



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# 2020–2021 Florida Accessibility and Accommodations Supplement

ACCESS for ELLs Paper  
Kindergarten ACCESS for ELLs  
Alternate ACCESS for ELLs



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

**Florida Accessibility and Accommodations Supplement  
Spring 2021 ACCESS for ELLs Administration**

## **Copyright Notice**

This manual contains guidelines on accessibility and accommodations related to the administration of ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. Information on the administration and coordination of these assessments can be found in the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual*.

This manual may be copied or written in for educator use. At the end of the testing window, all copies of this manual must be securely destroyed.

© 2020 Board of Regents of the University of Wisconsin System. All rights reserved.

© 2020 by the Florida Department of Education

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

**Contents**

1.1 About This Supplement.....	2
1.2 Accessibility and Accommodations Overview .....	3
1.3 Participation Requirements for ACCESS for ELLs .....	3
1.4 Practice Testing .....	5
2.1 Universal Design .....	6
2.2 Administrative Considerations .....	7
2.3 Universal Tools.....	9
2.4 Accommodations .....	11
2.5 Kindergarten ACCESS for ELLs Exclusions .....	27
2.6 Alternate ACCESS for ELLs Exclusions .....	27
2.7 Augmentative Communication Devices .....	27
Appendix A: Transcription Guidance.....	28
Appendix B: Scribe Guidance .....	30
Appendix C: Accommodation Checklists .....	34

## **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 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs results depends upon every eligible ELL participating in the assessment and that each student, including those with disabilities, is being provided appropriate access to the assessment.

### **1.1 About This Supplement**

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

This document is intended for district- and school-level personnel as well as decision-making teams, including Individualized Education Plan (IEP) teams, 504 Plan teams, and the individual or team designated by the district assessment coordinator to make decisions for students covered under Title II of the Americans with Disabilities Act (ADA) as they prepare for and implement the ACCESS for ELLs suite of assessments. 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 *2021 Florida Accessibility and Accommodations Supplement* (this document) applies to all ELLs who take ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. It accentuates the individualized approach needed for the implementation of these important assessment practices for ELLs.

This document supplements the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual*, which can be located in the WIDA Secure Portal.

## **1.2 Accessibility and Accommodations Overview**

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

## **1.3 Participation Requirements for ACCESS for ELLs**

State and federal laws require that all ELLs participate in annual ELP assessments (<https://www2.ed.gov/policy/speced/guid/idea/memosdelttrs/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, with a code of LY, 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 Individual 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) allows for a student's individual educational team (IEP, 504, or Title II of the ADA) to determine if there are no appropriate accommodations available for one or more domains because the student requires an accommodation that interferes with the construct assessed in that particular domain (e.g., an ELL who is deaf may use ASL for speaking and listening for daily communication—thus, they would be unable to participate in those domains on the ELP assessment, as this is not an allowable accommodation). Determinations for a student to defer participation in a specific domain must be carefully considered for each ELL and for each specific domain.

### **ELLs with Significant Cognitive Disabilities**

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

- The student is classified as ELL, with a code of “LY” on the first day of the testing window.
- The student has a significant cognitive disability and receives special education services under IDEA (2004).
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- **NEW:** The student is or will be participating in ACCESS Points Curriculum and/or Statewide, Standardized Alternate Assessment.

## **Florida Accessibility and Accommodations Supplement Spring 2021 ACCESS for ELLs Administration**

### **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 section.

In Florida, students who are deaf and unable to produce spoken language should be exempted from the Listening and Speaking sections. IEP teams should make determinations on a case-by-case basis for how an ELL who is deaf will participate in Spring 2021 ACCESS for ELLs administration.

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

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

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

**Kindergarten ACCESS for ELLs:** Kindergarten students who are deaf, receive language input only through signing, and/or are not able to produce spoken language should be exempted from all domains.

### **ELLs Identified with Blindness or Visual Impairments**

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

The ACCESS for ELLs Paper tests are available in Unified English Braille (UEB) paper-embossed braille formats for the domains of Reading, Listening, and Writing. The Speaking test cannot be provided in braille due to the visual nature of the test. Experts in working with students with visual impairments were unable to recommend to WIDA a way to emboss this domain without modification of the assessment. Creating picture descriptions for this domain at the local level is not approved by WIDA. WIDA does not recommend administering ACCESS for ELLs Paper in braille to students who are not proficient in English-based braille. Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs are not available in braille. Additional information and guidance regarding braille tests are located on page 15 of this document.

