>
</tr>
</thead>
</table>
| **Level 3-Developing** | ● Discourse with a series of extended sentences  
● Related ideas | ● Compound and some complex grammatical constructions  
● Sentence patterns across content areas | ● Specific content language, including expressions  
● Words and expressions with common collocations and idioms across content areas |
| **Level 2-Emerging** | ● Multiple related simple statements  
● An idea with details | ● Compound grammatical constructions  
● Repetitive phrasal and sentence patterns across content areas | ● General content words and expressions, including cognates  
● Social and instructional words and expressions across content areas |
| **Level 1-Entering** | ● Single statements or questions  
● An idea within words, phrases, or chunks of language | ● Simple grammatical constructions  
● Common social and instructional forms and patterns | ● General content-related words  
● Social and instructional words and expressions |
| **Level A3-Engaging** | ● Familiar statements or questions associated with daily routine  
● An idea within visual representations or familiar language | ● Routinely practiced social and instructional forms and patterns | ● Symbols, letters, and/or numbers  
● Spoken social and instructional words and familiar expressions |
| **Level A2-Exploring** | ● Routinely practiced oral cues  
● Familiar visual representations associated with daily routines  
● Environmental symbols and shapes | | |
# Organization of AMPIs

<table>
<thead>
<tr>
<th>AMPI / MPI</th>
<th>Alternate ACCESS Level A1 Initiating</th>
<th>Alternate ACCESS Level A2 Exploring</th>
<th>Alternate ACCESS Level A3 Engaging</th>
<th>ACCESS Level 1/ Alternate ACCESS Level 1 Entering</th>
<th>ACCESS Level 2 Beginning</th>
<th>ACCESS Level 3 Developing</th>
<th>ACCESS Level 4 Expanding</th>
<th>ACCESS Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Teacher points to labeled pictures and reads the animal names. Student appears to watch and listen attentively.</td>
<td>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, seals, etc.).</td>
<td>Teacher presents student with 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.)</td>
<td>Teacher gives student pictures of animals labeled with phrases that describe attributes (e.g., Robins have wings, Gulls have legs, Sheep have hooves, Eagles have wings). Student sorts the labeled pictures into a two-column T-chart with descriptive headings (i.e., “Have wings,” “Have legs”).</td>
<td>Teacher presents student with picture of bird labeled with 2 sentences (e.g., “Birds have wings,” “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).</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>AMPI / MPI</td>
<td>Color pictures of science-related objects.</td>
<td>Draw pictures of science-related objects.</td>
<td>Trace or rewrite labels of science-related objects.</td>
<td>Note difference or change by listing changes of objects or events.</td>
<td>Draw change according to story of processes or cycles (e.g., from seed to sprout, from tadpole to butterfly).</td>
<td>Describe change in processes or cycles.</td>
<td>Compare/contrast change depicted in visuals using a T-chart.</td>
<td>Explain the process of change in visuals using connected sentences.</td>
</tr>
</tbody>
</table>

**Example Alternate Assessment Activities**

**Reading**

- Teacher reads a list of animal names. Student observes and listens attentively.
- Teacher displays an animal and asks, “Which animal is a...?” (e.g., “Which animal is a bird?”)
- Teacher shows student a labeled diagram of an animal. Student is then presented with a labeled picture of an animal and asks, “Match the (animal).” Student matches the two identical living organisms (e.g., gorillas, seals, etc.).

**Science**

- Teacher points to labeled objects and says, “Match the (object).” Student matches the two identical objects.
- Teacher displays objects and asks, “Which object is a...?” (e.g., “Which object is a bird?”)
- Teacher presents student with labeled diagrams of objects. Student is then presented with a labeled picture of an object and asks, “Match the (object).” Student matches the two identical objects.
Alternate ACCESS for ELLS: Test Overview
### 2012 Alternate ACCESS for ELLs Test Overview

<table>
<thead>
<tr>
<th><strong>Grade-Level Clusters</strong></th>
<th>1-2, 3-5, 6-8, 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Domains</strong></td>
<td>Listening, Speaking, Reading, Writing</td>
</tr>
<tr>
<td><strong>Task Format</strong></td>
<td>Selected response (Listening, Reading)</td>
</tr>
<tr>
<td></td>
<td>Constructed response (Writing, Speaking)</td>
</tr>
<tr>
<td><strong>Tasks based on</strong></td>
<td>Alternate Model Performance Indicators (AMPiS)</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>• Social and Instructional Language</td>
</tr>
<tr>
<td></td>
<td>• Language of Language Arts</td>
</tr>
<tr>
<td></td>
<td>• Language of Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Language of Science</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>Individual</td>
</tr>
<tr>
<td><strong>Scoring</strong></td>
<td>All sections are hand scored by the test administrator</td>
</tr>
<tr>
<td><strong>Accommodations</strong></td>
<td>Individualized instructional supports that are used by teachers in everyday classroom instruction may be used to meet individual student needs</td>
</tr>
<tr>
<td><strong>English Language Proficiency (ELP) levels</strong></td>
<td>A1-A3, 1-3 (level 3 in writing only)</td>
</tr>
</tbody>
</table>
# Test Components and Sequence

<table>
<thead>
<tr>
<th>TEST SECTION</th>
<th>STANDARDS</th>
<th>NUMBER OF TASKS</th>
<th>RANGE OF LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>SIL, LoMA, LoSC, LoLA</td>
<td>9</td>
<td>A1–A3 and 1–2</td>
</tr>
<tr>
<td>Reading</td>
<td>SIL, LoMA, LoSC, LoLA</td>
<td>9</td>
<td>A1–A3 and 1–2</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>LoMA, LoSC</td>
<td>8</td>
<td>A1–A3 and 1–2</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>SIL, LoSC, LoLA</td>
<td>10</td>
<td>A1–A3 and 1–3</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Part C</td>
<td></td>
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</tbody>
</table>
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.**
Resources

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.

LEARN MORE

Alternate ACCESS for ELLs
W-APT
WIDA MODEL
FLARE Grant
ONPAR Grant
Alternate ACCESS for ELLs

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.
## Resources

### Alternate ACCESS for ELLs

**DOWNLOADS & PRODUCTS**

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate ACCESS FAQ</td>
<td>PDF</td>
</tr>
<tr>
<td>WIDA Alternate MPIs Draft</td>
<td>PDF</td>
</tr>
<tr>
<td>Administering Alternate ACCESS for ELLs</td>
<td>Log In</td>
</tr>
<tr>
<td>Draft Alternate ACCESS Test Administration Manual</td>
<td>Log In</td>
</tr>
<tr>
<td>Introduction to Alternate ACCESS for ELLs</td>
<td>PPT</td>
</tr>
<tr>
<td>Alternate ACCESS for ELLs Test Administration Tutorial</td>
<td>FLASH</td>
</tr>
<tr>
<td>Alternate ACCESS for ELLs Participation Criteria</td>
<td>PPT</td>
</tr>
<tr>
<td>Administering Alternate ACCESS for ELLs Webinar (1/23/12)</td>
<td>FLASH</td>
</tr>
<tr>
<td>Alternate ACCESS for ELLs Sample Items</td>
<td>PDF</td>
</tr>
</tbody>
</table>

*Note: The resources are available in various formats such as PDF, Log In, PPT, FLASH, etc.*
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.
Questions
WIDA Questions

WIDA Help Desk
1-866-276-7735 or help@wida.us