



ACCESS for ELLs® 2.0

Accessibility and Accommodations Supplement

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This manual is intended for use by Test Administrators and contains information on the administration of ACCESS for ELLs 2.0 Paper, ACCESS for ELLs 2.0 Online, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. Information on the coordination of these assessments can be found in the ACCESS for ELLs 2.0 District and School Test Coordinator Manual.

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ACCESS for ELLs 2.0 is a product of a collaborative effort by the multi-state WIDA Consortium. Part of the development of the ACCESS for ELLs 2.0 was funded through a 2011 Enhanced Assessment Grant awarded to Wisconsin Department of Public Instruction. Alternate ACCESS for ELLs™ was initially developed by a team led by Craig A. Albers, Ph.D., at the University of Wisconsin-Madison in collaboration with the District of Columbia Office of the State Superintendent of Education (OSSE) on behalf of the WIDA Consortium. Funds for this assessment development were made available through a 2007 U.S. Department of Education Enhanced Assessment Grant award to OSSE and the WIDA Consortium. ACCESS for ELLs 2.0 and the WIDA Consortium logo are trademarks of the Board of Regents of the University of Wisconsin System.

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Contents

Section 1: Introduction to Accessibility and Accommodations	3
1.1 About this Supplement	3
1.2 Introduction to Accessibility and Accommodations	4
1.3 Participation in ACCESS for ELLs	4
1.4 Practice Testing	5
Section 2: The WIDA Accessibility and Accommodations Framework	6
2.1 Universal Design.....	6
2.2 Administrative Considerations	6
2.3 Universal Tools.....	9
2.4 Accommodations	13
2.5 Kindergarten ACCESS for ELLs Exclusions.....	25
2.6 Alternate ACCESS for ELLs Exclusions	26
2.7 Augmentative Communication Devices	26
Appendix A: Recommended Alternate ACCESS for ELLs Participation Criteria	27
Appendix B: Keyboard Shortcuts for Insight Online Testing System.....	28
Appendix C: Transcription Guidance	30
Appendix D: Scribe Guidance	31
Appendix E: Accommodation Checklists.....	33

Section 1:

Introduction to Accessibility and Accommodations

WIDA is committed to providing an assessment that best measures rigorous English language proficiency standards that correspond with the college- and career-ready standards reflected in the WIDA English Language Development (ELD) standards. WIDA recognizes that the validity of ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs results depends upon every eligible ELL participating in the assessment, and that each student, including those with disabilities, must have appropriate access to the assessment.

1.1 About this Supplement

This accessibility supplement was developed to guide the selection and administration of Test Administration Considerations, Universal Tools, and Accommodations for individual English Language Learners (ELLs) in order to produce valid assessment results. WIDA's approach to assessment is rooted in the understanding that ELLs are diverse; all ELLs are capable of making progress toward English language proficiency; and ELLs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related grade-appropriate tasks.

This document is intended for district and school-level personnel as well as decision-making teams, including Individualized Education Program (IEP) teams and 504 Plan teams, as they prepare for and implement ACCESS for ELLs. This document provides information for educators who work with ELLs, including teachers, intervention specialists, and related services providers to use in selecting and administering accessibility features for those ELLs who need them. It is also intended for assessment staff and administrators who oversee the decisions that are made for instruction and assessment. The *ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* applies to all ELLs who take ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs. It accentuates the individualized approach needed for the implementation of these important assessment practices for ELLs.

Please check with your state regarding specific accommodation policies for English language proficiency tests. The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies.

This document supplements the *ACCESS for ELLs 2.0 Test Administrator Guide* and the *ACCESS for ELLs 2.0 District and School Test Coordinator Guide*. It replaces the ACCESS for ELLs 2.0 Accessibility Accommodations Guidelines and ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions published in 2015. Accommodations are available to ELLs identified with a disability (IEP or 504 plan) who are taking either the computer-based or paper-based forms of the assessments. This organization of this supplement is based on WIDA's Accessibility and Accommodations Framework, and provides information on Administrative Considerations, Universal Tools, and Accommodations.

1.2 Introduction to Accessibility and Accommodations

The accessibility principles listed in this document are based on (a) accepted practices in English language proficiency (ELP) assessment; (b) existing accommodations policies of WIDA Consortium member states; (c) consultation with representatives in WIDA Consortium member states who are experts in the education and assessment of ELLs and students with disabilities; and (d) the expertise of test developers at the Center for Applied Linguistics.

In order to be available to ELLs on the day of testing, some accommodations must be selected in the WIDA Assessment Management System (AMS) prior to testing. Please see the WIDA AMS User Guide (available from the WIDA website www.wida.us for information about how to select accommodations.

Be sure to refer to your state's accommodations policies for English language proficiency assessments for specific guidance.

1.3 Participation in ACCESS for ELLs

State and federal laws require that all ELLs participate in annual ELP assessments. (<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>) These annual tests measure ELLs' proficiency and progress in learning English in the language domains of Listening, Reading, Speaking, and Writing. No students identified as an ELL may be exempted from these tests, including students with disabilities.

The Individuals with Disabilities Education Act (IDEA) requires that states provide appropriate accommodations where needed, in accordance with a student's Individualized Education Program (IEP). A student who has a 504 Plan is also eligible to receive accommodations.

ELLs identified with a significant cognitive disability who are unable to take ACCESS for ELLs 2.0, even with accommodations, should be considered for Alternate ACCESS for ELLs. Alternate ACCESS for ELLs is intended for ELLs with significant cognitive disabilities who participate, or who would be likely to participate, in their state's alternate content assessment(s). Alternate ACCESS for ELLs is available for Grade Level Clusters 1–2, 3–5, 6–8, and 9–12. WIDA-recommended participation criteria for Alternate ACCESS for ELLs can be found in Appendix A. Check with your state education agency for your state's specific participation criteria for this assessment.