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

### **Do Not Score Codes**

If the student's IEP or 504 team recommends that the student defer from participation in a specific test section (i.e., Reading, Writing, Speaking, or Listening), use a number 2 pencil to complete the bubble for the domain not being administered within the "SPD" row on the back page of the standard Student Response booklet.

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

Please refer to the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual* for more information on Do Not Score Codes.

## **1.4 Practice Testing**

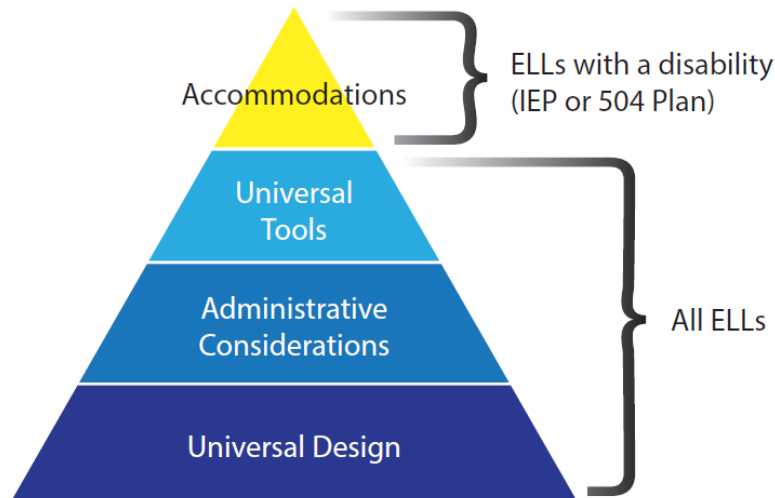
It is important to provide ELLs opportunities to become familiar with the test format, item types, how to select answers, and other procedural aspects of test-taking before the test administration. These practice opportunities make it likely that students will be able to focus more effectively on their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

Reviewing the sample test items will also allow ELLs, parents, and educators to review item types that appear on the assessment. Released Listening and Speaking sample test items for the 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 they are similar to items students will see on the test.

## Section 2:

# The WIDA Accessibility and Accommodations Framework

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



To protect the validity and security of ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs, only those accessibility supports identified in this supplement should be used during test administration. The use of accessibility supports that are not allowed could compromise the validity of the assessment and invalidate students' results. As a result, the following accommodations should **not** be provided to students participating in ACCESS for ELLs paper, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs:

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

## 2.1 Universal Design

The ACCESS for ELLs suite of assessments incorporates Universal Design principles to provide greater accessibility for all ELLs. Presented using multiple modalities, test items include prompts with appropriate graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides.



**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

## 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 administrative procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted.

In addition to administrative procedures already listed in the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual*, the following tables show the administrative procedures that may be customized to meet the needs of students taking the paper-based assessment.

### Administrative Considerations

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	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.
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. Students may not be related to their test administrator. All test administrators are required to be trained and certified to administer the test.
Frequent or Additional Supervised Breaks	<p>Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious). Generally, students must remain in the testing environment for breaks during each test section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements should be made for the student to be escorted in order to minimize interactions with other students.</p> <p><b>Important:</b> During breaks, the student's test books must be closed. If the student leaves the room, the test administrator must collect the student's paper-based test materials.</p>
Individual or Small Group Setting	<p>A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., "fewer than ten students" or "no more than 8 students"). If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.</p> <p>The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being administered.</p>

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

Administrative Consideration	Description
Monitor Response Placement	<p>Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.</p>
Read Aloud to Self	<p>A student may read the assessment aloud to himself/herself. Devices, such as “whisper phones,” may also be used.</p> <p>To minimize distraction or interference with other test takers, the student must be tested in an environment separate from other students. The testing location must be a secure environment that is monitored and proctored while the assessment is being given.</p>
Specific Seating	<p>Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator’s desk.</p> <p>While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor students testing.</p>
Short Segments	<p>In rare instances, students may need longer breaks than provided through the <b>Frequent or Additional Supervised Breaks</b> administrative procedures. In these cases, the assessment may be given in short segments. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>A language domain <b>must</b> be completed within one school day.</p> <p><b>Note:</b> The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom/district assessment.</p>
Verbal praise or Tangible Reinforcement	<p>It may be appropriate to provide students a positive reinforcement during testing. <i>Reinforcement may not depend on the accuracy of the student’s response.</i> Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.</p> <p>Verbal feedback may include phrases such as “Good job,” “Very good,” “Nice job,” and “Okay.”</p>
Verbally Redirect Student’s Attention to Test (English or Native Language)	<p>Test administrators may verbally redirect the student’s attention to the test when the student is demonstrating off-task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment. <b>Note:</b> The test administrator should not repeat, rephrase, or use prompting that is not included in the Test Administrator Script.</p>

