

Introduction to Alternate ACCESS for ELLs[™]

**IRC Bilingual Conference
December 10, 2013**

Today's Objectives

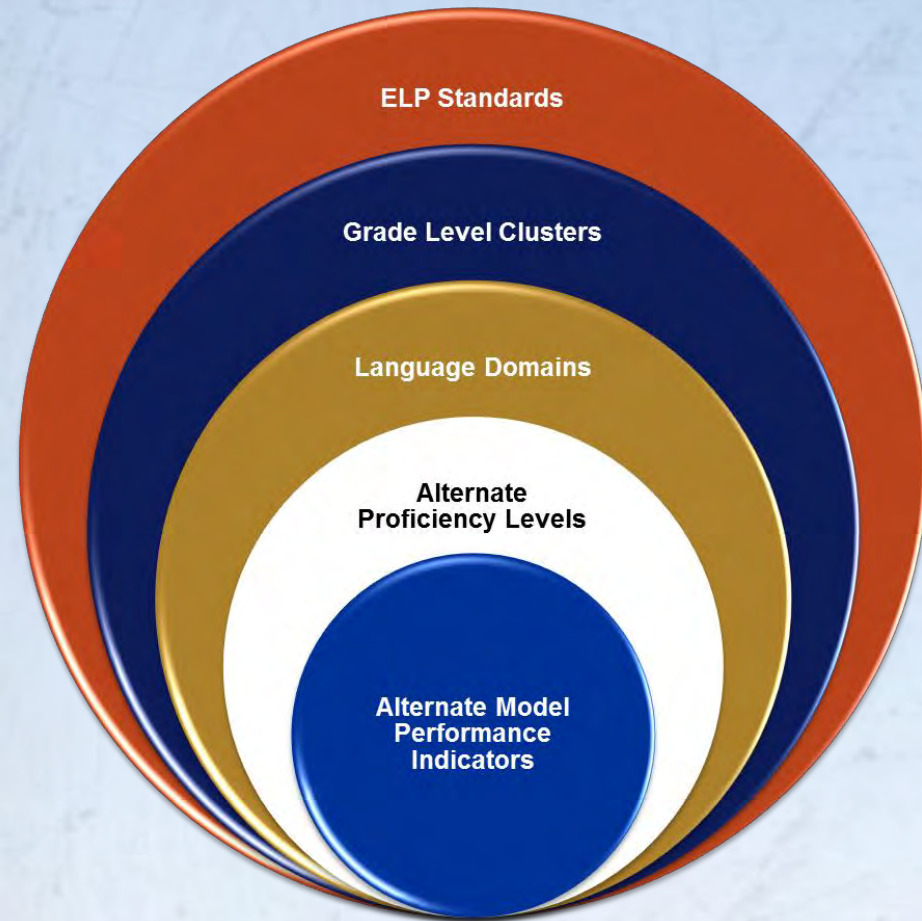
- To develop awareness of the structure and administration procedures of Alternate ACCESS for ELLs
- To understand participation criteria for students and who can administer the Alternate ACCESS for ELLs

An English language proficiency assessment developed specifically for students identified as **English language learners (ELLs) with significant cognitive disabilities** to measure English language proficiency growth