ELLs identified as deaf or hard-of-hearing, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing domains of the assessment with few or no accommodations. Students who use speech reading as part of their communication system may use the Human Reader of Items accommodation to access the listening domain. Federal law specifies all identified ELLs must be assessed in Listening, Reading, Speaking, and Writing annually. IEP teams should make determinations on a case-by-case basis how an ELL who is deaf will be assessed in all language domains. (e.g., participate in ACCESS for ELLs 2.0 for all language domains, use an alternative system for assessing all language domains (e.g. skills check list), participate in ACCESS for ELLs for some domains and use an alternative system other language domains). Individual state policy may allow for some form(s) of manually coded English to provide to access the Listening and Speaking domains for

ELLs who are deaf. [Cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English]. Refer to your state's specific policy on allowable manual language supports for ELs who are deaf or hard of hearing.

1.4 Practice Testing

It is important to provide ELLs opportunities to become familiar with the test format, item types, how to select answers, and other procedural aspects of test-taking before the test administration. These “practice” opportunities make it likely that students will be able to focus more effectively on demonstrating what they know and can do on the English language proficiency assessment, and less on whether their test-taking skills are adequate.

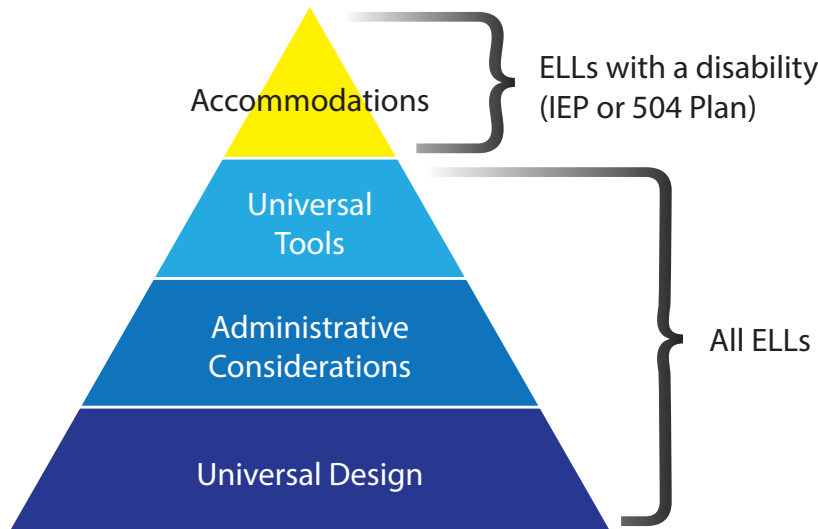
WIDA AMS provides test demonstration videos that may be used by educators to help ELLs gain a better understanding of the how they will interact with the online test platform. These videos provide step-by-step demonstrations for signing in to the assessment, utilizing the built-in tools, taking the assessment for each language domain, and accessing embedded accommodations.

Reviewing the sample test items will also allow ELLs, parents and educators to review items types that will appear on the assessment. Sample online test items can be found in WIDA AMS. Released items for paper-based assessment are available at: <https://www.wida.us/assessment/paper-sample-items/Sample%20Items%20User%20Guide.pdf>. The sample items do not appear on the operational test, but are similar to those items students will see on the test.

Section 2:

The WIDA Accessibility and Accommodations Framework

The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with Individual Education Plans (IEP) or 504 plans. These supports are intended to increase the accessibility for the assessments for all ELLs.



To protect the validity and administration security of the ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs, only those accessibility supports identified in this supplement should be used during test administration. The use of accessibility supports that are not included could compromise the validity of the assessment and invalidate students' results.

2.1 Universal Design

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility for all ELLs. The test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides.

2.2 Administrative Considerations

Districts and schools have the authority to make administrative determinations for any ELL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not

change what the test items are designed to measure or the way test scores are interpreted.

In addition to administration procedures already listed in the test administration manual, the following tables shows the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessments.

Administrative Considerations

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	<p>Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing. If other students in the testing environment are familiar with the furniture/equipment being used (so it is not deemed to be a disruption to others), students using the furniture/equipment may test alongside other students, rather than in a separate environment.</p>
Alternative Microphone	<p>Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine, and must be checked for compatibility prior to the day of assessment using the online Speaking practice test.</p> <p>Students may also need to be tested in a separate environment in order not to distract other students.</p>
Familiar Test Administrator	<p>Students may feel more comfortable with a known test administrator.</p> <p>All test administrators must be trained and certified to administer the test.</p>
Frequent or Additional Supervised Breaks	<p>Students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious).</p> <p>Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract to other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases arrangements should be made for the student to be escorted to minimize interactions with other students or access educational materials.</p> <p>During breaks, the student’s test books must be closed or computer screen must be covered/turned off. If the student leaves the room, the test administrator must collect the student’s paper-based test materials, or ensure the online test has been placed on “pause.” The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.</p>

Administrative Consideration	Description
Individual or Small Group Setting	<p>A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group-size guidelines as documented on their plans (e.g., “fewer than ten students” or “no more than 8 students”), or follow the state’s policy guidelines. If the plan does not specify the maximum number of students in the small group, common practice for that student during instruction and classroom/district assessment should be followed.</p> <p>The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being administered.</p>
Monitor placement of responses in the test booklet or onscreen	<p>Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., student used the “tab” rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.</p>
Participate in different testing format (paper vs online)	<p><i>If allowed by state policy</i>, students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis.</p> <p>Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing; as this results in the student receiving the lowest possible score for the domain. <i>Some states’ policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.</i></p>
Read Aloud to Self	<p>A student may read the assessment aloud to him/herself. Devices, such as “whisper phones,” may also be used.</p> <p>To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored and proctored while the assessment is being given.</p>