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

## **Adapting Materials for Alternate ACCESS for ELLs**

For the Alternate ACCESS for ELLs, test administrators may adapt the Listening, Reading, and Speaking Test booklet (where the answer choices are located) to meet individual student needs. Please refer to Section 10 of the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual* for more information regarding Alternate ACCESS for ELLs. This manual can be located behind the *Alternate Training Course* tile on the WIDA Secure Portal.

## **2.3 Universal Tools**

Universal tools are available to all students taking ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. 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 tools 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 may also help students decide which tools are appropriate and when to use them.

<b>Universal Tool</b>	<b>Description</b>
Audio aids	<p>A tool that the student can use to amplify or diminish sound.</p> <p>Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.)</p> <ul style="list-style-type: none"><li>• The student uses an amplification device typically used during instruction</li><li>• The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items).</li><li>• The student uses a white noise machine that is typically used during instruction or assessment.</li></ul> <p>Noise canceling headphones, earplugs, earphones, or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing, and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening/Speaking CD.</p> <p>Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.</p>

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

Universal Tool	Description
Color overlay	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p>Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.</p>
Highlighters, colored pencils, or crayons	<p>Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p> <p><b>Important:</b> Students must not make any markings with a highlighter in the response boxes within the test booklet. In these cases, transcription to a new test booklet will be required.</p>
Tracking tool	<p>A tool that the student can use to guide his or her eyes while reading text on the booklet.</p> <p>Students may use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence-highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC.</p> <p>The tracking device must be blank/empty.</p>
Low-vision aids, or magnification devices	<p>A tool that the student can use to increase the size of graphics and text.</p> <p>Students will use their low vision device with a standard or large print paper-based form. Student answers directly in the test booklet.</p> <p>Transcription to a standard booklet is required if the student answers in the large print test booklet <b>within 48 hours</b> of testing. Grid the “LP” accommodation code on the back of the test booklet.</p>
Student Planning Sheet	<p>A tool that the student can use for notes, drafts, and diagrams.</p> <p>The student receives one copy (or more as needed) of the Student Planning Sheet during the Writing domain. No graphic organizers may be provided. The planning sheet is available in the State-Specific Directions.</p> <p>Students may alternately use an individual, erasable whiteboard for notes and responses.</p> <p>Only work completed with a number 2 pencil in the test booklet will be scored. Additional Student Planning Sheets should be available to students upon request.</p> <p>Test administrators must collect used planning sheets and completely erase whiteboards at the end of each test domain to maintain test security.</p> <p><b>Important:</b> If a student used a Student Planning Sheet for the Writing domain, destroy locally in a secure manner. Do not return USED Student Planning Sheets to DRC.</p>

## **2.4 Accommodations**

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during the test to allow the student to effectively demonstrate their knowledge and skills without interfering with the validity of assessment results.

Accommodations are delivered locally by a test administrator. Special paper-based test forms (e.g., large print, braille) are pre-ordered prior to testing via Survey 2. Accommodations 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 district assessment or ESE coordinator to make 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. 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. Participation and accommodation decisions must be documented in the student's IEP or Section 504 Plan and in the student's ELL Plan.

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. Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing. The following should be considered when choosing appropriate accommodations for Florida students taking ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs:

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

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

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

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

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

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment, 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 testing?**

Remember that English language proficiency (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 area tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

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

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

Once the student's individual educational team has selected appropriate accommodations, it is important to share this information with the school assessment coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who has an Emergency 504 Plan, or who is regularly receiving services under Title II of the ADA, may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to the short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he or she is unable to type, write, or use voice recognition software.

