



ACCESS for ELLs Assessment Supports & Resources

ELPA Webinar Series 2023-2024

October 3, 2023



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

October 3, 2023

Supports For Special Populations – English Learners Agenda



- English Learner Participation in State Assessments
 - Idaho Alternate Assessment Participation Criteria
- ACCESS for ELLs
- Idaho Standards Achievement Test (ISAT)
 - Universal Tools, Designated Supports, and Accommodations
- Open Discussion

Accessibility Features

Purpose



- Appropriate use and assignment of available accessibility features provide the type of scaffolding students need to better process information so that the test results more accurately reflect their true competencies and learning gains.

(Noble & McSorley, 1995)



English Learner Participation in State Assessments

It's not a matter of if, but how.



State & Federal Requirements EL Participation in State Assessments



- ESEA Section 1111(b)(2)(B)(vii)
 - Assessment system must include **ALL** students
- ESEA Section 1111(b)(2)(D)
 - Alternate assessment for students with most significant cognitive disabilities
- Individuals with Disabilities Education Act Section 300.320 (a)(6)(i)
 - A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act”
- IDAPA Rule 08.02.03.111.04
 - **ALL** students in Idaho public schools, grades kindergarten through twelve (K12), are required to participate in the comprehensive assessment program



EL Participation in State Assessments

Three Option for Participation



- Option 1: ELs take State assessments **without** accommodations
- Option 2: ELs take State assessments **with** accommodations
- Option 3: ELs qualify for alternate assessments
 - Student meets the Idaho Alternate Assessment Participation Criteria