Administrative Consideration	Description
Specific Seating	<p>Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator’s desk.</p> <p>While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.</p>
Short Segments	<p>In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>It is encouraged that a language domain be completed within one school day.</p> <p>NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.</p>
Verbal praise or tangible reinforcement for on task or appropriate behavior	<p>It may be appropriate to provide students a positive reinforcement during testing. <i>Reinforcement may not be dependent on the accuracy of the student’s response.</i> Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.</p> <p>Verbal feedback may include phrases such as “Good job,” “Very good,” “Nice job,” and “O.K.”</p>
Verbally redirect student’s attention to the test (English or Native Language)	<p>Test administrators may verbally redirect the student’s attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.</p>

2.3 Universal Tools


Universal tools are available to all students taking the ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.



Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students’ abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during




instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them. Remember sample items are available for students to practice using the universal tools (See the Practice Testing section).

Universal tools do not need to be pre-selected for online testing in WIDA AMS.

Universal Tools

Universal Tool	Description
<p>Audio aids</p>	<p>A tool that the student can use to amplify or diminish sound.</p> <p>Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.)</p> <ul style="list-style-type: none"> • The student uses an amplification devices typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). • The student uses a white noise machine typically used during instruction or assessment. <p>Online test: Noise cancelling headphones or ear buds may be connected to the computer.</p> <p>Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer's speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students.</p> <p>Paper-based test: Noise cancelling headphones, earplugs, earphones or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the listening track. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.</p>
<p>Color contrast</p>	<p>A tool that the student can use to changes the text and background color.</p> <p>Online test: After selecting the options button found in the lower left corner of the screen, the student will select Color Contrast, and choose from 8 pre-defined color combinations.</p> <p>Combinations include: white with black text (default), pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text.</p> <p>Paper-based test: See Color overlay</p> 

Universal Tool	Description
<p>Color overlay</p>	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p>Online test: After selecting the options button found in the lower left corner of the screen, the student will select Color Overlay, and then choose from 6 pre-defined background colors. The text remains black. Color will remain selected until turned off.</p> <p>Color choices include: white (default), green, blue, beige, pink and yellow.</p> <p>Students may also use external color overlays provided by the school or student. These external overlays may also be combined with the embedded color settings. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical classwork on the computer.</p> <p>Paper-based test: Students may use a full page or a partial page semitransparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.</p> 
<p>Highlighters, colored pencils, or crayons</p>	<p>A tool that the student can use to mark specific text.</p> <p>Online test: Students will select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow.</p> <p>This is only available with mouse control.</p> <p>Paper-based test: Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p> 
<p>Keyboard Navigation</p>	<p>A tool that the student can use to change to different areas of the online test screen or move from screen to screen.</p> <p>Online test: Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.</p> <p>TAB order: highlighter, magnification, line guide, pause, help, options, next.</p> <p>See Appendix B for Keyboard Shortcuts.</p> <p>Paper-based test: Does not apply.</p>

Universal Tool	Description
<p>Line guide or tracking tool</p>	<p>A tool that the student can use to guide his or her eyes while reading text on the computer screen.</p> <p>Online test: After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper right portion of the screen. Students will select the light blue rectangle and drag it to position and move the line guide.</p>  <p>This is only available with mouse control.</p> <p>Paper-based test: Students use the tracking tool they typically use during instruction (e.g., note card, book mark, cut out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC. The tracking device must be blank/empty.</p>
<p>Low-vision aids, or magnification devices</p>	<p>A tool that the student can use to increase the size of graphics and text.</p> <p>Online test: After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x.</p>  <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors can also allow for increased text and image size with or without the magnifier tool.</p> <p>Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the embedded magnifier or select the paper-based large print test.</p> <p>Paper-based test: Students will use their low vision device with a regular or large print paper-based form. Student answers in test booklet. Transcription is required if the student answer in the large print test booklet</p>
<p>Sticky notes</p>	<p>A tool that the student can use to make notes in preparing responses on the Writing test.</p> <p>Online test: Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens. Sticky notes are available on only some screens.</p>  <p>Paper-based test: See Scratch paper.</p>

Universal Tool	Description
Scratch paper	<p>A tool that the student can use for notes, drafts and diagrams.</p> <p>The student receives one sheet (or more as needed) of scratch paper with a pencil, pen or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper or colored paper. Students may alternately use an individual, erasable whiteboard as scratch paper for notes and responses.</p> <p>No graphic organizers may be provided.</p> <p>Used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase whiteboards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy.</p> <p>Online test: For the writing domain, in Grades 4 – 12, students will receive one piece of black scratch paper as part of the general test administration. Scratch paper should be available to students upon request for all other language domains and grade levels.</p> <p>Paper-based test: Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.</p>

2.4 Accommodations

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs administration in order to allow the student to effectively demonstrate their knowledge and skills while generating valid assessment results for students who need them.

Accommodations are intended for students for whom there is a documented need in an IEP or 504 Plan. Accommodations are intended to provide testing conditions that do not result in changes to what the test measures, and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes; these accommodations provide comparable test results to those students who do not receive accommodations.

Accommodations are available only to ELLs with disabilities when specified in the student’s IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Sometimes students with disabilities require non-digital accommodations (i.e., accommodations delivered by a test administrator instead of by the online test). For those students, administering the assessment in a paper-based format should be considered. Decisions about accommodations appropriate for all four domains of the ELP assessment – Listening, Reading, Speaking, and Writing – should be based on the needs of individual students, rather than based on the nature or disability type. IEP teams and 504 plan committees make decisions about accommodations. These educational teams must not select accommodations that invalidate the assessment. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA (34 CFR §§300.320 through 300.324.4)

It is important that teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. Documentation should be maintained as part of the student’s records.