BEHIND THE SCENES

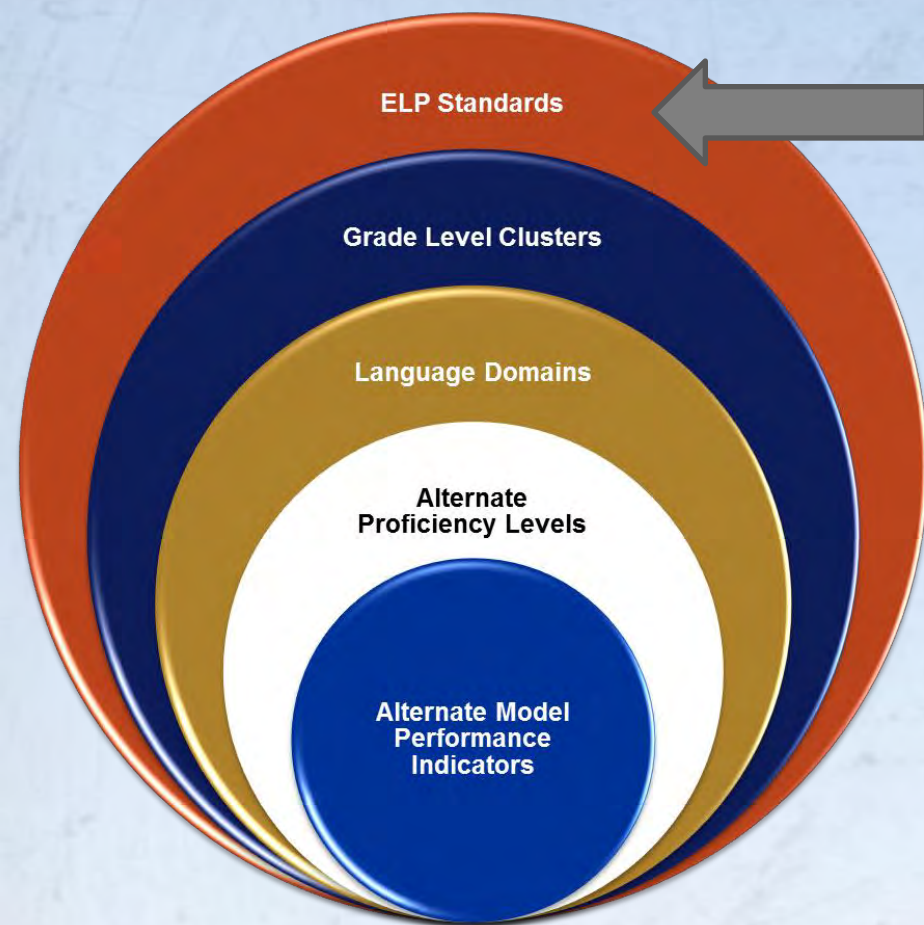


Framework Components

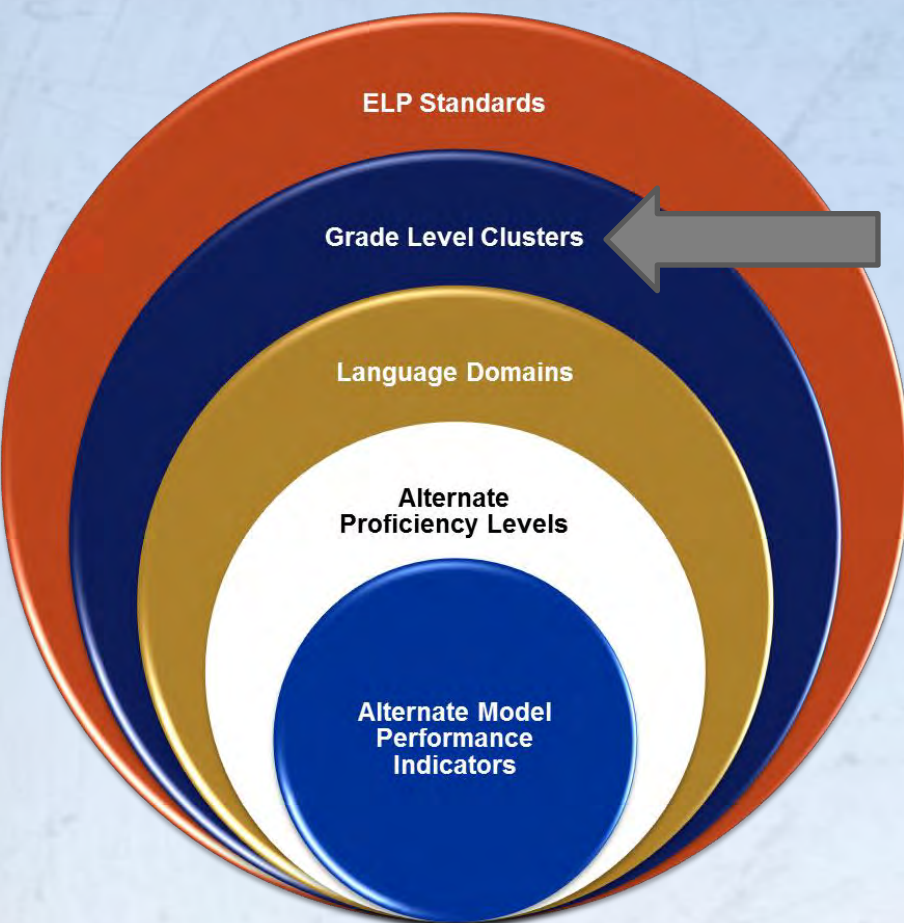


Framework Components

- Social Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- ~~Language of Social Studies~~

