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**Florida  
Accessibility and  
Accommodations  
Supplement**

ACCESS for ELLs 2.0  
Kindergarten ACCESS for ELLs  
Alternate ACCESS for ELLs

  
**WIDA**<sup>TM</sup>

## Copyright Notice

This manual is intended for use by Test Administrators and contains information on the administration of ACCESS for ELLs 2.0 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. Information on the administration and coordination of these assessments can be found in the Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual.

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ACCESS for ELLs 2.0 is a product of a collaborative effort by the multi-state WIDA Consortium. The development of the ACCESS for ELLs 2.0 was funded in part 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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## 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 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs results depends on every eligible ELL participating in the assessment and that each student, including those with disabilities, is provided appropriate access to the assessment.

## 1.1 About this Supplement

This accessibility supplement was developed to guide the selection and implementation 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, 504 Plan teams, and the individual or team designated by the District Test Coordinator to make decisions for students covered under Title II of the Americans with Disabilities Act (ADA) as they prepare for and implement the ACCESS for ELLs 2.0 suite of assessments. This document provides information for educators who work with ELLs, including teachers, intervention specialists, and related service providers for selecting and administering accessibility features for 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 *Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* (this document) applies to all ELLs who take ACCESS for ELLs 2.0 Paper, 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.

This document supplements the *Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual*, which can be located under the *Assessment Materials & Training* tab on Florida's WIDA webpage.

## 1.2 Accessibility and Accommodations Overview

The accessibility principles listed in this document are based on (a) accepted practices in English language proficiency (ELP) assessments; (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.

## 1.3 Participation Requirements for 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 student 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 as needed, in accordance with a student's Individual Education Program (IEP). A student who has a 504 Plan or is covered under Title II of the ADA is also eligible to receive accommodations.

The Every Student Succeeds Act (ESSA) allows for a student's individual educational team (IEP, 504 or Title II of the ADA) to determine if there are no appropriate accommodations available for one or more domains because the student requires an accommodation that interferes with the construct assessed in that particular domain (e.g., an ELL who is deaf may use ASL for speaking and listening for daily communication – thus, they would be unable to participate in those domains on the ELP assessment, as this is not an allowable accommodation). Determinations for a student to not participate in a specific domain must be carefully considered for each ELL and for each specific domain.

### ELLs with Significant Cognitive Disabilities

An ELL with a significant cognitive disability who is unable to take ACCESS for ELLs 2.0 Paper, 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 would be likely to participate in Florida's alternate content assessment(s). Alternate ACCESS for ELLs is available for grade level clusters 1–2, 3–5, 6–8, and 9–12. IEP teams may use the following criteria to determine student eligibility for participation in Alternate ACCESS for ELLs:

- The student is classified as ELL, with a code of "LY" on the first day of the testing window (January 29, 2018).
- The student has a significant cognitive disability and receives special education services under IDEA (2004).
- 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 the Spring 2018 Florida Standards Alternate Assessment (FSAA). **Note:** Only applicable for students in grades 3–10.

## ELLs Identified as Deaf or Hard-of-Hearing

ELLs identified as deaf or hard-of-hearing, including those for whom American Sign Language (ASL) is their primary mode of communication, can generally participate in the Reading and Writing domains of the assessment with few or no accommodations. Students who use text-to-speech/read aloud as part of their communication system may use the Human Reader of Items accommodation to access the Listening domain.

In Florida, students who are deaf and unable to produce spoken language should be exempted from the Listening and Speaking sections. IEP teams should make determinations on a case-by-case basis how an ELL who is deaf will participate in ACCESS for ELLs 2.0.

**Listening:** Students who are deaf and receive language input only through signing should be exempt from the Listening section. For students who have some hearing ability, Test Administrators may use signing to clarify the directions to the Listening section, but they may NOT use signing to explain the content of the Listening section questions. An administrator may read from the Human Reader Accommodation Script (rather than playing the CD) for a hard-of-hearing student who is a proficient speech (lip) reader.

**Speaking:** Students who are not able to produce spoken language should be exempt from the Speaking section. Test Administrators may use signing to clarify the directions to the Speaking section, but they may NOT use signing to explain content of the Speaking section questions.

