WIDA™

2019-2020

Accessibility and Accommodations Supplement

ACCESS for ELLs
Kindergarten ACCESS for ELLs
WIDA Screener
Alternate ACCESS for ELLs

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Version 1.0

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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, Kindergarten ACCESS for ELLs, WIDA Screener and Alternate ACCESS for ELLs results depends upon 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 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 interpret and produce language to 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 LEA to make decisions for students covered under Title II of the Americans with Disabilities Act (ADA) 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 service providers, about 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 *Accessibility and Accommodations Supplement* applies to all ELLs who take ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener 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 Test Administrator Manual* and the *ACCESS for ELLs District and School Test Coordinator Manual*. Accommodations are available to ELLs identified with a disability who are taking either the computer-based or paper-based format of the assessments. The 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 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.

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 at https://www.wida-ams.us/default.aspx?leapp=General+Information) 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 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 where needed, in accordance with a student's Individualized Education Program (IEP). A student who has a 504 Plan, or who is covered under Title II of the ADA, is also eligible to receive accommodations.

The Every Student Succeeds Act (ESSA), however, requires that a state provide appropriate accommodations for ELLs with disabilities and, if an ELL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student's ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)). 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 who is identified with a significant cognitive disability, who is unable to take ACCESS for ELLs, 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

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 speech reading as part of their communication system may use the Human Reader of Items accommodation to access the Listening domain. IEP teams should determine on a case-by-case basis how an ELL who is deaf will participate in ACCESS for ELLs. Individual state policy may allow for some form of manually coded English to provide access to the Listening and Speaking domains for ELLs who are deaf, including 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 ELLs who are deaf or hard-of-hearing.

ELLs identified as deaf or hard-of-hearing are not required to participate in paper-based testing, but it is strongly recommended for several reasons, including the following.

- Ease of providing manually coded test directions
- Eliminating the need to force-submit a domain
- Eliminating the need to override tier placement

Mixed-mode testing is not allowed; thus a student must take all domains in which they will participate either on the computer or on paper.

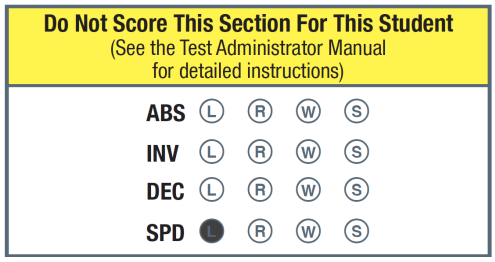
ELLs Identified with Blindness or Visual Impairments

ELLs with low vision should be able to participate in ACCESS for ELLs using the online testing platform, which can enlarge the graphics and text to fill the display screen. It is recommended that students with low vision be provided a large display. Additionally, the test platform allows for magnification of items (see low-vision aids, or magnification devices in Section 2.3: Universal Tools). If the student's IEP team determines that a student should participate in paper-based assessment (following SEA policy) then assistive technologies such as a CCTV or document camera could be considered for enlarging a standard size test booklet. Large print test booklets are also available (see Large Print in Section 2.4: Accommodations). Please note that mixed-mode testing is not allowed; thus a student must take all domains either on the computer or paper.

The ACCESS for ELLs tests are available in braille for all grade-level clusters for the domains of Reading, Listening, and Writing. (See Braille in Section 2.4: Accommodations.) 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. Please refer to your state policy.

Tests are available in Unified English Braille (UEB) paper-embossed braille format. WIDA does not recommend administering ACCESS for ELLs in braille to students who are not proficient in English-based braille. Please check with your state education agency on how to assess blind ELLs who are not proficient in English-based braille.

Do Not Score Codes



Please refer to your state policy on exempting students from specific test domains due to a designation of deaf or hard of-hearing or a visual impairment. 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 regular size paper test booklet, or indicated in WIDA AMS under the Do Not Score Codes. Please refer to the Test Administrator Manual (TAM) for more information on Do Not Score Codes.