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

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

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

**Available Accommodations (Varies by Test and Format)**

<b>Alphabetical order by the first letter of the accommodation name.</b> <b>Codes in parenthesis reference the Student Response Booklet.</b>	
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)

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

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: BR</b>		
<b>Accommodation:</b>	Braille with Tactile Graphics – (Braille Writer/Braille Notetaker)	
<b>Administration Overview:</b>	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.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	No
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>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:</p> <ul style="list-style-type: none"> <li>the student is braille-proficient in the braille code used for that grade band,</li> <li>the IEP team has determined that it is in the best interest of a student to make the ELP test available in braille.</li> </ul> <p>Specification of contracted or uncontracted braille occurs when ordering the braille test kit from DRC. Each braille test kit contains an embossed test booklet, standard test booklet for transcription, Test Administrator Script, Speaking Test Booklet, and CD of audio files.</p> <p>There may be instances on the braille form when embossing the graphics does not provide an appropriate level of context, so picture descriptions are used. Translation of picture descriptions into a student’s home language is appropriate, as this will provide the same support as the graphic for ELLs without visual impairments without adding to the language load for the ELL.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student’s responses must be transcribed within 48 hours by a Teacher of the Visually Impaired (TVI) into a standard student test book to be submitted for scoring. Grid the “BR” accommodation code on the back of the standard test booklet.</p> <p>All adapted materials, as well as all non-test form paper containing student answers, must be returned to DRC for secure destruction.</p> <p>WIDA recommends that the results of the braille assessment be used with caution since the student’s proficiency in braille may confound the assessment of English language proficiency.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers (i.e., administer individually). Group administration requires all students receiving the same braille accommodation.</p> <p><b>Important:</b> Student work and/or answers not transcribed to a standard Student Response Booklet will not be scored. See Appendix A for transcription guidance and return instructions.</p>	



**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

Accommodation Code: EM		
<b>Accommodation:</b>	Extended time of a test domain over multiple days	
<b>Administration Overview:</b>	Student completes a test domain over multiple days, based on state policy.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	Yes
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	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		
<b>Accommodation:</b>	Extended Speaking test response time	
<b>Administration Overview:</b>	Student is provided up to twice the allowable time to respond to items on the Speaking test.	
<b>Language Domain:</b>	<b>Listening</b>	N/A
	<b>Reading</b>	N/A
	<b>Speaking</b>	Yes
	<b>Writing</b>	N/A
<b>Description and Guidelines:</b>	<p>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.</p> <p>The test administrator will pause the CD after the audio file for an item is played for up to double the allowable time. Test administrators must not repeat/rephrase test items.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: ET</b>		
<b>Accommodation:</b>	Extended test time within the school day	
<b>Administration Overview:</b>	Student is allowed extended test time within the same school day.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	See Accommodation ES
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>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.</p> <p>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.</p> <p>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.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: HI</b>		
<b>Accommodation:</b>	Human Reader for items (stimuli and prompts)	
<b>Administration Overview:</b>	Read aloud test items (i.e. stimuli and prompts) by in-person human.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	No
	<b>Speaking</b>	Yes
	<b>Writing</b>	Yes Grades 4–12 Tiers B/C
<b>Description and Guidelines:</b>	<p>This accommodation may be provided to students who have a documented need for an in-person human reader (e.g., need for lip reading support, support in focusing their attention, etc.). This accommodation is only applicable to students using ACCESS for ELLs Paper and requires a human reader script to be ordered from DRC.</p> <p>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.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers. If provided in a small group setting, response options are read to the entire group, not to individual students.</p> <p>For Writing, this accommodation is only applicable for students in Grades 4–12 who are taking the Tier B/C form. The Test Administrator Script does not include a script for the Writing test, so the test administrator would look over the student’s shoulder to read the text, including labels on the graphics.</p> <p><b>Note:</b> ACCESS for ELLs Grades 1–3 [all tiers], Grades 4–12 [Tier A only], Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs provide read-alouds for test prompts as part of the regular test administration procedures.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: HR</b>		
<b>Accommodation:</b>	Human Reader for response options (answer choices)	
<b>Administration Overview:</b>	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.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	No
	<b>Speaking</b>	N/A
	<b>Writing</b>	N/A
<b>Description and Guidelines:</b>	<p>This accommodation is only available for the <b>Listening</b> domain and may be used for students who have a documented disability requiring support for reading, print, or focus/attention.</p> <p>Students listen to the pre-recorded audio for items (from the CD), and text in answer choices are read exactly as they appear in the booklet by the test administrator looking over the student's shoulder to read the text, including labels on the graphics.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers.</p>	