**Reading and Writing:** Test Administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain content of the Reading or Writing section questions.

Do Not Score This Section For This Student				
(See the Test Administrator Manual for detailed instructions)				
ABS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPD	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If a student is not participating in an entire domain (i.e., Reading, Writing, Speaking, or Listening) the “SPD” bubble for the domain not being administered should be filled in on the back page of the student response booklet. Please refer to the Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual for more information on Do Not Score Codes.

## ELLs Identified with Blindness or Visual Impairments

ELLs with low vision should be able to participate in ACCESS for ELLs 2.0 by using assistive technologies such as a CCTV or document camera for enlarging a standard size test booklet. Large print test booklets are also available for Kindergarten ACCESS for ELLs and ACCESS for ELLs 2.0.

The Tier B ACCESS for ELLs 2.0 Paper tests are available in braille for all grade clusters for the domains of Reading, Listening, and Writing. The Speaking test cannot be provided in braille due to the visual nature of the test. Experts in working with students with visual impairments were unable to recommend to WIDA a way to emboss this domain without modification of the assessment. Creating picture descriptions for this domain at the local level is not approved by WIDA.

Tests are available in EBAE or UEB paper-embossed braille formats, depending on the grade cluster. WIDA does not recommend administering ACCESS for ELLs 2.0 Paper in braille to students who are not proficient in English-based braille. If the student is not proficient in English-based braille, the "SPD" bubble should be filled in the Reading, Listening, and Writing domains on the back page of the standard test book. Please refer to the Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual for more information on Do Not Score Codes.

Additional information and guidance regarding braille tests is located on page 15 of this document.

## **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.

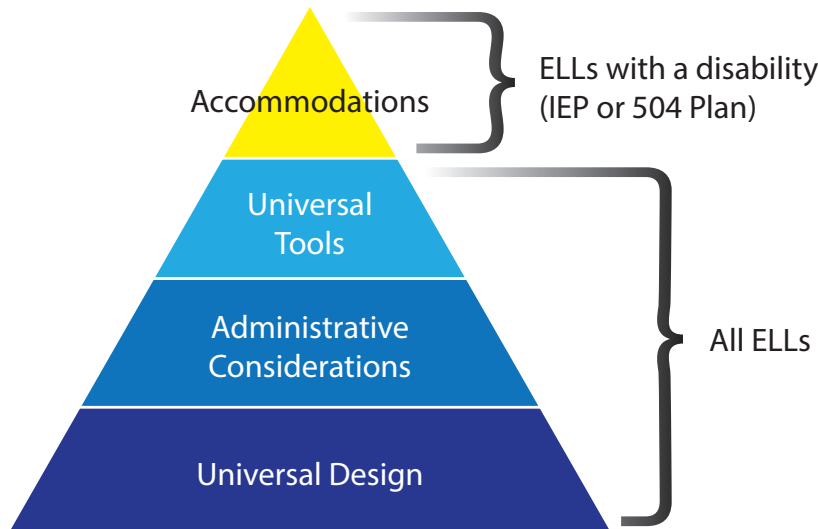
Reviewing the sample test items will also allow ELLs, parents, and educators to review items types that appear on the assessment. Released Listening and Speaking sample test items for the paper-based assessment are available at [wida.us/accessupdates](http://wida.us/accessupdates). The sample items do 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 IEPs 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 allowed could compromise the validity of the assessment and invalidate students' results.

## 2.1 Universal Design

ACCESS for ELLs 2.0 suite of assessments incorporates Universal Design principles to provide greater accessibility for all ELLs. Presented using multiple modalities, test items include prompts with appropriate 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 Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual, the following tables show the administrative procedures that may be customized to meet the needs of students taking the paper-based assessment.