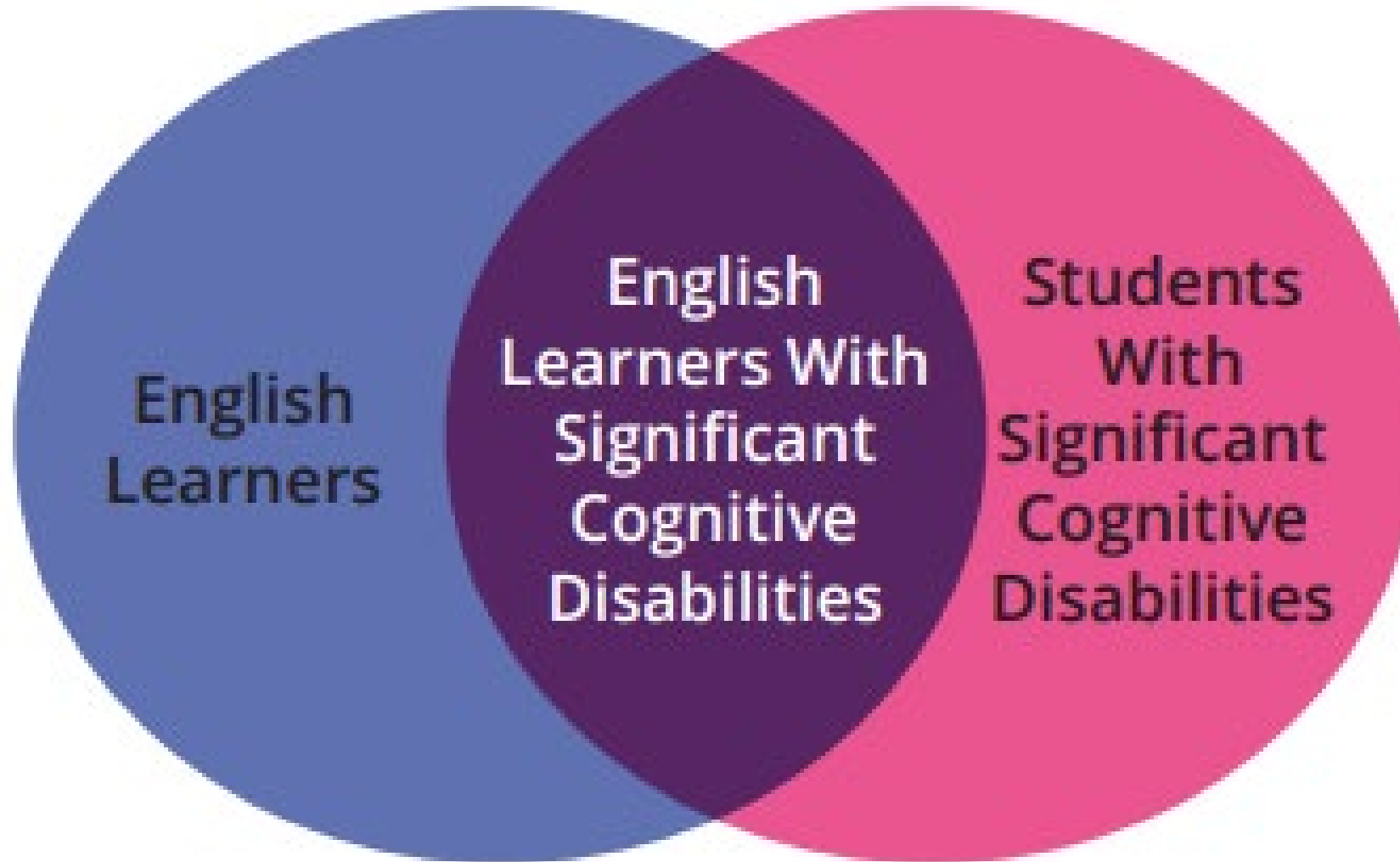


Idaho Alternate Assessment Participation Criteria

Does a child qualify to participate in WIDA Alternate ACCESS?



Does a child qualify to participate in WIDA Alternate ACCESS?



Idaho Alternate Assessment Participation Criteria

Significant Cognitive Impairment Definition



“A designation given to a small number of students with disabilities for the **purposes of their participation in Alternate Assessments**. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a **complete understanding of the complex needs of a student**. Students with significant cognitive impairments have a disability or multiple disabilities that **significantly impact their adaptive skills and intellectual functioning**. These students have **adaptive skills well below average in two or more skill areas** and **intellectual functioning well below average** (typically associated with an IQ below 55).”

([2018 Idaho SPED Manual](#), p. xxxiii)

Idaho Alternate Assessment Participation Criteria

Participation Considerations



- IEP team decision
 - Include input from EL team members
- Student meets **ALL** 4 IDAA participation criteria
- IDAA participation criteria can be applied to ELs in K-12
- **ONLY** students with the most significant cognitive impairments
- Alternate assessment eligibility is all or nothing

Idaho Alternate Assessment Participation Criteria



- To participate in Alternate ACCESS English learners must meet all four [IDAA Participation Criteria](#)
 1. The student has a significant cognitive impairment.
 2. The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.
 3. The student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.
 4. The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- Guidance for IEP teams considering a child for IDAA participation
 - [IDAA Participation Decision-Making Webinar](#)

Idaho Alternate Assessment Participation Criteria

Criterion #1



The student has a **significant cognitive impairment**.

- a. Significant impact on adaptive skills & intellectual functioning
- b. Adaptive skills well below average in 2 or more areas
- c. Intellectual functioning is well below average
 - IQ typically below 55

Idaho Alternate Assessment Participation Criteria

Criterion #2



The student is receiving academic instruction that is aligned with the **Idaho Extended Content Standards**.

- a. The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student

Idaho Alternate Assessment Participation Criteria

Criterion #3



The student's course of study is **primarily adaptive skills oriented** typically not measured by state or district assessments.

- a. Adaptive skills are **essential to living independently and functioning safely in daily life**, and include, but are not limited to: motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.

Idaho Alternate Assessment Participation Criteria

Criterion #4



The student requires **extensive, direct, individualized instruction** and **substantial supports** to achieve measurable gains in the grade- and age-appropriate curriculum.