<b>Accommodation Code: RI</b>		
<b>Accommodation:</b>	Human Reader for repeat of items (stimuli and prompts)	
<b>Administration Overview:</b>	Read aloud and repeat test items (e.g., prompts and response options) by in-person human.	
<b>Language Domain:</b>	<b>Listening</b>	Yes (Only repeat item one time)
	<b>Reading</b>	No
	<b>Speaking</b>	Yes (May repeat item multiple times)
	<b>Writing</b>	Yes (May repeat item multiple times)
<b>Description and Guidelines:</b>	<p>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.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

Accommodation Code: RR		
<b>Accommodation:</b>	Human Reader for repeat of response options (answer choices) one time	
<b>Administration Overview:</b>	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.	
<b>Language Domain:</b>	<b>Listening</b>	Yes (Only repeat response option one time.)
	<b>Reading</b>	No
	<b>Speaking</b>	No
	<b>Writing</b>	No
<b>Description and Guidelines:</b>	<p>This accommodation is only available for the <b>Listening</b> domain and may be used to support students in demonstrating listening skills, rather than print decoding skills, and who need repetition based on language processing needs or attention/focus needs due to a documented disability.</p> <p>The reader may repeat listening item response options (i.e., answer choices) only one time. Do not read aloud graphics. This accommodation must be administered in a way that does not disturb or interfere with other test takers.</p> <p>If provided in a small group setting, response options are read and repeated to the entire group, not individual students.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: SD</b>		
<b>Accommodation:</b>	Interpreter signs test directions in ASL	
<b>Administration Overview:</b>	<p>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.</p> <p>Translation of test items and response options into ASL or any other language is not permitted.</p>	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	Yes
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items.</p> <p>ASL is a complete and rich language in its own right and is considered a language other than English.</p> <p>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.</p> <p>Refer to page 4 of this supplement for additional guidance for students identified as deaf and/or hard-of-hearing.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

Accommodation Code: LP		
Accommodation:	Large Print	
Administration Overview:	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:	<p>This accommodation may be used for students with visual impairments.</p> <p>Large print is available only for ACCESS for ELLs Paper and Kindergarten ACCESS for ELLs. Enlargement of items and response options for Alternate ACCESS for ELLs may be done at the local level.</p> <p>Large print test kits contain a large print test booklet, test booklet for transcription, test administrator script, and CD of audio files.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers (i.e., administer individually). Group administration requires all students who are receiving the LP accommodation.</p> <p>Student answers must be transcribed verbatim into a standard Student Response Booklet <b>within 48 hours</b> after testing is completed for a specific domain. Grid the “LP” accommodation code on the back of the Student Response Booklet.</p> <p><b>Note:</b> Student work and/or answers that are not transcribed to a standard Student Response Booklet will not be scored. See Appendix A for transcription guidance and return instructions.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: MC</b>		
<b>Accommodation:</b>	Manual control of item audio	
<b>Administration Overview:</b>	The test administrator asks the student if he/she is ready to listen, and then plays the audio delivered via CD.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	No
	<b>Speaking</b>	Yes
	<b>Writing</b>	N/A
<b>Description and Guidelines:</b>	<p>This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability.</p> <p>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. The Test Administrator Script provides start/end times.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers.</p>	



**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: RA</b>		
<b>Accommodation:</b>	Repeat item audio	
<b>Administration Overview:</b>	The test administrator asks the student if he/she is ready to listen, and then plays and/or replays the audio delivered via CD.	
<b>Language Domain:</b>	<b>Listening</b>	Yes (Repeat item audio only one time.)
	<b>Reading</b>	N/A
	<b>Speaking</b>	Yes (May repeat item multiple times.)
	<b>Writing</b>	N/A
<b>Description and Guidelines:</b>	<p>This accommodation may be used to support students who need repetition based on language processing needs or attention/focus needs due to a documented disability.</p> <p>Before the first play, the test administrator asks if the student is ready to listen and then plays the pre-recorded audio files.</p> <p>At the end of the recording, the test administrator will pause the audio file. The test administrator will then ask, “Would you like to hear that again?” If the student indicates yes, the test administrator will then ask if the student is ready to listen. 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.</p> <p>Administration of this accommodation must not disturb or interfere with other test takers.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: SR</b>		
<b>Accommodation:</b>	Scribe	
<b>Administration Overview:</b>	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.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	N/A
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>This accommodation may be used for an ELL who:</p> <ul style="list-style-type: none"> <li>• has a physical inability to hold a writing instrument, or</li> <li>• has a disability that prevents the ELL from expressing written language and routinely requires dictation for written compositions during classroom instruction.</li> </ul> <p>This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance.</p> <p>Responses must be scribed verbatim in a standard Student Response Booklet at the time of testing by the test administrator. See Appendix B for Scribe Guidance.</p> <p>This accommodation must be administered in a one-to-one testing environment.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

