

## Alternate ACCESS for ELLs Participation Guidance 2014-2015

All students identified as English Learners must participate in the annual, state English language proficiency assessment until they reach the 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<sup>®</sup> assessment, even with accommodations. Eligibility for the Alternate ACCESS for ELLs requires both 1 and 2.

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 3-12).
  - The student was unable to meaningfully participate in the most recent administration of the standard ACCESS for ELLs, even with accommodations.
  - If the student did not participate in the most recent administration of ACCESS for ELLs, or observations regarding the student's interaction with the test are not available, eligibility for the Alternate ACCESS for ELLs may be established with the WIDA ACCESS Placement Test (WAPT). Observations should be taken from a WAPT administration using the accommodations (if any) specified in the student's IEP. A special administration of the WAPT may be necessary, even if the student has been recently assessed with it. 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 an ACCESS test administrator.

These special administrations of the WAPT need not be given to completion, scored, or reported to the state, but staff observations should be kept with the student's IEP (see other side). The purpose is for local staff to determine whether the student can understand and meaningfully respond to the test items using accommodations (if any) specified in his/her IEP. If so, the student should participate in the annual English language proficiency assessment using the standard ACCESS for ELLs. If not, the student should participate using the Alternate ACCESS for ELLs.

### 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.
- Students given the Alternate ACCESS for ELLs 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 for ELLs should be considered for transition to the standard ACCESS for ELLs the following year.
- Observations of the student interacting with the Alternate ACCESS for ELLs during its administration should be recorded and provided to the IEP Team to inform decisions regarding its future use.
- ELs that take the IAA are not necessarily required to take the Alternate ACCESS for ELLs. Their history with the standard ACCESS should be considered when deciding which assessment to use.
- A student's eligibility for the Alternate ACCESS for ELLs must be re-evaluated annually by the IEP team. Once a student has begun using the Alternate ACCESS for ELLs, results and observations from that administration are used to re-evaluate its use.
- The proficiency level range of the Alternate ACCESS for ELLs does not exceed 3.0 for any language domain. Therefore, any student assessed with the Alternate ACCESS for ELLs will not be able to meet the state's English language proficiency criteria.
- It is not possible to administer the standard ACCESS for ELLs for some domains and the Alternate ACCESS for ELLs for other domains.

<b>Determining Initial Eligibility for the Alternate ACCESS for ELLs<sup>®</sup></b> <b>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 grade 3-12.)		
4. Was the student able to meaningfully participate in the most recent administration of ACCESS for ELLs <sup>®</sup> , 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 ACCESS Placement Test (WAPT), 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 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.		

**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.

<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 trained to administer the ACCESS for ELLs. An extra page may be attached.

<sup>2</sup> 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.