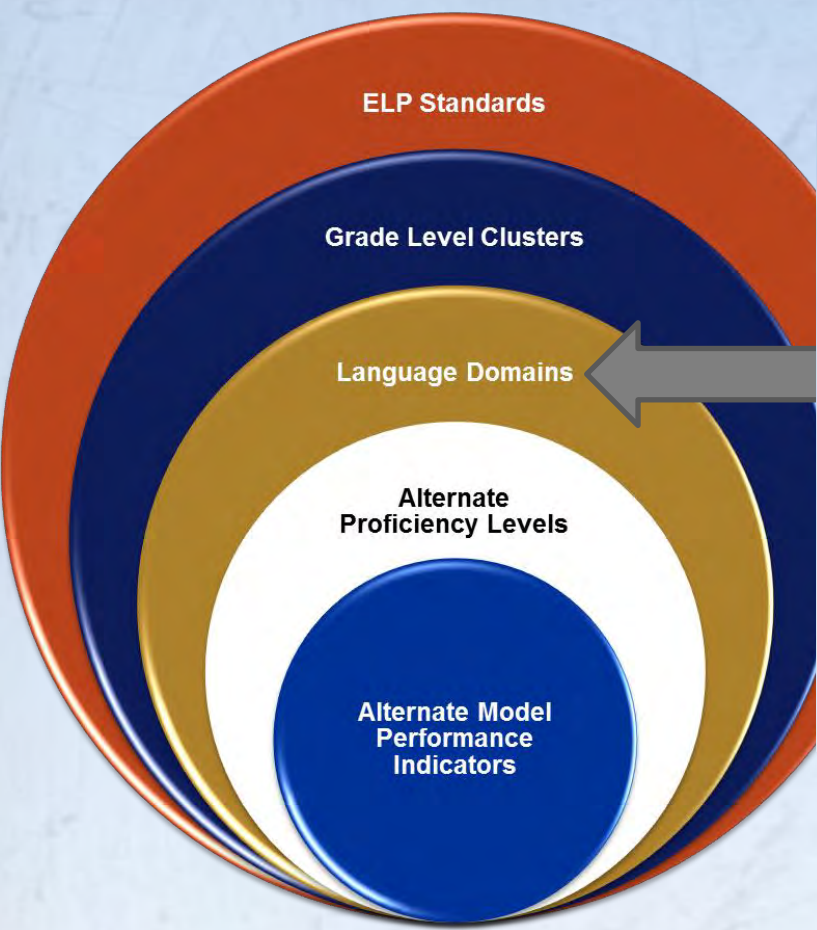


Framework Components



- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Framework Components



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

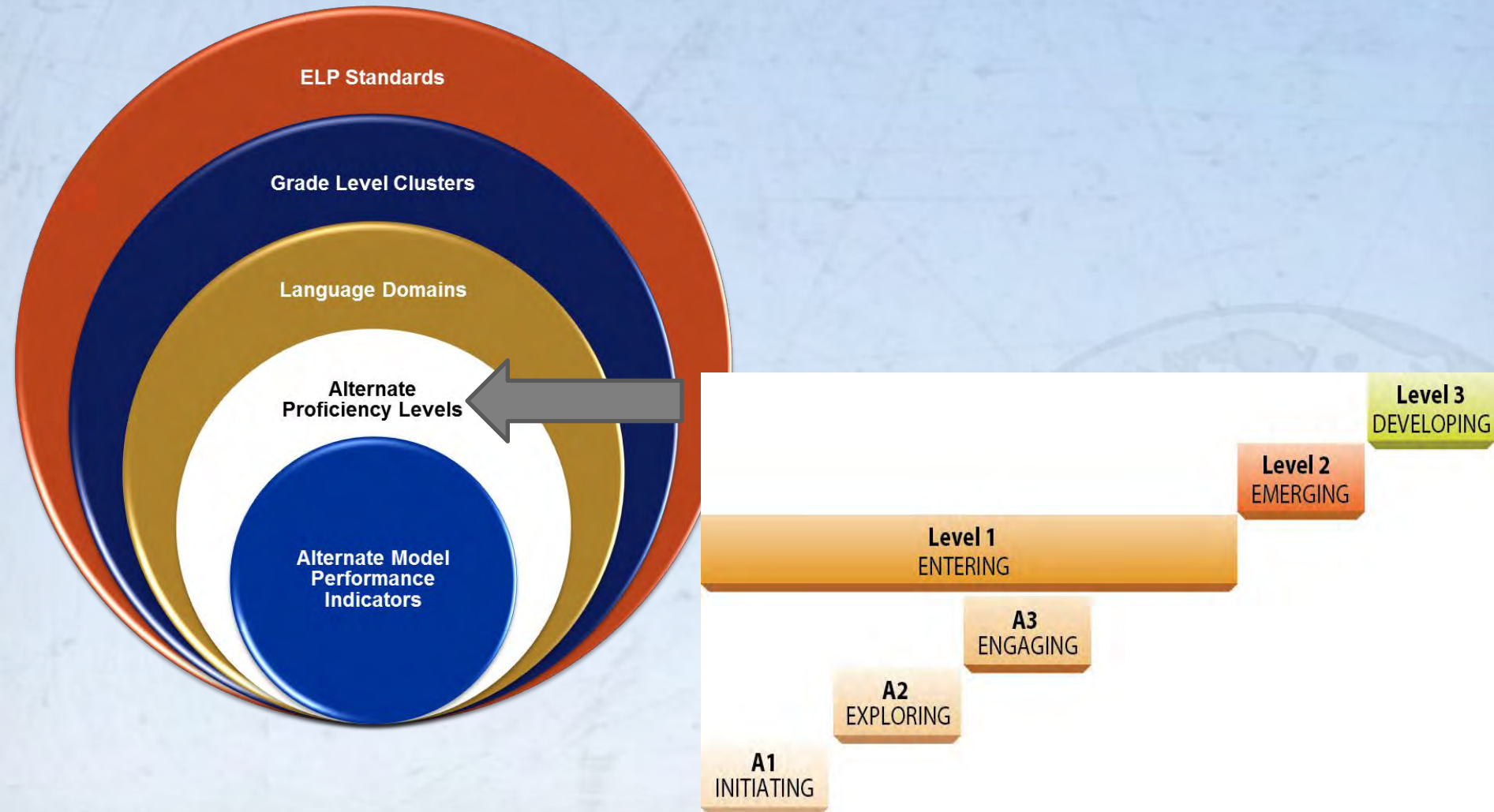
Reading

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

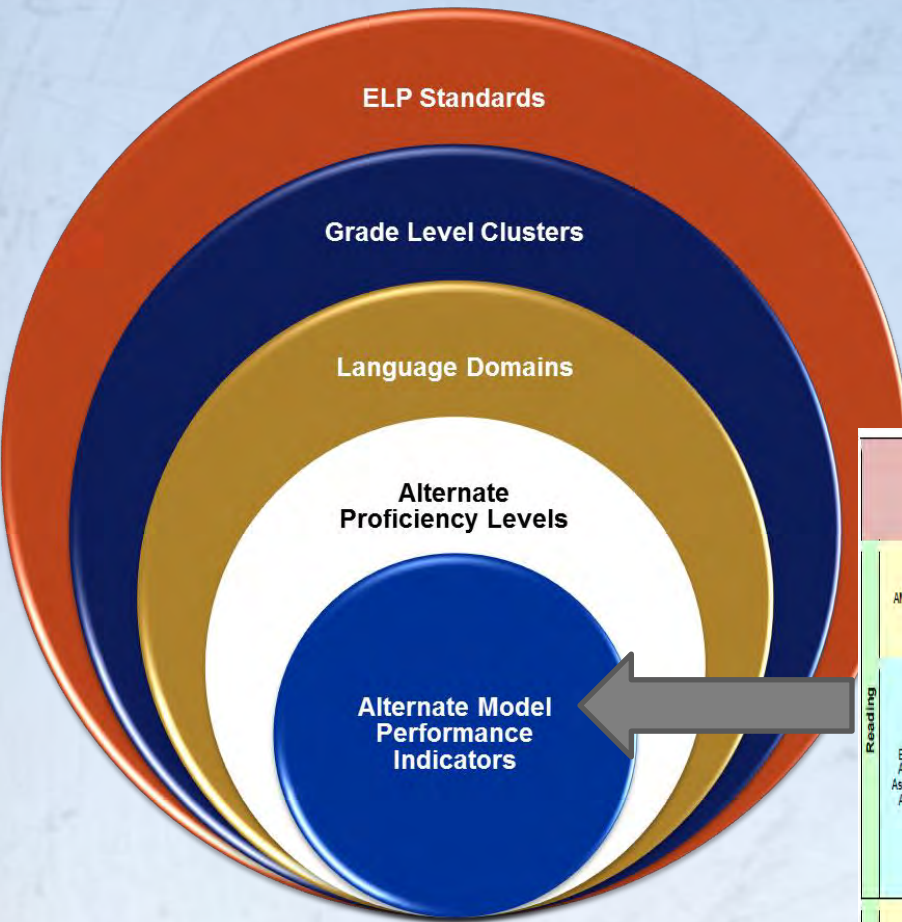
Writing

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

Framework Components



Framework Components



	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, pictures in graphs or charts.	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T 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 (e.g., "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 copying words from word banks (e.g., baby to man).	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases.	Describe change in processes or cycles depicted in visuals using phrases and short sentences.	Compare/contrast change depicted in visuals using a series of sentences.	Explain the process of change in visuals using connected sentences.

Performance Definitions