1.4 Practice Testing

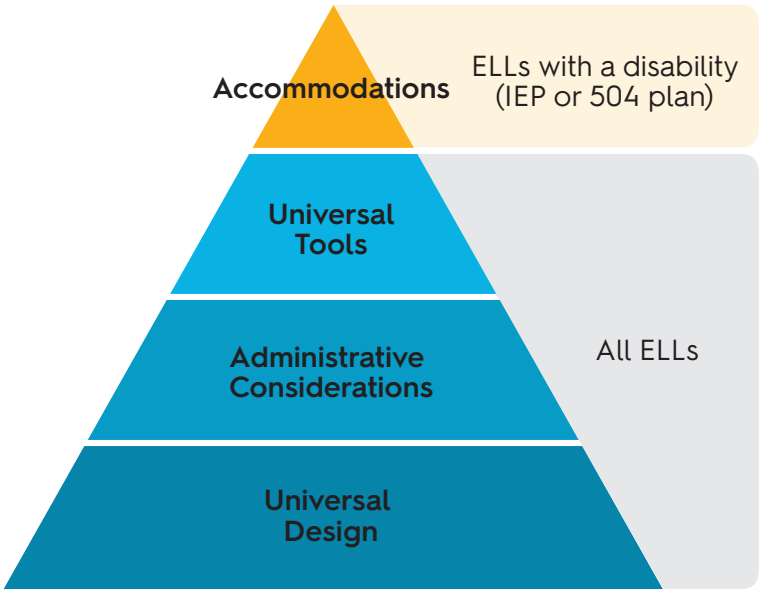
It is important to provide ELLs opportunities to become familiar with the test format, item types, how to select answers, and other procedural aspects of test-taking before the test administration. These practice opportunities make it likely that students will be able to focus more effectively on demonstrating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

WIDA AMS provides test demonstration videos that may be used by educators to help ELLs gain a better understanding of how they will interact with the online test platform. These videos provide step-by-step demonstrations of using 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 item types that appear on the assessment. Sample online test items can be found in WIDA AMS. Released items for paper-based assessment are available at https://wida.wisc.edu/assess/access/preparing-students. 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 Programs (IEP) or 504 plans. These supports are intended to increase the accessibility of the assessments for all ELLs.



To protect the validity and administration security of ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, 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. Presented using multiple modalities, test items include 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, Kindergarten ACCESS for ELLs, WIDA Screener, 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 show the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessment.

Administrative Considerations

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	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.
Alternative Microphone	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. Check for compatibility prior to the day of assessment using the online Speaking practice test. Students may also need to be tested in a separate environment in order to limit distractions for other students.
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators are required to be trained and certified to administer the test.
Frequent or Additional Supervised Breaks	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). 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. During breaks, the student's test books must be closed or computer screens 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.

Administrative Consideration	Description
Individual or Small Group Setting	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"), or follow the state's policy guidelines. 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. The testing location must be a secure and safe environment that is monitored while the assessment is being administered.
Monitor placement of responses in the test booklet or onscreen	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., the 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.
Participate in different testing format (paper vs online)	*If allowed by state policy,* 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. **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. *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.*
Read Aloud to Self	A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used. 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 while the assessment is being given.
Specific Seating	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. 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.

Administrative Consideration	Description
Short Segments	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. A language domain should be completed within one school day. 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.
Verbal praise or tangible reinforcement for on task or appropriate behavior	It may be appropriate to provide students positive reinforcement during testing. *Reinforcement may not depend on the accuracy of the student's response.* Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student. Verbal feedback may include phrases such as "Good job," "Very good," "Nice job," and "Okay."
Verbally redirect student's attention to the test (English or Native Language)	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.

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 Test Administrator Manual for more information.