- a. The student consistently requires individualized instruction in **core academic and adaptive skills** at a **substantially lower level relative to other peers with disabilities**
- b. It is **extremely difficult** for the student to **acquire, maintain, generalize, and apply** academic and adaptive skills in **multiple settings**, across all content areas, **even with high-quality, extensive/intensive, pervasive, frequent, and individualized instruction**
- c. The student requires **pervasive supports, substantially adapted materials, and individualized methods** of accessing information in **alternative ways** to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings

Idaho Alternate Assessment Participation Criteria Resources



- [IDAA Participation Criteria](#)
- [IDAA Participation Decision-Making Webinar](#)
- [Idaho Alternate Assessment Participation Worksheet](#)
- [Idaho SDE Department of Special Education - Special Education Manual 2018](#)
- Specific questions around the IDAA Participation Criteria
 - Contact [Dr. Karren Streagle](#) - Alternate Assessment/Medicaid Coordinator

WIDA Alternate ACCESS Delayed Student Performance Scores



- 2023-2024SY first operational test of the refreshed WIDA Alternate ACCESS
 - Requires standards setting in Summer 2024
- WIDA Alternate ACCESS reports and data files available
 - Online via WIDA AMS – **September 13, 2024**
 - Printed delivered to district – **October 3, 2024**

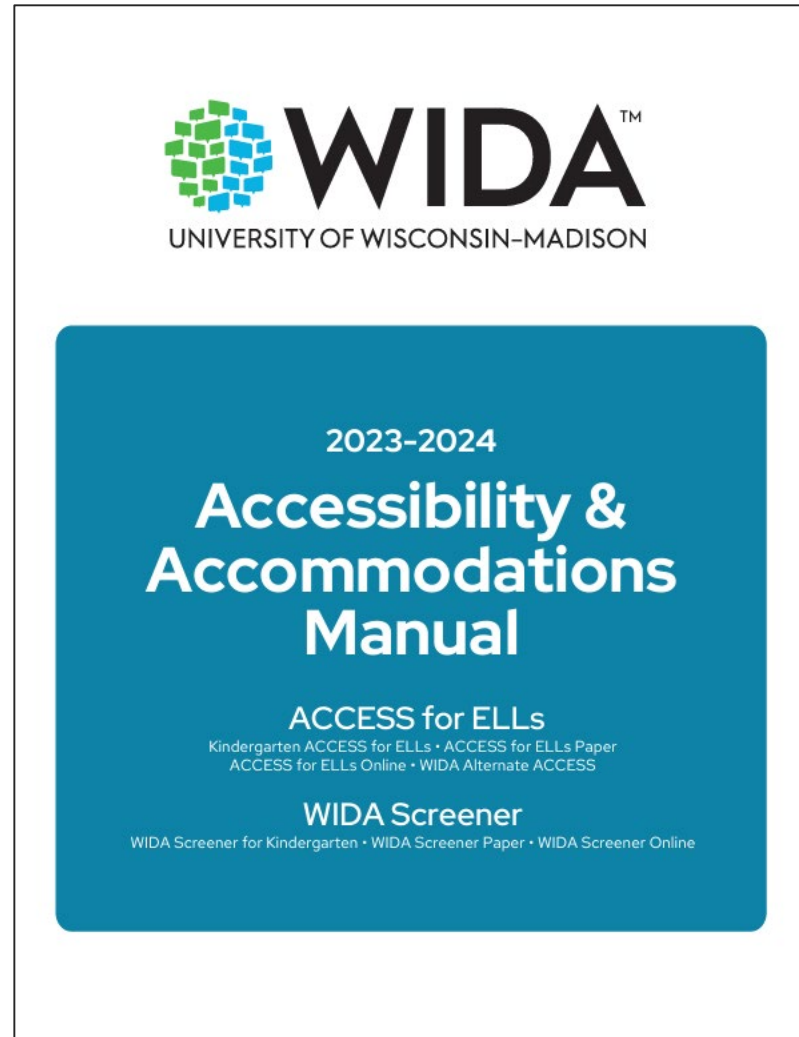


Idaho English Language Proficiency Assessment (ACCESS for ELLs)