The following should be considered when choosing appropriate accommodations for students taking ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs:

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment.

2. Does the accommodation address the challenge faced by the student?

The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge and/or skills, or because of a lack of appropriate instruction (or lack of access to) in complex academic language associated with any content area.

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment, nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

3. Is the accommodation allowable for ACCESS for ELLs 2.0 ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs, and therefore, different accommodations may be allowed for each. Some accommodations that might be appropriate for content areas tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their State policy.

Once the student's IEP or 504 plan team has selected appropriate accommodations, it is important to share this information with the School Test Coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who does not have an IEP or 504 Plan may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to the short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write or use voice recognition software. Accommodations for student without an IEP or 504 plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).

Accommodations may be embedded within the online test platform or be delivered locally by a test administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.

Accommodations requiring physical materials (e.g., braille, assistive technology, manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

On the following pages, descriptions of the allowable accommodations provide detailed information on each accommodation. Each accommodations table is divided the four domains of English language proficiency assessments (Listening, Reading, Speaking, and Writing) with indications as to whether a particular accommodation is

- (a) appropriate for the domain (Yes),
- (b) inappropriate and therefore not recommended (No), or
- (c) not applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test which requires no writing).

Most accommodations for ELLs with disabilities are allowed during both the paper and online administrations of the assessment. If the accommodation is delivered the same way during online and paper test administration, the two cells in that accommodations table have been merged.

As reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed on the following tables are recommendations and do not replace or amend state policies.

Available Accommodations (Varies by Test and Format)

Braille (BR)	Interpreter signs test directions in ASL (SD)
Extended testing of a test domain over multiple days (EM)	Large Print (LP)
Extended Speaking test response time (ES)	Manual control of item audio (MC)
Extended testing time within the school day (ET)	Repeat item audio (RA)
Human reader for items (HI)	Scribe (SR)
Human reader for response options (HR)	Student responds using a recording device, which is played back and transcribed by the student (RD)
Human reader for repeat of items (RI)	Test may be administered in a non-school setting (NS)
Human reader for repeat of response options (RR)	Word processor or similar keyboarding device to respond to test items (WD)
Alphabetical order by the first letter of the accommodation name. Codes in parenthesis reference the data file.	


Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
BR	Braille with Tactile Graphics-- State Policy Considerations (Braille Writer/Braille Note-taker)	N/A	Embossed tests and graphics provided in either contracted or uncontracted braille for Tier B Unified English Braille (UEB) in grades 1 – 3 English Braille American Edition (EBAE) in grades 4 – 12	Yes	Yes	No	Yes	<p>This paper-based accommodation may be used to provide access to the assessment for a braille-proficient ELL who is blind.</p> <p>Confirm that use of this accommodation is allowed in your state and that the IEP team has determined that it is in the best interest of a student to make the test available in braille.</p> <p>Version of braille (contracted or uncontracted) must be specified when ordering the test.</p> <p>WIDA recommends that the results of the braille assessment be used with caution since the student's proficiency in braille may confound the assessment of English language proficiency.</p> <p>There may be instances on the braille form when embossed graphics were graphics were determined to not provide an appropriate level of context, so picture descriptions are used. Picture descriptions may be translated into a student's primary language to provide the same support as the graphic for ELLs without visual impairments without adding to the language load for the ELL.</p> <p>Kindergarten and Alternate ACCESS may be embossed locally if allowed per State policy. Adapted materials must be destroyed or returned per state policy.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student's responses must be transcribed by a Teacher of the Visually Impaired (TVI) into a scannable test book to be submitted for scoring. Student work and/or answers not transcribed will not be scored. See Appendix C for Transcription Guidance.</p> <p>All non-test form paper containing student answers must be securely shredded after transcription.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers (i.e., individually).</p>


Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
EM	Extended time of a test domain over multiple days	Student completes a test domain over multiple days, based on state policy		Yes				In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with approval of state assessment official, student's may extend the testing session over multiple days. Online testing may require the test to be unlocked for day two.
ES	Extended Speaking test response time	Student is provided up to twice the recommended testing time to complete the Speaking test		N/A	N/A	Yes	N/A	This accommodation is may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation is meant to allow time for cognitive processing or motor planning for speaking. For online testing, this accommodation must be pre-selected in WIDA AMS.
ET	Extended testing time with-in the school day	Student is allowed extended test time within the same school day		Yes	Yes	N/A	Yes	This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test sections. Listening, Reading, and Writing test sessions must be completed within the school day in which it was started. Speaking test sessions may have up to double time. (See Extended Speaking test response time.) If extended time is being administered in a group setting, it is recommended that students with fairly equivalent skills and abilities are assessed together to minimize disruption to the testing environment.