2.3 Universal Tools

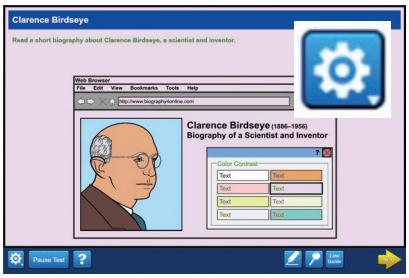
Universal tools are available to all students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing.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

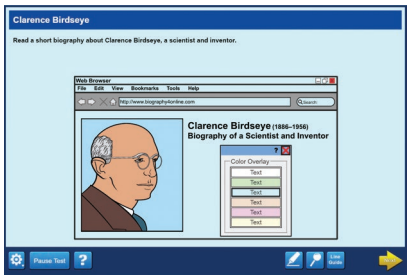
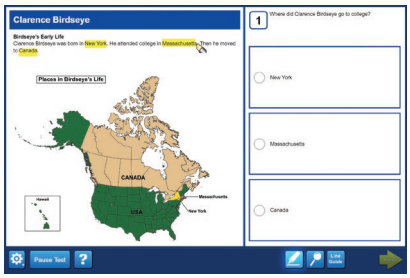
Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students' abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine 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

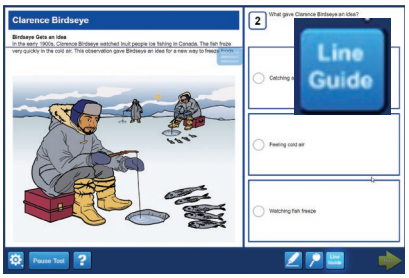
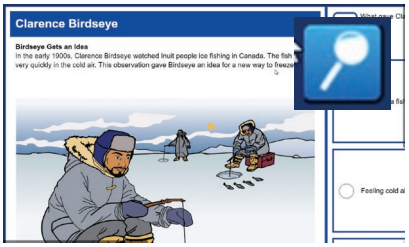
tools are appropriate and when to use them. Remember, sample items are available for students to practice using the universal tools (see the Practice Testing section).

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

Universal Tools

Universal Tool	Description
Audio aids	A tool that the student can use to amplify or diminish sound. Audio aids include amplification devices, noise buffers, and white noise machines (provided by the school or student). • The student uses an amplification device 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. Online test: Noise canceling headphones or earbuds may be connected to the computer. 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. Paper-based test: 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 and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.
Color contrast	A tool that the student can use to change the text and background color. 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. Combinations include: white with black text (default), pink with green text, yellow with blue text, light gray with brown text, orange with blue text, dark gray with green text, light green with purple text, and dark green with red text. Paper-based test: See Color overlay 

Universal Tool	Description
Color overlay	A tool that the student can use that changes the contrast between the text and the background color. 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.  Color choices include white (default), green, blue, beige, pink and yellow. 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. Paper-based test: 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.
Highlighters, colored pencils, or crayons	A tool that the student can use to mark specific text. 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. This is only available with mouse control.  Paper-based test: Students can use their preferred writing tool(s) to mark specific text in the test booklet.
Keyboard Navigation	A tool that the student can use to change to different areas of the online test screen or move from screen to screen. 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. TAB order: highlighter, magnification, line guide, pause, help, options, next. See Appendix B for Keyboard Shortcuts. Paper-based test: Does not apply.

Universal Tool	Description
Line guide or tracking tool	A tool that the student can use to guide his or her eyes while reading text on the computer screen. 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 select the light blue rectangle and drag it to position and move the line guide.  This is only available with mouse control. Paper-based test: 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. The tracking device must be blank/empty.
Low-vision aids or magnification devices	A tool that the student can use to increase the size of graphics and text. Online test: After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x.  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. 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. Paper-based test: Students will use their low vision device with a regular 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.
Sticky notes	A tool that the student can use to make notes while preparing responses on the Writing test. 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. Paper-based test: See Scratch paper.

Universal Tool	Description
Scratch paper	A tool that the student can use for notes, drafts, and diagrams. 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. No graphic organizers may be provided. The 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. Online test: For the writing domain, in Grades 4 – 12, students will receive one piece of blank 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. Paper-based test: Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.

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, Kindergarten ACCESS for ELLs, WIDA Screener, 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 of students who do not receive accommodations.

