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
What is 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

ELP Standards
Grade Level Clusters
Language Domains
Alternate Proficiency Levels
Alternate Model Performance Indicators
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

ELP Standards

Grade Level Clusters

Language Domains

Alternate Proficiency Levels

Alternate Model Performance Indicators

Level 3
DEVELOPING

Level 2
EMERGING

Level 1
ENTERING

A3
ENGAGING

A2
EXPLORING

A1
INITIATING
Framework Components

ELP Standards

Grade Level Clusters

Language Domains

Alternate Proficiency Levels

Alternate Model Performance Indicators

WIDA Consortium

ALTERNATE ACCESS for ELLs
# 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...

<table>
<thead>
<tr>
<th>Level</th>
<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  
                   • Spoken words associated with familiar people, daily routine, and/or environment | | |
| Level A1- Initiating | • Familiar voices and communicative sounds  
                   • Change in expression (e.g., facial, body, vocal) | | |

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### 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>
</tr>
<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
**Practice Reading Sample Item - Triad**

**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
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?

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### Determining Initial Eligibility for the Alternate ACCESS for ELLs

**Grades 1-12**

<table>
<thead>
<tr>
<th>Answer Questions 1 through 6 in order.</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Does the student have limited English proficiency according to state criteria?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the student have an Individualized Education Plan?</td>
<td></td>
<td></td>
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<tr>
<td>3. Will the student participate in state testing using the Illinois Alternate Assessment (IAA)?</td>
<td></td>
<td></td>
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<tr>
<td>If “Yes,” go to Question 6. If “No,” go to Question 4. (Skip if not in grades 3-11.)</td>
<td></td>
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<tr>
<td>4. Was the student able to meaningfully participate in the most recent administration of ACCESS for ELLs, either with or without accommodations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If “Yes” or “No,” go to Question 6. If the student did not participate, or observations are not available, go to Question 5. <strong>Record your supporting observations here.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Can the student meaningfully participate in the WIDA ACCESS Placement Test (WAPT), either with or without accommodations?</td>
<td></td>
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<tr>
<td><strong>Record your supportive observations here.</strong></td>
<td></td>
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<tr>
<td>6. Is the student eligible for the Alternate ACCESS for ELLs?</td>
<td></td>
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<tr>
<td>Eligibility requires: “Yes” responses to Questions 1 and 2, and either “Yes” for Question 3 or “No” for either Question 4 or 5.</td>
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**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.

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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?

**Answer Questions 1 through 6 in order.**

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| 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 or “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

<table>
<thead>
<tr>
<th>Score Range</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>P1</th>
<th>P2</th>
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<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>P1</td>
<td>P2</td>
</tr>
<tr>
<td>Composites</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>P1</td>
<td>P2</td>
</tr>
</tbody>
</table>
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
Test Administrator Training

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

Quizzes for WIDA Sample

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

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