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
HI	Human Reader for Items	No – students hear the pre-recorded human voice that has been embedded in certain test item.	Read aloud test items (e.g., prompts and response options) by in-person human reader	Yes	No	Yes	Yes	<p>This accommodation may be to students who have a documented need for an in-person human reader (e.g., need for lip reading support, support in focusing their attention, etc.).</p> <p>Paper test administration: Dialogue in the Listening and Speaking recording scripts may require two trained test administrators to deliver this accommodation since it involves modeled dialogue between a sample student and a test administrator.</p> <p>Note: For the Listening and Speaking tests, a 'recording' script can be ordered from DRC.</p> <p>For Writing, this accommodation is only applicable for students in Grades 4-12 who are taking either the Tier B or C forms. <i>[For Grades 1-3 (all tiers) and for Grades 4-12 (Tier A only) and Alternate ACCESS, the test prompts are read aloud as part of the test administration procedures.]</i></p> <p>Note: There is not a script for the writing test, so the test administrator would look over the student's shoulder to read the text including labels on the graphics.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read to the entire group, not individual students.</p>
HR	Human Reader for Response options	Oral reading of text based response options (answer choices) by in-person human reader. Response options do not include item text or prompt text. Graphic only response options are not read or described.	Read aloud test items (e.g., prompts and response options) by in-person human reader	Yes	No	N/A	N/A	<p>This accommodation is only available for the Listening domain, and may be used for students who have a documented disability requiring support for reading, print, or focus/attention.</p> <p>The reader should read text exactly as it appears on screen or in the booklet and must be administered in a way that does not disturb or interfere with other test takers.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
RI	Human Reader for Repeat of Items	N/A	Oral repetition of Listening, Speaking, and Writing test items by in-person human reader.	Yes only repeat item one time	No	Yes may repeat item multiple times	Yes may repeat item multiple times	<p>This accommodation may be used to provide more intensive support for students with print disabilities.</p> <p>Paper Test Administration: Dialogue in the Listening and Speaking recording scripts may require two trained test administrators to deliver this accommodation since it involves modeled dialogue between a sample student and the test administrator. Note: For the Listening and Speaking tests, a 'recording' script can be ordered from DRC.</p> <p>For Writing, this accommodation is only applicable for students in Grades 4-12 who are taking either the Tier B or C forms. <i>[For ACCESS for ELLs 2.0 Grades 1-3 (all tiers) and Grades 4-12 (Tier A only), Kindergarten ACCESS, and Alternate ACCESS the test prompts are read aloud as part of the test administration procedures.]</i></p> <p>Note: There is not a script for the writing test, so the test administrator would look over the student's shoulder to read or repeat the text including labels on the graphics.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read to the entire group, not individual students.</p>
RR	Human Reader for repeat of response options one time	Oral repetition of text based response options (i.e., answer choices) by in-person human reader, one time. Response options do not include item text or prompt text. Graphic only response options are not read or described.	Oral repetition of text based response options (i.e., answer choices) by in-person human reader, one time.	Yes	No	N/A	N/A	<p>This accommodation is only available for the Listening domain, and may be used to support students in demonstrating listening skills, rather than print decoding skills.</p> <p>The reader may repeat listening item response options (i.e., answer choices) only one time.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers. If provided in a small group setting, response options are read and repeated to the entire group, not individual students.</p>

Code	Accommodation	Administration		Language Domain			Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	
SD	<p>Interpreter signs test directions in ASL</p> <p><i>(Linguistic research, beginning in the 1960s, has shown that ASL is a true, complete and rich language in its own right, unrelated to English.)</i></p>	<p>Interpreter uses American Sign Language (ASL) or other sign systems to sign test directions to student.</p> <p>Directions refer to administration logistics, test directions and practice items provided prior to the first test item.</p>	<p>Interpreter uses American Sign Language (ASL) or other sign systems to sign test directions to student.</p> <p>Directions refer to administration logistics, test directions and practice items provided prior to the first test item.</p>	Yes			<p>This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items.</p> <p>Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. Therefore, ASL signing or making use of other translations of ACCESS for ELLs 2.0 test items in any domain is not permitted. No part of the scorable test items may be signed to a student.</p>
LP	Large print	N/A	Large print version of test			Yes	<p>This accommodation may be used for students with visual impairments.</p> <p>With the large print paper ACCESS for ELLs 2.0, the font size is increased to 18 point.</p> <p>Student answers must be transcribed, verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. See Appendix C for Transcription Guidance.</p> <p>NOTE: Enlargement of response options for Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs may be done at the local level. Adapted materials must be destroyed or returned per state policy.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
MC	Manual control of item audio	Student may manually start the audio of a pre-recorded human voice that is embedded in certain test item prompts.	The test administrator asks the student if he/she is ready to listen, and then plays the audio of a pre-recorded human voice that is delivered via CD for certain test item prompts.	Yes	No	Yes	Yes online N/A paper	<p>This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability</p> <p>Online test administration: This accommodation allows the play button to be enabled and activated by the student one time. Once initiated, the audio cannot be paused or stopped.</p>  <p>This accommodation must be preselected (in either the pre-ID file or via the student record in the WIDA AMS).</p> <p>Paper test administration: This accommodation must be administered in a way that does not disturb or interfere with other test takers.</p> <p>The test administrator will need to pause the audio files between items; thus the test administrator must be familiar with software which will be used to play the audio files.</p> <p>Once initiated, the audio for that item cannot be paused or stopped.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
RA	Repeat item audio	Student may select the repeat button to hear the pre-recorded human voice that has been embedded in certain test item prompts again.	The test administrator asks the student if he/she is ready to listen, and then re-plays the pre-recorded human voice that is delivered via audio file for certain test item prompts again.	Yes	N/A online No paper	Yes	Yes online N/A paper	<p>This accommodation may be used to support students who need repetition based on language processing needs or attention/focus needs due to a documented disability.</p> <p>In the Listening domain, audio may be repeated only one time.</p> <p>Speaking and Writing domain audio (where available) may be repeated multiple times.</p> <p>Online test administration: A repeat button becomes available above the in the Listening, Speaking and Writing tests.</p>  <p>This accommodation must be preselected (in either the pre-ID file or via the student record in the WIDA AMS).</p> <p>Paper test administration: The first play, the test administrator asks if the student is ready to listen and then plays the pre-recorded audio files.</p> <p>At the end of the recording, the test administrator will pause the audio file.</p> <p>The test administrator will then ask "would you like to hear that again?" If the student indicates yes, the test administrator will then ask if the student is ready to listen. The item audio file will then be played a second time.</p> <p>The test administrator will need to pause and re-start the audio files items; thus the test administrator must be familiar with software which will be used to play the files.</p> <p>This accommodation must be administered in a way that does not disturb or interfere with other test takers.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
SR	Scribe		The test administrator types/marks/writes student responses as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye-gazing.	Yes	Yes	N/A	Yes	<p>This accommodation may be used for an ELL who:</p> <ul style="list-style-type: none"> has a physical disability that prevents independent computer input even with adaptive equipment, or has a physical inability to hold a writing instrument, or has a disability that prevents the ELL from expressing written language routinely requiring dictation for written compositions during classroom instruction. <p>This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance.</p> <p>Responses must be scribed verbatim onscreen or in paper test booklet at the time of testing by the test administrator. See Appendix D for Scribe Guidance.</p> <p>This accommodation must be administered in a one-to-one testing environment.</p>
RD	Student responds using a recording device, which is played back and transcribed by the student		Student uses a recording device to respond; and then the student transcribes the response into the test	N/A	N/A	N/A	Yes	<p>This accommodation may be used to support ELLs with writing processing issues; to allow ELL to separate the processes of responding and writing the response</p> <p>Responses must be transcribed by the student verbatim onscreen or in test booklet. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer.</p> <p>Transcription must occur as soon as possible at the completion of the tested domain. (Check with your state for timeframe expectations)</p> <p>This accommodation must be administered in a one-to-one testing environment.</p> <p>Any stored secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Online	Paper	Listening	Reading	Speaking	Writing	
NS	Test may be administered by school personnel in non-school setting	In rare cases, the assessment may be administered by school personnel in a non-school setting, with approval from state assessment official and provided that all security and administration requirements are met		Yes	Yes	N/A	Yes	This accommodation may be used to test ELLs who are enrolled but unable to attend school due to hospitalization or other extended absences during the testing window. The test must be administered by school personnel who are trained to administer the test. A school-issued laptop with both the Testing Site Manager and INSIGHT should be used. This set-up will decrease connection issues.
WD	Word processor or similar keyboarding device to respond to test items	Student responds using standalone (external) word processing or similar key-boarding device.		Yes	Yes	N/A	Yes	This accommodation may be used by a student who is unable to keyboard responses directly on the online assessment, or use a pencil to respond on paper test. For Writing test: spell check, grammar check, dictionary/thesaurus, and access to Internet must be turned off. Transcription must occur as soon as possible at the completion of the tested domain. Check with your state for timeframe expectations. See appendix C for transcription guidance. Any stored secure test content, including student responses, on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location. Note: specialized equipment needed to navigate through the assessment such as a special keyboard, an adaptive mouse, or switch systems fall under Adaptive and Specialized Equipment or Furniture available for all students.