Accommodations are available only to ELLs with disabilities as specified in the student's IEP or 504 Plan or as determined by the individual or team designated by the LEA to made decisions for students covered under Title II of the ADA, 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 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 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, Kindergarten ACCESS for ELLs, WIDA Screener, 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 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 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 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 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 does not have an IEP or 504 Plan or who is not 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 a 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 a 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).
(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 a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.

Available Accommodations (Varies by Test and Format)

Alphabetical order by the first letter of the accommodation name. Codes in parenthesis reference the data file.	
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)

Accommodation Code: BR		
Accommodation:	Braille with Tactile Graphics – State Policy Considerations (Braille Writer/ Braille Notetaker)	
Administration type:	**Online**	N/A
	Paper	Embossed test with graphics provided in either contracted or uncontracted braille. Unified English Braille (UEB) in Grades 1-12 Grades 6-8 uses UEB with Nemeth for Math and Science-related items.
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	No
	Writing	Yes
Description and Guidelines:	This paper-based accommodation may be used to provide access to the assessment for a braille-proficient ELL who is blind. Before using the braille format assessment, confirm that • it is allowable in your state • the student is braille-proficient in the braille code used for that grade band • the IEP team has determined that it is in the best interest of the student to make the ELP test available in braille Specification of contracted or uncontracted braille occurs when ordering the braille test kit from DRC. Each braille test kit contains an embossed test booklet, test booklet for transcription, test administrator script, speaking test booklet, and CD of audio files. 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. The student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler 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. 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. Administration of this accommodation must not disturb or interfere with other test takers (i.e., braille test administration should be done individually). NOTE: If state policy allows, local brailling of the Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs assessments is allowable.	

Accommodation Code: EM		
Accommodation:	Extended time of a test domain over multiple days	
Administration type:	**Online**	Student completes a test domain over multiple days, based on state policy.
	Paper	
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	Yes
	Writing	Yes
Description and Guidelines:	In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of a state assessment official, students may extend the testing session over multiple days.	

Accommodation Code: ES		
Accommodation:	Extended Speaking test response time	
Administration type:	**Online**	Student is provided up to twice the allowable time to respond to items on the Speaking test.
	Paper	
Language Domain:	**Listening**	N/A
	Reading	N/A
	Speaking	Yes
	Writing	N/A
Description and Guidelines:	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 online testing, this accommodation must be selected in WIDA AMS prior to the student beginning testing. 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.	

Accommodation Code: ET		
Accommodation:	Extended test time within the school day	
Administration type:	**Online**	Student is allowed extended test time within the same school day
	Paper	
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	See Accommodation ES
	Writing	Yes
Description and Guidelines:	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 anticipated testing times, please refer to the TAM, and individual state policy. 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.	

Accommodation Code: HI		
Accommodation:	Human Reader for items (stimuli and prompts)	
Administration type:	**Online**	N/A– embedded pre-recorded human voice is used.
	Paper	Read aloud test items (i.e. stimuli and prompts) by in-person human.
Language Domain:	**Listening**	Yes
	Reading	No
	Speaking	Yes
	Writing	Yes Grades 4–12 Tiers B/C
Description and Guidelines:	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.). This accommodation is only applicable to students using ACCESS for ELLs Paper and requires a human reader script to be ordered from DRC. The dialogue in the Listening and Speaking human reader scripts may require two trained test administrators to deliver this accommodation because it involves modeled dialogue between a sample student and a test administrator. For Writing, this accommodation is only applicable for students in Grades 4-12 who are taking the Tier B/C form. 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. (ACCESS for ELLs Grades 1-3 [all tiers], Grades 4-12 [Tier A only]), Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs provide read-alouds for test prompts as part of the regular test administration procedures. 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.	