### 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 a disruption to others), students using the furniture/equipment may test alongside other students, rather than in a separate environment.</p>
Familiar Test Administrator	<p>Students may feel more comfortable with a known test administrator. Students may not be related to their Test Administrator.</p> <p>All test administrators are required to be trained and certified to administer the test.</p>
Frequent or Additional Supervised Breaks	<p>Students may take breaks as needed. Frequent breaks refer 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 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 in order to minimize interactions with other students.</p> <p>During breaks, the student's test books must be closed. If the student leaves the room, the test administrator must collect the student's paper-based test materials.</p>
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 in their plans (e.g., "fewer than ten students" or "no more than 8 students"). If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.</p> <p>The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being administered.</p>

Administrative Consideration	Description
Monitor placement of responses in the test booklet	<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. 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>
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>
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 students 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. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>A language domain should 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 depend 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 “Okay.”</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>

## Adapting Materials for Alternate ACCESS for ELLs

On Alternate ACCESS for ELLs, Test Administrators may adapt the Listening, Reading and Speaking Test booklet (where the answer choices are) to meet individual student needs. Please refer to the Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual for more information, which is located on Florida's WIDA webpage.

### 2.3 Universal Tools

Universal tools may be used by all students taking ACCESS for ELLs 2.0 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs to address their individual accessibility needs. Universal tools do not affect the construct being measured on the assessment and do not need to be specified on an IEP or Section 504 Plan.

Provided that students use the tool(s) regularly in the classroom and have become familiar with the appropriate use and availability of the tools, the tools should reinforce students' abilities to demonstrate their knowledge and skills. 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.

Universal Tool	Description
Audio aids	<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"><li>• The student uses an amplification device typically used during instruction</li><li>• 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).</li><li>• The student uses a white noise machine that is typically used during instruction or assessment.</li></ul> <p>Noise canceling 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>

Universal Tool	Description
Color overlay	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p>Students may use a full page or a partial page semi-transparent 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>
Highlighters, colored pencils, or crayons	<p>Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p> <p><b>Important:</b> Students must not make any markings in the response boxes within the test booklet. In these cases, transcription to a new test booklet will be required.</p>
Tracking tool	<p>A tool that the student can use to guide his or her eyes while reading text on the booklet.</p> <p>Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, 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.</p> <p>The tracking device must be blank/empty.</p>
Low-vision aids, or magnification devices	<p>A tool that the student can use to increase the size of graphics and text.</p> <p>Students will use their low vision device with a standard or large print paper-based form. Student answers in the test booklet. Transcription is required if the student answers in the large print test booklet <b>within 48 hours</b> of testing.</p>
Planning Sheet	<p>A tool that the student can use for notes, drafts and diagrams.</p> <p>The student receives one copy (or more as needed) of the Planning Sheet with a pencil, pen or marker. No graphic organizers may be provided.</p> <p>The Planning Sheet is located under the <i>Assessment Materials &amp; Training</i> tab on Florida's WIDA webpage. Students may alternately use an individual, erasable whiteboard for notes and responses.</p> <p>Only work in the test booklet will be scored. Additional Planning Sheets should be available to students upon request.</p> <p><b>Important:</b> USED Planning Sheets are considered secure test materials.</p> <p>Test administrators must collect used planning sheets and completely erase whiteboards at the end of each test domain to maintain test security. USED Planning Sheets must be returned with test materials.</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 to allow the student to effectively demonstrate his or her knowledge and skills without interfering with the validity of assessment results.

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 of the disability or disability type. A student’s individual educational team (IEP, 504, or Title II of the ADA) makes decisions about accommodations. These educational teams must not select accommodations that interfere with the construct being assessed. 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. Participation and accommodation decisions must be documented in the student's IEP or 504 Plan and in the student's ELL Plan.

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 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 for 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 the 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. Students should not be provided with unnecessary accommodations, as this may actually hinder the student's performance.

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

Remember that English language proficiency 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 area 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).

Students may not have access to any unauthorized writing aids, such as word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, translation devices, or organizational patterns.

**4. Does the accommodation adhere to Florida's policies for the accommodation of ELLs with disabilities on language proficiency assessments?**

Once the student's individual educational 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 has an Emergency 504 Plan, or who is regularly receiving services under Title II of the ADA, 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 are delivered locally by a test administrator. Special paper-based test forms (e.g., large print, braille) are pre-ordered prior to testing via Survey 2.