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test
- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

2.5 Kindergarten ACCESS for ELLs Exclusions

The following accommodations are not applicable for the Kindergarten ACCESS for ELLs, as they are already embedded in the administrative procedures of the assessment:

EM	Extended testing of a test domain over multiple days
ES	Extended Speaking test response time
ET	Extended testing time within the school day
HI	Human Reader for Items
HR	Human Reader for Response options
RI	Human Reader for Repeat of paper-based Test Items
RR	Human Reader for Repeat of Response Options one time
MC	Manual control of item audio
RA	Repeat item audio

2.6 Alternate ACCESS for ELLs Exclusions

The following accommodations are not applicable for the Alternate ACCESS for ELLs, as they are already embedded in the administrative procedures of the assessment:

EM	Extended testing of a test domain over multiple days
ES	Extended Speaking test response time
ET	Extended testing time within the school day
HI	Human Reader for Items
HR	Human Reader for Response options
RI	Human Reader for Repeat of paper-based Test Items
RR	Human Reader for Repeat of Response Options one time
MC	Manual control of item audio
RA	Repeat item audio

2.7 Augmentative Communication Devices

Use of Augmentative/Alternate Communication (AAC) devices to respond to items is not considered an accommodation for the ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs. This is considered the student's voice for a student who is unable to produce functional speech.

It is important to note that it is unusual for individual sounds to be programmed into speech-generating device, thus for administration items where the student is asked to produce an isolated phoneme, such as /g/, the student would indicate the correct letter, "g." Additionally, available vocabulary may impact student's ability to respond to specific test items. For example, if a student is asked to identify an apple, yet the student does not have access to the word "apple" on their AAC, it is unreasonable to require the student specifically say apple.

A special "ACCESS for ELLs" page should not be provided on a student's communication device just for the assessment, as this is not representative of their English language skills.