Accommodation Code: HR		
Accommodation:	Human Reader for response options (answer choices)	
Administration type:	**Online**	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.
	Paper	
Language Domain:	**Listening**	Yes
	Reading	No
	Speaking	N/A
	Writing	N/A
Description and Guidelines:	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. Students listen to the pre-recorded audio for items (either on the computer or from the CD), and text in answer choices are read exactly as they appear on screen or in the booklet by the test administrator looking over the student's shoulder to read the text, including labels on the graphics. Administration of this accommodation must not disturb or interfere with other test takers.	

Accommodation Code: RI		
Accommodation:	Human Reader for repeat of items (stimuli and prompts)	
Administration type:	**Online**	N/A-See accommodation RA if repeating recorded audio is needed.
	Paper	Read aloud and repeat test items (e.g., prompts and response options) by in-person human.
Language Domain:	**Listening**	Yes Only repeat item one time
	Reading	No
	Speaking	Yes May repeat item multiple times
	Writing	Yes May repeat item multiple times
Description and Guidelines:	This accommodation may be used to provide support that is more intensive for students who have a documented print disability and who need repetition based on language processing needs or attention/focus needs due to a documented disability. Administration of this accommodation must not disturb or interfere with other test takers.	

Accommodation Code: RR		
Accommodation:	Human Reader for repeat of response options (answer choices) one time	
Administration type:	**Online**	Read aloud of text-based response options (answer choices) and repeat 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.
	Paper	
Language Domain:	**Listening**	Yes
	Reading	No
	Speaking	No
	Writing	No
Description and Guidelines:	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, and who need repetition based on language processing needs or attention/focus needs due to a documented disability. 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.	

Accommodation Code: SD		
Accommodation:	Interpreter signs test directions in ASL	
Administration type:	**Online**	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. Translation of test items and response options into ASL or any other language is not permitted.
	Paper	
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	Yes
	Writing	Yes
Description and Guidelines:	This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. ASL is a complete and rich language in its own right and is considered a language other than English. Translation of test items does not provide a valid test of English language proficiency; therefore, the resulting score is invalid. No part of the scorable test items may be signed to a student. Refer to your state's education agency policy for assessing ELP for students whose primary receptive and expressive communication is ASL.	

Accommodation Code: LP		
Accommodation:	Large Print	
Administration type:	**Online**	Embedded magnifier, responsive screen
	Paper	Large print version of the test. 18-point font on 11 x 17 paper
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	Yes
	Writing	Yes
Description and Guidelines:	This accommodation may be used for students with visual impairments. Large print test kits, ordered from DRC, 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. Student work and/or answers that are not transcribed will not be scored. See Appendix C for Transcription guidance. NOTE: Large print is available only for ACCESS for ELLs and Kindergarten ACCESS for ELLs. Enlargement of items and response options for Alternate ACCESS for ELLs and WIDA Screener may be done at the local level.	

Accommodation Code: MC		
Accommodation:	Manual control of item audio	
Administration type:	**Online**	Student manually starts the audio embedded in the online platform.
	Paper	The test administrator asks the student if he/ she is ready to listen, and then plays the audio delivered via CD.
Language Domain:	**Listening**	Yes
	Reading	No
	Speaking	Yes
	Writing	Yes online. N/A for paper
Description and Guidelines:	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. 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. For online testing, this accommodation must be selected in WIDA AMS prior to the student beginning testing. Paper test administration: 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.	

Accommodation Code: RA		
Accommodation:	Repeat item audio	
Administration type:	**Online**	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time.
	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.
Language Domain:	**Listening**	Yes Repeat item audio one time.
	Reading	No
	Speaking	Yes May repeat item multiple times.
	Writing	Yes online. May repeat item multiple times. N/A for paper.
Description and Guidelines:	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. Online test administration: This accommodation allows the play button to be enabled and activated by the student. After the initial audio play, a repeat button becomes available. Once initiated, the audio cannot be paused or stopped. For online testing, this accommodation must be selected in WIDA AMS prior to the student beginning testing. 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. 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. The item audio file will then be played a second time. The test administrator will need to pause and re-start the audio files items; thus the test administrator must be familiar with the software that will be used to play the files. Administration of this accommodation must not disturb or interfere with other test takers.	