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 presents 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)
- (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).

### 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 student response booklet.	

See Appendix C for more information regarding allowable accommodations for each assessment.



Code	Accommodation	Administration	Language Domain				Description and Guidelines
			Listening	Reading	Speaking	Writing	
BR	Braille with Tactile Graphics (Braille Writer/ Braille Notetaker)	<p>Paper</p> <p>Embossed test with graphics provided in either contracted or uncontracted braille for Tier B.</p> <p>Unified English Braille (UEB) in Grades 1-5</p> <p>English Braille American Edition (EBAE) in Grades 6-12</p>	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> <ul style="list-style-type: none"> <li>Before using the braille format assessment, confirm that the student is braille-proficient in the braille code used for that grade band,</li> <li>the IEP team has determined that it is in the best interest of a student to make the ELP test available in braille.</li> </ul> <p>Specification of contracted or uncontracted braille occurs when ordering the braille test kit from DRC. Each braille test kits contain an embossed test booklet, test booklet for transcription, Test Administrator's Script, and CD of audio files.</p> <p>There may be instances on the braille form when embossing the graphics does not provide an appropriate level of context, so picture descriptions are used. Translation of picture descriptions into a student's home language is appropriate, as this will provide the same support as the graphic for ELLs without visual impairments without adding to the language load for the ELL.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailier or braille note-taker. The student's responses must be transcribed by a Teacher of the Visually Impaired (TVI) into a standard student test book to be submitted for scoring. Student work and/or answers not transcribed will not be scored. See Appendix A for transcription guidance.</p> <p>All adapted materials, as well as all non-test form paper containing student answers, must be returned to DRC for secure destruction.</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>Administration of this accommodation must not disturb or interfere with other test takers (i.e., individually).</p>

Code	Accommodation	Administration Paper	Language Domain				Description and Guidelines
			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	Yes	Yes	Yes	In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of state assessment official, students may extend the testing session over multiple days.
ES	Extended Speaking test response time	Student is provided up to twice the allowable time to respond to items on the Speaking test	N/A	N/A	Yes	N/A	This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. The purpose of this accommodation is to allow time for cognitive processing or motor planning for speaking.  For paper-based testing, the test administrator will pause the CD after the audio file for an item is played for up to double the allowable time.
ET	Extended testing time within 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.  For ease of scheduling, typically, extended time is considered 1.5 times the anticipated testing time. However, if a student is actively engaged in testing, the test administrator may extend the testing time up to the end of the school day. In all circumstances, students must complete a language domain session within the school day it was started.  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 Paper	Language Domain				Description and Guidelines
			Listening	Reading	Speaking	Writing	
HI	Human Reader for items	Read aloud test items (e.g., prompts and response options) by in-person reader.	Yes	No	Yes	Yes Grades 4 – 12 Tiers B & C	<p>This accommodation may be provided 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>The dialogue in the Human Reader Accommodation Script (ordered from DRC) 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>For Writing, this accommodation is only applicable for students in Grades 4-12 who are taking either the Tier B or C forms. (For Grades 1-3 [all tiers], Grades 4-12 [Tier A only]), Kindergarten, and Alternate ACCESS, the test prompts are read aloud as part of the test administration procedures.)</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>Administration of this accommodation must not disturb or interfere with other test takers. If provided in a small group setting, response options are read to the entire group, not to individual students.</p>
HR	Human Reader for response options	<p>Read aloud of text-based response options (answer choices) by the in-person human reader.</p> <p>Response options do not include item text or prompt text.</p> <p>Graphics only response options are not read or described.</p>	Yes	No	N/A	N/A	<p>This accommodation is only available for the <b>Listening</b> domain and may be used for students who have a documented disability requiring support for reading, print, or focus/attention.</p> <p>Students listen to the pre-recorded audio for items from the CD, and text in answer choices are read exactly as they appear in the booklet.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Paper		Listening	Reading	Speaking	Writing	
RI	Human Reader for repeat of items	Read aloud and repeat test items (e.g., prompts and response options) by in-person human		Yes Only repeat item one time	No	Yes May repeat item multiple times	Yes May repeat item multiple times	This accommodation may be used to provide support that is more intensive for students who have a documented print disability. Students listen to the pre-recorded audio for items from the CD, and text in answer choices are read exactly as they appear in the booklet.  Administration of this accommodation must not disturb or interfere with other test takers.
RR	Human Reader for repeat of response options one time	Read aloud and repeat of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics only response options are not read or described.		Yes Only repeat item one time	No	N/A	N/A	This accommodation is only available for the <b>Listening</b> domain, and may be used to support students in demonstrating listening skills, rather than print decoding skills.  The reader may repeat listening item response options (i.e., answer choices) only one time.  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.
SD	Interpreter signs test directions in ASL	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.		Yes	Yes	Yes	Yes	This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items.  Linguistic research, beginning in the 1960s, has shown that ASL is a true, complete and rich language in its own right, unrelated to English. Translation of test items does not provide a valid test of English language proficiency; therefore, the resulting score is invalid. Thus, translation of test items and response options into ASL or any other language is not permitted. No part of the scorable test items may be signed to a student. Refer to page 5 of this document for additional guidance for students identified as deaf and/or hard-of-hearing.