Accommodation Code: RD		
<b>Accommodation:</b>	Student responds using a recording device, which is played back and transcribed by the student.	
<b>Administration Overview:</b>	Student uses a recording device to respond, and then the student transcribes the response into the test.	
<b>Language Domain:</b>	<b>Listening</b>	N/A
	<b>Reading</b>	N/A
	<b>Speaking</b>	N/A
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>This accommodation may be used to support ELLs with writing processing issues to allow ELLs to separate the processes of responding and writing the response.</p> <p>Responses must be transcribed by the student verbatim 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.</p> <p>The transcription must occur <b>within 48 hours</b> after the completion of the tested domain.</p> <p>This accommodation must be administered in an individual testing environment.</p> <p>Any stored secure test content (including student responses) on the recording device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location.</p>	

Accommodation Code: NS		
<b>Accommodation:</b>	Test may be administered by school personnel in non-school setting.	
<b>Administration Overview:</b>	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.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	Yes
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>This accommodation may be used to test ELLs who are enrolled but unable to attend school due to hospitalization or other extended absences during the testing window.</p> <p>The test must be administered by school personnel who are trained and certified to administer the test.</p> <p><b>Note:</b> Parent/guardians are not permitted in the testing room.</p>	

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

<b>Accommodation Code: WD</b>		
<b>Accommodation:</b>	Word processor or similar keyboarding device used to respond to test items.	
<b>Administration Overview:</b>	The student responds using standalone (external) word processing or similar keyboarding device.	
<b>Language Domain:</b>	<b>Listening</b>	Yes
	<b>Reading</b>	Yes
	<b>Speaking</b>	N/A
	<b>Writing</b>	Yes
<b>Description and Guidelines:</b>	<p>A student who is unable to use a pencil to respond on the paper-based test may use this accommodation.</p> <p>For the Writing test, spell check, grammar check, dictionary/thesaurus, and access to the Internet must be turned off.</p> <p>The transcription must occur <b>within 48 hours</b> after the completion of the tested domain. See Appendix A for transcription guidance and return instructions.</p> <p>Any stored secure test content, including student responses, on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device must be stored in a secured, locked location.</p>	

## **2.5 Kindergarten ACCESS for ELLs Exclusions**

Administrative procedures of Kindergarten ACCESS for ELLs incorporate the below accommodations; therefore, they do not need to be recorded on the Student Response 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

## **2.6 Alternate ACCESS for ELLs Exclusions**

Administrative procedures of Alternate ACCESS for ELLs incorporate the below accommodations; therefore, they do not need to be recorded on the Student Response 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 Paper, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs. Use of such a device is considered the student's voice for a student who is unable to produce functional speech.

It is important to note that it is unusual for individual sounds to be programmed into the speech-generating device, thus for administration 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 the student's ability to respond to specific test items. For example, if a student is asked to identify an apple, yet the student does not have access to the word "apple" on their AAC, it is unreasonable to require the student to specifically say apple.

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

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

## **Appendix A: Transcription Guidance**

Certain accommodations and situations during the administration of the ACCESS for ELLs suite of assessments may require a test administrator to transcribe a student's response in a standard Student Response 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).

### **Qualifications for a Transcriber**

It is highly recommended that the transcriber is already familiar with the student's handwriting and has experience transcribing for the student. Individuals who provide transcription must:

- Be trained by the district/school assessment coordinator on how to accurately provide the accommodation. (Ideally, the training would provide an opportunity to practice and receive immediate direct feedback.)
- Sign the WIDA Non-Disclosure and User Agreement (NDUA)
- Be proficient in written English
- Be able to decode the student's handwriting
- Braille transcribers must be proficient in the braille code used by the student for writing
- Produce legible text

### **Transcription Procedure**

The student's responses must be transcribed verbatim in the standard Student Response Booklet by the test administrator **within 48 hours** after the test is administered. DRC is only able to scan and score student responses in the standard Student Response Booklet. If a large print or braille version of the test is submitted for scoring, the student will not receive a score.