Alternate ACCESS 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
Level 3- Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2- Emerging	<ul style="list-style-type: none"> Multiple related simple statements An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1- Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Social and instructional words and expressions
Level A3- Engaging	<ul style="list-style-type: none"> Familiar statements or questions associated with daily routine An idea within visual representations or familiar language 	<ul style="list-style-type: none"> Routinely practiced social and instructional forms and patterns 	<ul style="list-style-type: none"> Symbols, letters, and/or numbers Spoken social and instructional words and familiar expressions
Level A2- Exploring	<ul style="list-style-type: none"> Routinely practiced oral cues Familiar visual representations associated with daily routines Environmental symbols and shapes Spoken words associated with familiar people, daily routine, and/or environment 		
Level A1- Initiating	<ul style="list-style-type: none"> Familiar voices and communicative sounds Change in expression (e.g., facial, body, vocal) 		

...within sociocultural contexts for language use.

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

Practice Reading Sample Item - Triad

1



Three cups

Which shows the number of cups?

1	3	4
---	---	---

CUE A

Point to **THREE CUPS**. **There are three cups.**

Point to **QUESTION**. **Which shows the number of cups?**

Point to **NUMBER 1**. **Number one.**

Point to **NUMBER 3**. **Number three.**

Point to **NUMBER 4**. **Number four.**

Sweep across **NUMBER 1**, **NUMBER 3**, **NUMBER 4**. **Which shows the number of cups?** 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*.

Practice Reading Sample Item - Triad

CUE B

Point to THREE CUPS. **There are three cups.**

Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **One.**

Point to NUMBER 3. **Three.**

Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

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

If incorrect or no response, go to *CUE C*.

CUE C

Point to NUMBER 3. **This is the number 3. There are three cups.** PAUSE.