Code	Accommodation	Administration Paper	Language Domain				Description and Guidelines
			Listening	Reading	Speaking	Writing	
LP	Large Print	Large print version of the test.  18-point font on 11 x 17 paper	Yes	Yes	Yes	Yes	This accommodation may be used for students with visual impairments.  Large print test kits contain a large print test booklet, test booklet for transcription, test administrator script, and CD of audio files.  Student answers must be transcribed verbatim into a scannable test book and returned to DRC for scoring <b>within 48 hours</b> after testing is completed for a domain. Student work and/or answers that are not transcribed will not be scored. See Appendix A for Transcription Guidance.  Note: Enlargement of response options for Alternate ACCESS for ELLs may be done at the local level.
MC	Manual control of item audio	The test administrator asks the student if he/she is ready to listen, and then plays the audio delivered via CD.	Yes	No	Yes	N/A	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.  The test administrator will need to pause the audio files between items; thus the test administrator must be familiar with the software that will be used to play the audio files. Once initiated, the audio for that item cannot be paused or stopped.  Administration of this accommodation must not disturb or interfere with other test takers.

Code	Accommodation	Administration	Language Domain				Description and Guidelines
			Listening	Reading	Speaking	Writing	
RA	Repeat item audio	Paper The test administrator asks the student if he/she is ready to listen, and then plays and/or replays the audio delivered via CD.	Yes	No	Yes	N/A	<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>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. 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.</p> <p>The item audio file will then be played a second time. The test administrator will need to pause and re-start the audio items; thus the test administrator must be familiar with the software that will be used to play the files.</p> <p>In the Listening domain, audio may be repeated only one time.</p> <p>Speaking audio may be repeated multiple times.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers.</p>

Code	Accommodation	Administration Paper	Language Domain				Description and Guidelines
			Listening	Reading	Speaking	Writing	
SR	Scribe	The test administrator marks or writes student responses into the student response booklet 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"> <li>• has a physical disability that prevents independent computer input even with adaptive equipment, or</li> <li>• has a physical inability to hold a writing instrument, or</li> <li>• has a disability that prevents the ELL from expressing written language routinely requiring dictation for written compositions during classroom instruction.</li> </ul> <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 in paper test booklet at the time of testing by the test administrator. See Appendix B for Scribe Guidance.</p> <p>This accommodation must be administered in a one-to-one testing environment.</p>

Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Paper		Listening	Reading	Speaking	Writing	
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 ELLs to separate the processes of responding and writing the response.</p> <p>Responses must be transcribed by the student verbatim in the 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>The transcription must occur <b>within 48 hours</b> after the completion of the tested domain.</p> <p>This accommodation must be administered in an individual 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>
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, provided that all security and administration requirements are met		Yes	Yes	Yes	Yes	<p>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.</p> <p>The test must be administered by school personnel who are trained to administer the test.</p>



Code	Accommodation	Administration		Language Domain				Description and Guidelines
		Paper		Listening	Reading	Speaking	Writing	
WD	Word processor or similar keyboarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.		Yes	Yes	N/A	Yes	<p>For Writing test, spell check, grammar check, dictionary/thesaurus, and access to the Internet must be turned off. The transcription must occur <b>within 48 hours</b> after the completion of the tested domain. See Appendix A for transcription guidance.</p> <p>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.</p> <p>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.</p>

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

Administrative procedures of Kindergarten ACCESS for ELLs incorporate the following accommodations; therefore, they do not need to be recorded on the student test booklet.