Accessibility & Accommodations Overview



ACCESS for ELLs Accessibility & Accommodations Overview



<https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf>

Assessment Accessibility Features

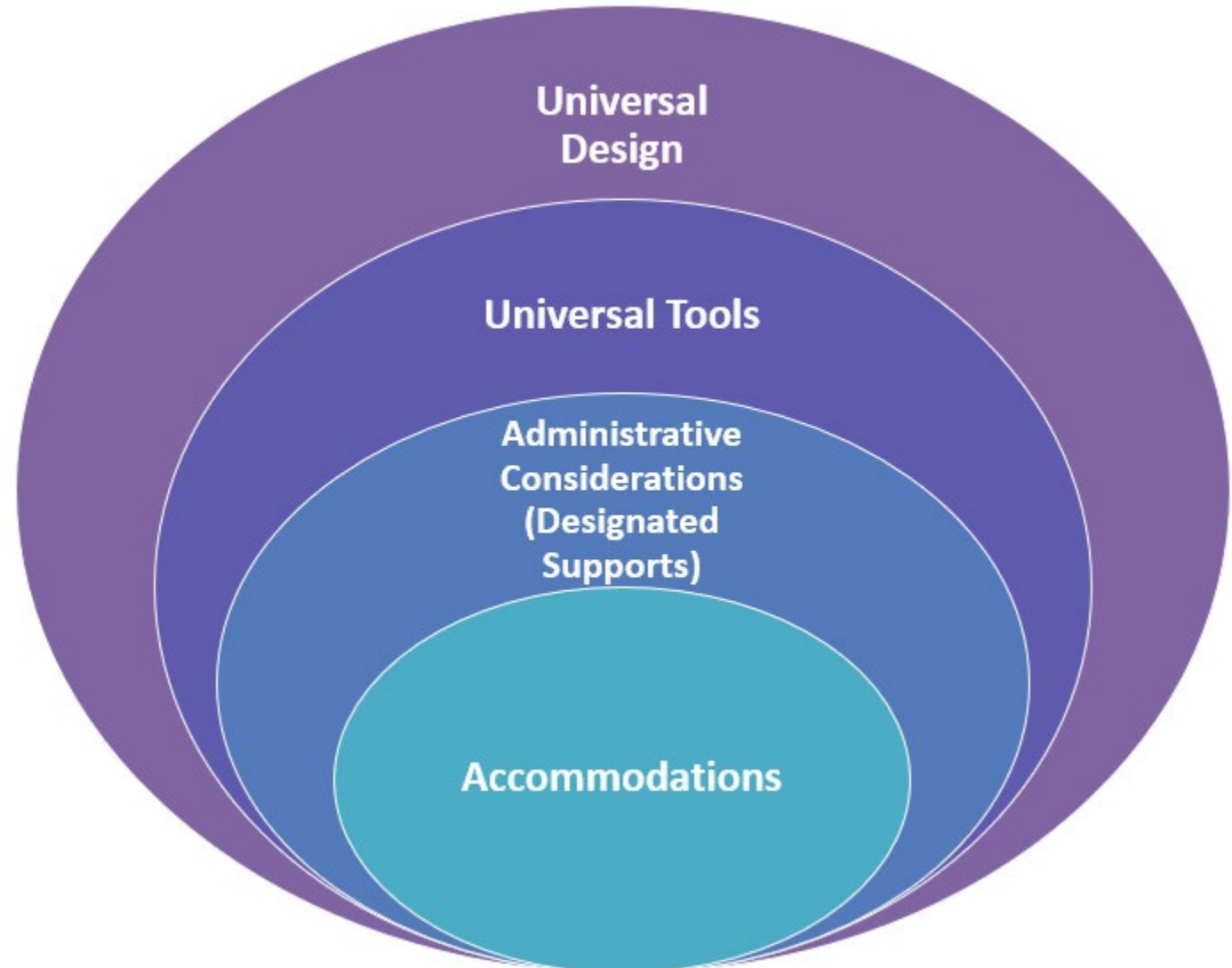


General principles applied in test development (ex. content presented in multiple modalities, supportive graphics, embedded scaffolding).

General assessment tools/features available to all students based on individual preference and selection (ex. highlighter, line reader, magnification).