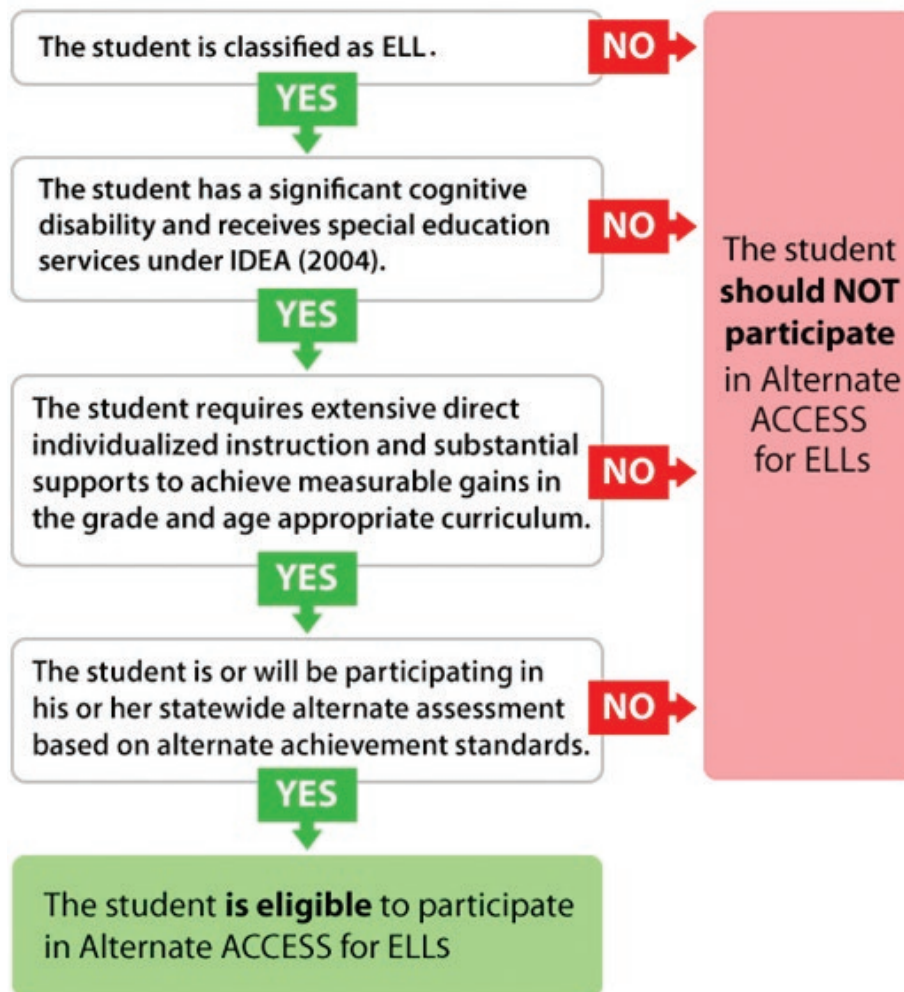
Care must be taken when interpreting ELP scores for students using AAC systems, as their proficiency with the device as well as available vocabulary may confound the assessment of English language proficiency.

Appendix A: Recommended Alternate ACCESS for ELLs Participation Criteria

IEPs team may use the following criteria to determine student eligibility for participation in Alternate ACCESS for ELLs:

- The student is classified as ELL.
- The student has a significant cognitive disability and receives special education services.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
- The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.

Alternate ACCESS for ELLs Participation Criterion Decision Tree



Appendix B: Keyboard Shortcuts for Insight Online Testing System

The keyboard shortcuts in the table below are available for navigating through the INSIGHT testing system for Windows, Mac, and Linux, and are familiar shortcuts to users of those platforms. These shortcuts cannot be used to manipulate WIDA multiple choice or technology enhanced responses, nor can they be used to manipulate additional tools that may be available, such as the line guide.

The manufactured keyboard shortcuts that are available for touch and mobile devices (Android, iPad, or Chromebook) may be used for navigating through the INSIGHT testing system.

Keyboard shortcut	Function
Enter/return	Selects Sign In button after Username and Password are entered.
tab	Transfers the focus (selection) from one button to the next. The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.
shift + tab	Transfers the focus from one button to the next in the opposite direction from the tab alone. The focus is indicated by a red box that appears around the selected tool or function button when the Shift key and Tab key are pressed.
enter/space/return	Activates the tool or function highlighted by the red box. Pressing the Enter key or Space Bar a second time deactivates the tool or function (with the exception of tools that keep the focus, such as Sticky Notes).
Ctrl (control) + tab	Switches between multiple active pop-up tools on the screen
Esc	Closes the Magnifier, Help [?] Button], and Color Overlay or Color Contrast pop-up windows when activated.
Alt (option) + X	Exits the system from each page that has an Exit button.
Up/Down Arrows	Moves the cursor up and down through a list of choices (tabs within Help, color options within Color Overlay or Color Contrast).
Alt (option)—P	Activates the Pause button and pauses the test.
Alt (option)—B	Activates the Back button and moves student back a question.
Alt (option)—N	Activates the Next button and moves the student forward a question.
Alt (Option)—O	Activates the Options button and opens or closes the Color Overlay or Color Contrast selection pop-up window.
Ctrl + A	Selects all text within the active response window for Writing Keyboard items.
Ctrl + X	Cuts the highlighted text within the active response window for Writing Keyboard items.

Keyboard shortcut	Function
Ctrl + C	Copies the selected text within the active response window for Writing Keyboard items.
Ctrl + V	Pastes previously selected (copied or cut) text where the cursor is placed within the active response window for Writing Keyboard items.
Ctrl + U	Underlines the selected text within the active response window for Writing Keyboard items.

Appendix C: Transcription Guidance

Certain accommodations and situations during administration of ACCESS for ELLs 2.0 assessments may require a test administrator to transcribe a student's response in a standard, scorable test booklet. These situations may include:

- Large print version of test (LP)
- Braille version of test (BR)
- Word processor or similar keyboarding device to respond to test items (WD)
- A Test Booklet becomes unusable (e.g., torn, wrinkled).

The student's responses must be transcribed verbatim onscreen or in the paper test booklet by the test administrator as soon as possible after the test is administered. (Check with your state for timeframe expectations.)

When using a word processor, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, the device with recorded answers must be stored in a secured, locked location until transcription is completed and answers are removed.

It is highly recommended that if a student's responses must be transcribed after test administration is completed, at least two persons be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator.

After completion of the transcription:

- The transcriber writes "Transcribed - DO NOT SCORE" or draw an "X" on the front of the original Test Booklet. Do not cover the barcode. Return the transcribed book with nonscorable test materials.
- Ensure any stored test content on a word processing device or recorder is deleted immediately after transcription.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely destroyed according to your State's policy.