Accommodation Code: SR		
Accommodation:	Scribe	
Administration type:	**Online**	The test administrator types student responses directly into the test engine 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.
	Paper	The test administrator marks or writes student responses in 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.
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	N/A
	Writing	Yes
Description and Guidelines:	This accommodation may be used for an ELL who: • 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 and routinely requires dictation for written compositions during classroom instruction. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance. Responses must be scribed verbatim on screen or in a paper test booklet at the time of testing by the test administrator. See Appendix D for Scribe Guidance. This accommodation must be administered in a one-to-one testing environment.	

Accommodation Code: RD		
Accommodation:	Student responds using a recording device, which is played back and transcribed by the student.	
Administration type:	**Online**	Student uses a recording device to respond, and then the student transcribes the response into the test.
	Paper	
Language Domain:	**Listening**	N/A
	Reading	N/A
	Speaking	N/A
	Writing	Yes
Description and Guidelines:	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. Responses must be transcribed by the student verbatim on screen or 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. The transcription must occur as soon as possible at the completion of the tested domain. (Check with your state policy for timeframe expectations.) This accommodation must be administered in an individual testing environment. 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.	

Accommodation Code: NS		
Accommodation:	Test may be administered by school personnel in non-school setting.	
Administration type:	**Online**	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.
	Paper	
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	Yes
	Writing	Yes
Description and Guidelines:	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 Central Office Service-Services Device and INSIGHT should be used. This set-up will decrease connection issues.	

Accommodation Code: WD		
Accommodation:	Word processor or similar keyboarding device used to respond to test items.	
Administration type:	**Online**	The student responds using standalone (external) word processing or similar keyboarding device.
	Paper	
Language Domain:	**Listening**	Yes
	Reading	Yes
	Speaking	N/A
	Writing	Yes
Description and Guidelines:	A student who is unable to keyboard responses directly on the online assessment or use a pencil to respond on the paper-based test may use this accommodation. For the Writing test, spell check, grammar check, dictionary/ thesaurus, and access to the Internet must be turned off. The transcription must occur as soon as possible after the completion of the tested domain. Check state policy for timeline 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, Kindergarten ACCESS for ELLs, WIDA Screener, 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; therefore, they do not need to be recorded on the student test form or in WIDA AMS.

- Extended testing of a test domain over multiple days
- Extended Speaking test response time
- Extended testing time within the school day
- Human Reader for items

- Human Reader for response options
- Human Reader for repeat of paper-based test items
- Human Reader for repeat of response options one time

2.6 Alternate ACCESS for ELLs Exclusions

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

- Extended testing of a test domain over multiple days
- Extended Speaking test response time
- Extended testing time within the school day
- Human Reader for items
- Human Reader for response options
- Human Reader for repeat of paper-based test items
- Human Reader for repeat of response options one time

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, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs. This is considered the student's voice for a student who is unable to produce functional speech. The use of AAC should be consistent with the student's day-to-day instruction and communication methods.

It is important to note that it is unusual for individual sounds to be programmed into the speech-generating device, thus for administration of 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 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.