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

Administrative procedures of Alternate ACCESS for ELLs incorporate the following accommodations; therefore, they do not need to be recorded on the student test booklet.

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/Alternative Communication (AAC) devices to respond to items is not considered an accommodation for ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs. Use of such a device 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 the speech-generating device, thus for items where the student is asked to produce an isolated phoneme, such as /g/, the student would indicate the correct letter, "g." Additionally, the 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 to 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: Transcription Guidance

Certain accommodations and situations during the 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 in the paper test booklet by the test administrator **within 48 hours** after the test is administered.

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 District/School Test Coordinator. After completion of the transcription:

- On the original test booklet (transcribed booklet):
  - Write "Transcribed - DO NOT SCORE" or draw an "X" on the front of the original Test Booklet.
  - Do not cover the barcode.
  - Place an **orange** Do Not Process label on the booklet.
  - Return the transcribed book with nonscorable test materials.
- On the new test booklet (scannable booklet):
  - Apply **white** Pre-ID Label, or apply **yellow** District/School Label and complete student demographic information
  - Return the booklet with scoreable 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 returned with test materials.

## **Qualifications for a Transcriber**

Individuals who provide transcription must:

- Be trained by the District/School Test Coordinator
- Sign the Non-disclosure and User Agreement (NDUA)
- 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 the student's handwriting and have experience transcribing for the student.

## Appendix B: Scribe Guidance

Students receiving the scribe accommodation may respond to test items either:

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

The Test Administrator serving as a scribe may enter the student's responses in the student's test booklet.

Scribing takes place as the student dictates or produces the response, and the response is entered verbatim into 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.
- 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 changes 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 keyword (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 twall?”) 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 District/School Test Coordinator on how to accurately provide the accommodation. (Ideally, the training would provide an opportunity to practice and receive immediate direct feedback.)
- Sign the Non-disclosure and User Agreement (NDUA)
- Be proficient in all English language domains.
- Produce legible text.

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.

Accommodations used during assessment should be familiar to the student because they have been used instructionally.

## **Acceptable Scribing Practices**

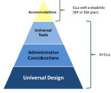
- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “No.”
- The scribe may prompt and remind the student 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 says more or go back and check the responses.

## Appendix C: Accommodation Checklists

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

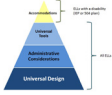


### ACCESS for ELLs<sup>®</sup> 2.0 Accommodation Selections - Paper

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

Student:	Student ID (FLEID):				Date:
Grade:					Team Members:
School:	District:				Completed by:
Accommodation	ACCESS for ELLs 2.0 Test Domains				Key Information Refer to the <i>Florida 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 (Grades1-5) / EBAE (Grades 6-12)
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 Test Coordinator.
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.





## Kindergarten ACCESS for ELLs<sup>®</sup> Accommodation Selections

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

Student:	Student ID (FLEID):	Date:			
Grade:		Team Members:			
School:	District:	Completed by:			
Accommodation	ACCESS for ELLs Test Domains				Key Information <i>Refer to the Florida Accessibility and Accommodations Supplement for complete information</i>
	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 Test coordinator.
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.



## Alternate ACCESS for ELLs<sup>®</sup> Accommodation Selections

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

Student:	Student ID (FLEID):	Date:			
Grade:		Team Members:			
School:	District:	Completed by:			
Accommodation	ACCESS for ELLs Test Domains				Key Information <i>refer to the Florida Accessibility and Accommodations Supplement for complete information</i>
	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.
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 Test Coordinator.
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.





ACCESS for ELLs® 2.0