Point to THREE CUPS. **There are three cups.**

Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **One.**

Point to NUMBER 3. **Three.**

Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

Go to **MOVING ON** box.

MOVING ON

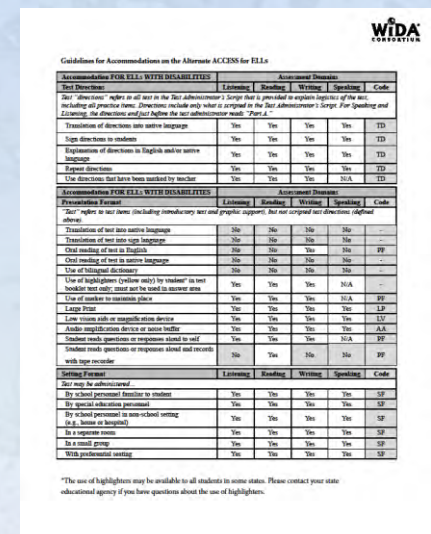


Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.
Good. Let's turn the page and keep going.

Accommodations

- WIDA provides guidelines for use of specific accommodations
- Use WIDA’s guidelines in conjunction with Illinois’ accommodations policies for ELP testing

Guidelines can be found on WIDA’s Alternate ACCESS for ELLs webpage



Guidelines for Accommodations on the Alternate ACCESS for ELLs

Accommodation	Assessment Domains				Code
	Listening	Reading	Writing	Speaking	
Accommodations FOR ELLs WITH DISABILITIES					
<i>Note: Accommodations apply to all tests in the Test Administrator's Scope that is permitted in separate language of the test, including all practice tests. Exceptions include what is stipulated in the administrator's Scope. For Speaking and Writing, the direction and/or length is the test administrator's choice. *Part 1...</i>					
Translations of directions into native language	Yes	Yes	Yes	Yes	TD
Sign directions to students	Yes	Yes	Yes	Yes	TD
Expansion of directions in English into native language	Yes	Yes	Yes	Yes	TD
Picture directions	Yes	Yes	Yes	Yes	TD
Use of directions that have been marked by teacher	Yes	Yes	Yes	Yes	SUA
Accommodations FOR ELLs WITH DISABILITIES					
<i>Note: *Not* refers to test items (including mandatory test and graphic supports) that are required test objectives defined above.</i>					
Translations of test into native language	No	No	No	No	..
Translations of test into sign language	No	No	No	No	..
Oral reading of test in English	No	No	Yes	No	PP
Oral reading of test in native language	No	No	No	No	..
Use of bilingual dictionary	No	No	No	No	..
Use of highlighters (yellow only) by student in test booklet (not color; must not be used in answer area)	Yes	Yes	Yes	Yes	N/A
Use of number to transcribe plus	Yes	Yes	Yes	Yes	N/A
Large Print	Yes	Yes	Yes	Yes	LP
Low vision zell or magnification device	Yes	Yes	Yes	Yes	LV
Audio magnification device or screen reader	Yes	Yes	Yes	Yes	AA
Student reads questions or responses aloud to self	Yes	Yes	Yes	Yes	N/A
Student reads questions or responses aloud and records with tape recorder	No	Yes	No	No	PP
Setting Options					
Can any be administered?	Yes	Yes	Yes	Yes	..
By school personnel familiar to student	Yes	Yes	Yes	Yes	SP
By special education personnel	Yes	Yes	Yes	Yes	SP
By school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes	SP
In a separate room	Yes	Yes	Yes	Yes	SP
In a small group	Yes	Yes	Yes	Yes	SP
With professional setting	Yes	Yes	Yes	Yes	SP

*The use of highlighters may be available to all students in some states. Please contact your state educational agency if you have questions about the use of highlighters.

Who should take Alternate ACCESS for ELLs?

1. ELL + IEP + IAA eligible ? (IL & WIDA)

Or

2. ELL + IEP + The student is unable to meaningfully participate on the standard ACCESS for ELLs[®], even with accommodations? (IL)

Meaningful Participation:

Understand + Authentic Effort to Respond

Who should take Alternate ACCESS for ELLs?