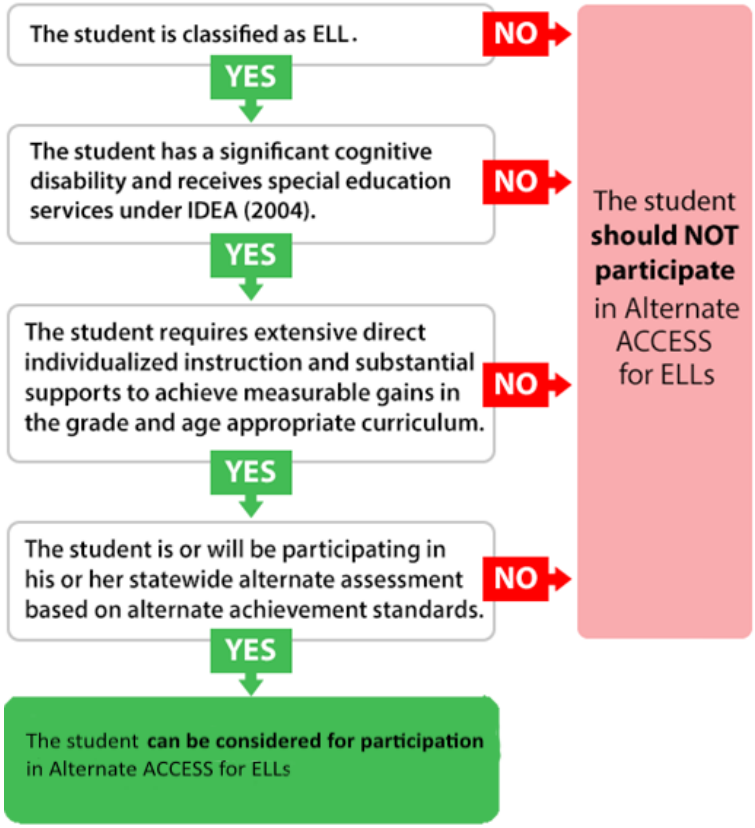
Care must be taken when interpreting ELP scores for students using AAC systems, as their proficiency with the device as well as available vocabulary may confound the assessment of English language proficiency.

Appendix A: Recommended Alternate ACCESS for ELLs Participation Criteria

IEP teams 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 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 (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 popup 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.

Keyboard shortcut	Function
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 the administration of ACCESS for ELLs 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, soiled)

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 the student's handwriting and has experience transcribing for the student.

Transcription Procedure

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.

Test Materials Handling and Return

On the original test booklet (transcribed booklet)

- Write "Transcribed - DO NOT SCORE" or draw an "X" on the front.
- Do not cover the barcode.
- Place an orange Do Not Process label on the booklet.
- Return the transcribed book with nonscorable test materials.

If a booklet is soiled by bodily fluids (e.g., blood, vomit), the booklet should not be returned to DRC. Follow these procedures for soiled booklets after transcription:

- Document the security barcode of the soiled booklet.
- Document the missing booklet in the Materials Accountability Form in WIDA AMS.
- Securely destroy the soiled booklet.

On the new test booklet (scannable booklet):

- Apply a white Pre-ID student 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 securely destroyed according to your state's policy.

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 notepad, 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.
- 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 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 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 a broken hand). 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 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® 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 Test Domains				Key Information Refer to the *Accessibility and Accommodations Supplement* 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 directions 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)	N/A	N/A	N/A		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.

ACCESS for ELLs® 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 Test Domains				Key Information Refer to the *Accessibility and Accommodations Supplement* for complete information
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker)			No		(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 Human Reader Accommodation Script 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 directions 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			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)	N/A	N/A	N/A		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.

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 *Accessibility and Accommodations Supplement* 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.
Interpreter signs test directions 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 further enlarged at the local level if allowable per state policy. All student response booklets, storybook, and cards are already in 18 point font or larger
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.

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 *Accessibility and Accommodations Supplement* 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 directions 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 further 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.

WIDA Screener 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	**Screener Test Domains**				**Key Information** Refer to the *Accessibility and Accommodations Supplement* for complete information
	Listening	**Reading**	**Speaking**	**Writing**	
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 directions 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)	N/A	N/A	N/A		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 time of testing. 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.

WIDA Screener 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	**WIDA Screener Test Domains**				**Key Information**
	Listening	**Reading**	**Speaking**	**Writing**	Refer to the *Accessibility and Accommodations Supplement* for complete information
Braille with Tactile Graphics (Braille Writer/Braille Note-taker)			No		The WIDA Screener is not currently available in braille. In states whose policies allow the use of braille for ELP assessment, local education agencies may provide as appropriate.
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.
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 directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					The WIDA Screener is not currently available in a large print format. Magnification may be provided locally.
Manual control of item audio (MC)		No		N/A	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)	N/A	N/A	N/A		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 time of testing 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.

WIDA™