Supports which create an optimal test environment. Available to all students for whom the need has been indicated by an educator or team of educators with parent/guardian and student (ex. test format (paper/computer), translated test directions).

Accommodations are changes in test procedures or test materials that increase equitable access. Available to students with an IEP or Section 504 Plan (ex. scribe, large print, Braille).



Accessibility Features Embedded / Non-Embedded



Embedded:

Accessibility features provided digitally through a test delivery system

Non-Embedded:

Accessibility features provided at the local level through means other than the test delivery system

The decision to use embedded or non-embedded features should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, administrative considerations, and/or accommodations during instruction.

ACCESS for ELLs

Available Universal Tools



- **Audio Aids**
 - Amplification devices
 - Noise buffers
 - White noise machines
- **Color Adjustments**
 - Transparent color overlays
 - Color contrast
- **Highlighters**
 - Colored pencils
 - Crayons
- **Keyboard Navigation**
- **Line Guide or Tracking Tool**
 - Notecards
 - Bookmarks
 - Sentence highlighter strips
- **Low-vision Aids or Magnification Devices**
- **Scratch Paper and Sticky Notes**
 - Considered secure test material

ACCESS for ELLs

Available Administrative Considerations



- **Test Timing and Scheduling**

- Supervised Breaks
- Short Segments
- Extended Testing Time (school day)

- **Test Environment**

- Adaptive and Specialized Equipment or Furniture
- Alternative Microphone
- Familiar Test Administrator
- Individual or Small Group Setting
- Specific Seating

- **Test Content Presentation**

- Test Format (Paper / Online)
- Redirection
- Encouragement
- Read Aloud to Self

- **Test Item Responses**

- Monitor Placement of Responses

ACCESS for ELLs

Available Accommodations



- In-person human reader (IR)
- Repeat in-person human reader (RP)
- Extended Speaking (ES) test response time
- Extended testing of a test domain over multiple days (EM)
- Interpreter signs test directions in ASL (SD)
- Large Print (LP)
- Manual control of Item audio (MC)
- Repeat Item Audio (RA)
- Scribe (SR)
- Student responds using a recording device, which is played back and transcribed by the student (RD)
- Test administered in a non-school setting (NS)
- Word processor or similar keyboarding device to respond to test items (WD)
- Braille (BR)

*Accommodations must be present in an IEP or 504 Plan and are present during regular instruction

ACCESS for ELLs

Domain-Specific Testing Exemptions



- State and federal laws require all ELLs to participate in annual ELP assessment.
 - No disability exempts a student from this requirement.
 - **When all appropriate accommodations have been offered and the student's disability remains a barrier to assessing a particular language domain, the student may be exempted from that individual domain test.**
- District Test Coordinators contact the [ELPA Coordinator](#) to request domain-specific testing exemptions
 - Example: Student who is Deaf for Hard of Hearing may not be able to meaningfully participate in the Listening and Speaking sections.
 - Requires a forced submission of ACCESS for ELLs Online listening and speaking sections

Accessibility Features Reminders



- Accommodations are only available to students who have an Individual Education Program (IEP) or 504 Plan
- The assignment of a support or an accommodation is a team decision
- Designated supports are available to all students and require a documented need
- Accessibility features and accommodations shall be familiar to the student and used during regular instruction
- WIDA Alternate ACCESS is only given to ELs who meet the Alternate Assessment Participation Criteria



Unique Testing Considerations

Domain Exemption

Temporary Disability

Translated Test Logistics, Directions, Practice Items

Dyslexia



Unique Testing Considerations

Possible Domain Exemption



- When a district has identified a disability that precludes meaningful participation from a specific language domain, districts must:
 1. ensure the necessity of the domain exemption is clearly outlined within the student's IEP or 504 Plan
 2. assign a Do Not Score Code of 'SPD' (Special Education Deferred) in WIDA AMS
 3. submit an ACCESS Participation Rate Appeal during the ACCESS Participation Rate Appeals window
 4. provide justification for why the disability precludes the student from participating meaningfully AND
 - a. submit evidence that supports the justification (e.g. a copy of the student's IEP or 504 Plan that details explicit information to justify a need for a domain exemption)
 5. provide additional evidence if it is requested by the SDE during the ACCESS Participation Rate Appeals window