Student _____ DOB _____ State ID _____ Date _____

Determining Initial Eligibility for the Alternate ACCESS for ELLs [®] Grades 1-12		
Answer Questions 1 through 6 in order.	Yes	No
1. Does the student have limited English proficiency according to state criteria?		
2. Does the student have an Individualized Education Plan?		
3. Will the student participate in state testing using the Illinois Alternate Assessment (IAA)? If "Yes," go to Question 6. If "No," go to Question 4. (Skip if not in grade 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 supportive observations here.</u> ¹		
5. Can the student meaningfully participate in the WIDA ACCESS Placement Test (WAPT), either with or without accommodations? ² <u>Record your supportive observations here.</u> ¹		
6. Is the student eligible for the Alternate ACCESS for ELLs? [®] Eligibility requires "Yes" responses to Questions 1 and 2, and either "Yes" for Question 3 or "No" for either Question 4 or 5.		

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

¹ 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 to administer the ACCESS for ELLs.[®] An extra page may be attached.
² A special/additional administration of the WAPT may be necessary to answer this question. It does not need to be scored or reported to the state since its purpose is to observe the student interacting with the test.

Who should take Alternate ACCESS for ELLs?

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1. Does the student have limited English proficiency according to state criteria?		
2. Does the student have an Individualized Education Plan?		
3. Will the student participate in state testing using the Illinois Alternate Assessment IAA)? If “Yes,” go to Question 6. If “No,” go to Question 4. (Skip if not in grade 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.		
5. Can the student meaningfully participate in the WIDA ACCESS Placement Test (WAPT), either with or without accommodations?		
6. Is the student eligible for the Alternate ACCESS for ELLs? [®] 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.		

Who should take Alternate ACCESS for ELLs?

- ELLs that take the IAA are not *required* to take the Alternate ACCESS.
- Students given the Alternate ACCESS in one school year are not required to continue using it in subsequent years.
- A student's eligibility for the Alternate ACCESS must be re-evaluated annually by the IEP team.

Should a student continue to take Alternate ACCESS for ELLs?

- LEA decision
- Consider testing performance history
- Consider student's ability/progress

Score Range

Listening						
Reading	A1	A2	A3	P1	P2	
Speaking						
Writing	A1	A2	A3	P1	P2	P3
Composites	A1	A2	A3	P1	P2	

Who should administer Alternate ACCESS for ELLs?

- Trained test administrators:
 - Must be licensed/certified teacher or staff member
 - Must have familiarity with:
 - the student
 - the student's response and communication style
 - the application of all accommodations included in the student's IEP

- The following training materials are available at www.wida.us:
 - Training Toolkit PowerPoints
 - Webinar Training Module
 - Test Administration Manual

Certification

[My Quizzes](#)[District View](#)

Quizzes for WIDA Sample



**GROUP
Components Quiz**



**SPEAKING
Quiz**



**KINDERGARTEN
Quiz**



**ALTERNATE ACCESS
for ELLs Quiz**

My Annual Quiz History

Please note: in some states/districts, certification is required only once. In others, annual or bi-annual recertification is required. Please check the requirements on [your state's page](#) of this website or contact your district testing coordinator for local certification requirements.

Questions?

- Visit the WIDA website at www.wida.us

The screenshot shows the WIDA website's navigation menu with a dropdown menu open under 'ASSESSMENT'. The dropdown menu includes the following items: 'ACCESS for ELLs', 'Alternate ACCESS for ELLs', 'W-APT', 'WIDA MODEL', 'FLARE Grant', and 'ONPAR Grant'. A blue arrow points from a text box on the right to the 'Alternate ACCESS for ELLs' link. The main content area of the page is titled 'Alternate ACCESS for ELLs' and contains text about the assessment's availability and purpose. The WIDA logo and navigation links are visible at the top of the page.

Find more information
on the Alternate
ACCESS for ELLs
webpage

Contact Information



WiDA Help Desk

1-866-276-7735 or help@wida.us



World Class Instructional Design and Assessment, www.wida.us



Center for Applied Linguistics, www.cal.org



Metritech, Inc., www.metritech.com