Qualifications for a Transcriber

Individuals who provide transcription must:

- Be trained by the SEA or LEA
- Sign WIDA's non-disclosure agreement
- Be proficient in written English
- Be able to decode the student's handwriting
- Braille transcribers must be proficient in the braille code used by the student for writing

Preferably, the transcriber will already be familiar with and have experience transcribing for the student.

Your state may have additional guidelines for transcription.

Appendix D: Scribe Guidance

Students receiving the scribe accommodation may respond to test items either

- Orally
- Using gesturing/pointing
- Eye-gazing
- AAC device

The adult test administrator serving as a scribe may either keyboard the student's responses directly onscreen (online) or enter the student's responses in the student's answer booklet (paper-based).

Scribing takes place as the student *dictates* or *produces* the response, and the response is entered verbatim into the online assessment or the paper test booklet at the time of testing. If requested by the student, the scribe may read the dictated response back to the student. The student may subsequently dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect.

- A scribe may administer the accommodation to only one student at a time during a testing session. The student must be tested in an individual setting.
- The scribe may manipulate embedded universal tools such as the note pad, line guide or color contrast setting as requested by the student.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan or draft as directed by the student.
- The scribe *must* allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read a response that was already dictated. The student may dictate change or edits to the scribe, and the scribe must make those changes exactly as directed by the student, even if the change is incorrect.
- All scribing, including changes must be completed during the test session.

For the Writing domain:

While mechanics are not specifically scored in the writing domain, grammatical structures and organization of text does affect the student's score. The student is responsible for all capitalization and punctuation by verbally instructing the scribe what letters are capitalized and where to add punctuation.

- After dictation: The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
- During dictation: The student may add capitalization and punctuate as he/she dictates. (e.g., Capital S, she only paints with bold colors, semicolon, she does not like pastels, period.)

The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. (e.g., pastels, P-A-S-T-E-L-S.)

If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word (e.g., “how do you spell *toalla*?”) and write down the student's spelling of the word.

Qualifications for a Scribe

Individuals who provide the Scribe accommodation must:

- Be trained by the SEA or LEA on how to accurately provide the accommodation. (Ideally, the training would provide an opportunity to practice and receive immediate direct feedback.)
- Sign a WIDA's non-disclosure agreement.
- Be proficient in all English language domains.
- Produce legible text (paper-based) or be proficient at typing (online).

Preferably, the scribe will already have experience scribing for the student. Likewise, the student should have experience with the given accommodation on an ongoing basis. The exception would be in an unforeseeable circumstance such as a broken arm or hand. In this case it is strongly recommended that the student and scribe be allowed time to practice prior to beginning the assessment.

A new accommodation should not be introduced to the student for the first time during administration (exceptions apply to emergency accommodations, e.g., scribe due to broken hand). Accommodations used during assessment should be familiar to student because they have been used instructionally.

Acceptable Scribing Practices

- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “No.”
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as “Please spell that word.”
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.
- The scribe can ask the student to slow down or repeat their dictated response.
- The scribe should not write down unrelated vocalizations (“um”) by the student.

Unacceptable Scribing Practices

- The scribe must not influence the student's response in any way.
- The scribe must not coach the student by giving specific directions, clues, or prompts. (e.g., “remember to tell me to capitalize the first letter of a sentence.”)
- The scribe must not tell the student if his or her answer is correct or incorrect, or alert the student to mistakes.
- The scribe must not answer a student's questions related to the content. (e.g., “Can you tell me what this word means?”)
- The scribe cannot suggest that the student say more or go back and check the responses.

Your state may have additional guidelines for administering the Scribe accommodation.

Appendix E: Accommodation Checklists

The following accommodation checklists may be used by an IEP or 504 plan team in determining appropriate accommodations for the ELP assessment.



ACCESS for ELLs[®] 2.0 Accommodation Selections - Online

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:		Date:		
Grade:	Recommended test administration (check state policy): Online? Paper?		Team Members:		
School:	District:		Completed by:		
Accommodation	ACCESS for ELLs 2.0 Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on screen.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual control of item audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat item audio (RA)		No			Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.
Student responds using a recording device, which is played back and transcribed by the student (RD)					Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.

August 18, 2016



ACCESS for ELLs[®] 2.0 Accommodation Selections - Paper

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:	Date:			
Grade:	Recommended test administration (check state policy): Online? Paper?	Team Members:			
School:	District:	Completed by:			
Accommodation	ACCESS for ELLs 2.0 Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker)			No		Tier B (Grades 1- 12) Must be ordered in either contracted or uncontracted UEB.
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the recommended time to complete.
Extended testing time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for items (HI)		No			The reader must read item text exactly as it appears in the test book. Dialogue in the Listening and Speaking <i>recording scripts</i> may require two trained test administrators.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of test items (RI)		No			Oral repetition of Listening, Speaking, and Writing test items by in- person human reader. Listening items may be repeated only one time.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					18 point font. Responses must be transcribed.
Manual control of item audio (MC)		No			Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		No	N/A		TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Student responds using a recording device, which is played back and transcribed by the student (RD)					Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

August 18, 2016



Kindergarten ACCESS for ELLs[®] Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:	Date:			
Grade:		Team Members:			
School:	District:	Completed by:			
Accommodation	ACCESS for ELLs Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment official.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed.
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

June 2, 2016



Alternate ACCESS for ELLs[®] Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:	Date:			
Grade:		Team Members:			
School:	District:	Completed by:			
Accommodation	ACCESS for ELLs Test Domains				Key Information refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in paper test booklet after testing by TA. For Writing test, spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Delete once finished.

June 2, 2016



ACCESS for ELLs® 2.0