Unique Testing Considerations



- Temporary Disability
 - IEP or 504 Plan required
- Special Accommodations Request
 - Approval required from SDE
 - Submit a Test Incident in the [Idaho SDE Test Incident Log](#) outlining the accommodations request
- Translated Test Logistics, Directions, Practice Items
 - Submit a Test Incident in the [Idaho SDE Test Incident Log](#)
- Dyslexia
 - Administrative Considerations – Extended testing time, short segments, individual testing setting, paper-based test form



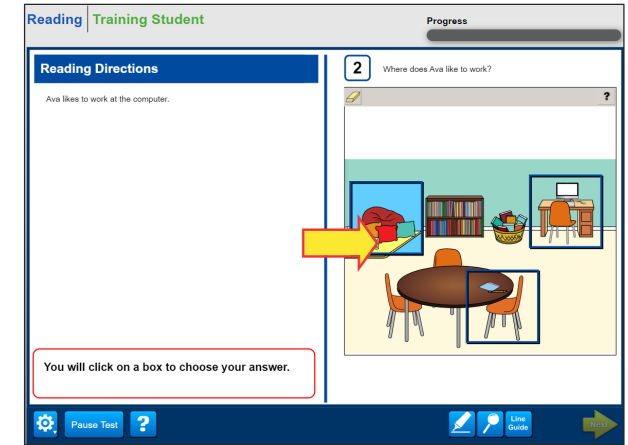
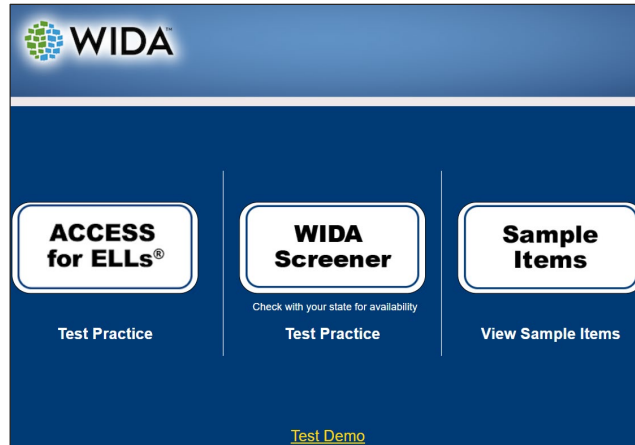
ACCESS for ELLs Other Supports & Resources



ACCESS for ELLs Practice Test / Test Demo / Sample Items



- Increase familiarity with ACCESS for ELLs Online
 - [Practice Tests/ Test Demo / Sample Test Items](#)
 - Test design
 - Item types
 - Universal tools
 - Embedded accommodation practice
- Connect test item types to classroom activities



Idaho's Comprehensive Assessment System Test Administration Resources



Idaho Standards Achievement Test

- [Usability, Accessibility, and Accommodations Guidelines](#)

Idaho Reading Indicator

- [IRI Test Administration Manual](#)

College Board (SAT/PSAT)

- [Accommodations on College Board Exams Webpage](#)

National Assessment of Educational Progress

- [Accommodations for Students with Special Needs Webpage](#)

Next Monthly Meeting



ACCESS for ELLs: Interpreting Score Reports

Thursday October 5, 2023

12:00PM – 1:00PM MT

https://idahosde.zoom.us/meeting/register/tJUodOuvrjguH9IlbVAkoBo7Pu_50-WKdHZ1#/registration



ACCESS for ELLs: Interpreting Score Reports

Thu Oct 5th 12:00pm - 1:00pm (MDT)

The webinar reviews the various scores types provided on each type of score report and how the scores may be interpreted. The webinar presents different ways to use student performance data to enhance ...



Open Discussion



Presentation Feedback



- <https://forms.office.com/r/MzK1Zte8Tx>



Open Discussion



Unmute yourself or write your questions/comments within the chat



Thank you!



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