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. Ensure any stored test content on a word processing device or recorder is deleted immediately after transcription.

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 assessment coordinator.

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

## **Test Materials Handling and Return**

On the original test booklet (transcribed booklet):

- Write “Transcribed - DO NOT SCORE” or draw an “X” on the front of the original test booklet.
- Do not cover the security barcode (lower-left corner of booklet).
- Place an **orange** Do Not Process label on the transcribed booklet.
- Return the transcribed book with secure test materials.
- Soiled materials (e.g., with blood or vomit) must be securely destroyed. Provide the security barcode to the district assessment coordinator. The district assessment coordinator must complete the Materials Accountability Form via WIDA AMS and notify the Bureau of K–12 Student Assessment of the secure destruction of test materials.

On the new test booklet (To-Be-Scored booklet):

- Apply **white** Pre-ID label or apply **yellow** District/School label and complete student demographic information as directed in Section 4.6 of the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual* to the Standard Student Response Booklet.
- Grid the accommodation code (i.e, BR, LP, WD) on the back of the Student Response Booklet.
- Ensure transcription is complete for each domain.
- Return the booklet with secure test materials.

Any original student responses that were printed from an assistive technology device or recorded separately on the Student Planning Sheet (or on other external devices) must be returned with test materials.

## **Appendix B: Scribe Guidance**

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

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

The test administrator serving as a scribe may enter the student's responses in the standard test booklet that is assigned to the student.

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

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

### **For the Writing domain:**

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

- **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.)
- **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.

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.



**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

## **Qualifications for a Scribe**

It is highly recommended that the scribe already has 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. Individuals who provide the Scribe accommodation must:

- Be trained by the district/school assessment coordinator on how to accurately provide the accommodation. (Ideally, the training would provide an opportunity to practice and receive immediate direct feedback.)
- Sign the WIDA Non-disclosure and User Agreement (NDUA).
- Be proficient in all English language domains.
- Produce legible text.

## **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 should say more or go back and check the responses.

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**

## Appendix C: Accommodation Checklists

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



### ACCESS for ELLs® Paper Accommodation Selections

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

Student:	Student ID (FLEID):				Date:
Grade:					Team Members:
School:	District:				Completed by:
Accommodation	ACCESS for ELLs Paper Test Domains				Key Information <i>Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.</i>
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker) (BR)			No		Grades 1–12 test forms are provided in Unified English Braille (UEB). Must be ordered in either contracted or uncontracted. Responses must be transcribed verbatim in a standard Student Response Booklet <b>within 48 hours</b> after testing by TA.
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 Bureau of K–12 Assessment.
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 booklet. Dialogue in the <i>Human Reader Accommodation Script</i> may require two trained TAs.
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. Speaking and Writing items can be repeated multiple times.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.
Large Print (LP)					18-point font. Responses must be transcribed verbatim in standard Student Response Booklet <b>within 48 hours</b> after testing by TA.
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. During the test, TA writes student responses as the student dictates responses directly into the test book.
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 assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in a standard Student Response Booklet <b>within 48 hours</b> after testing by TA.

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**



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

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

Student:	Student ID (FLEID):	Date:
Grade:		Team Members:
School:	District:	Completed by:

Accommodation	Kindergarten ACCESS for ELLs Test Domains				Key Information <i>Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.</i>
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed.
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level. 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 student who are unable to write due to a disability, TA writes student responses as the student dictates responses directly into the standard test booklet 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 assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in standard Student Response Booklet <b>within 48 hours</b> after testing by TA.

**Florida Accessibility and Accommodations Supplement**  
**Spring 2021 ACCESS for ELLs Administration**



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

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

Student:	Student ID (FLEID):				Date:
Grade:					Team Members:
School:	District:				Completed by:
Accommodation	Alternate ACCESS for ELLs Test Domains				Key Information <small>Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.</small>
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in the standard Student Response Booklet <b>within 48 hours</b> after testing by TA. For Writing test, spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Delete once finished.





FLORIDA DEPARTMENT OF  
**EDUCATION**  
— [fldoe.org](http://fldoe.org)



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