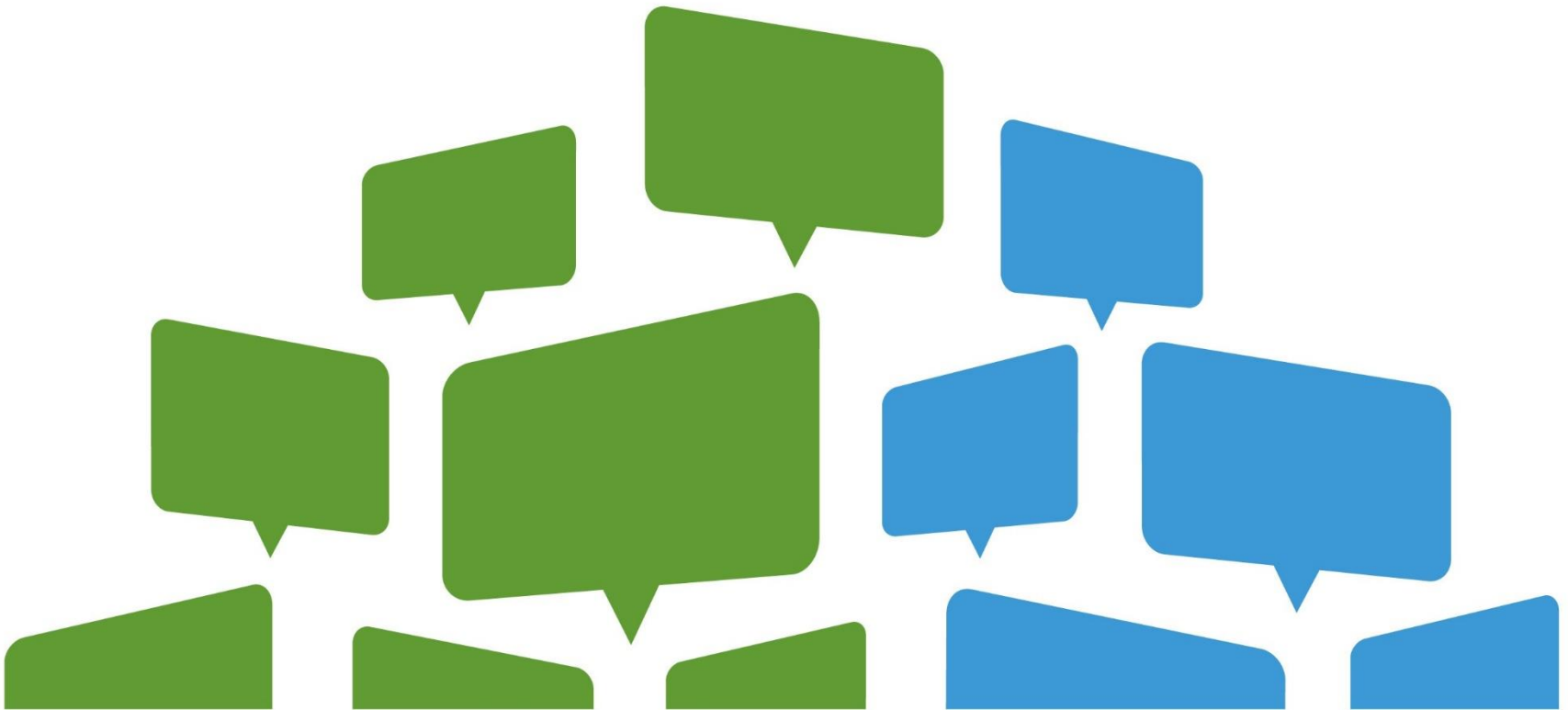# Alternate ACCESS for ELLS

Objectives:

- Learn about Alternate ACCESS for ELLs

- Locate the Alternate ACCESS Training Course

- Describe scoring and administration procedures for the Alternate ACCESS test

Alternate ACCESS for ELLs

- Alternate ACCESS for ELLs is a large-scale test of English language proficiency intended for ELLs with the most significant cognitive disabilities who participate in ACCESS Points curriculum and/or the Florida Standards Alternate Assessment (FSAA).

- Developed specifically for students identified as English language learners with significant cognitive disabilities

- Measures student performance in relation to the WIDA Alternate English Language Proficiency levels

A Student Can Have
Symbolic Understanding and
Receptive Communication,
but not use Symbolic Communication
EXPRESSIVELY.
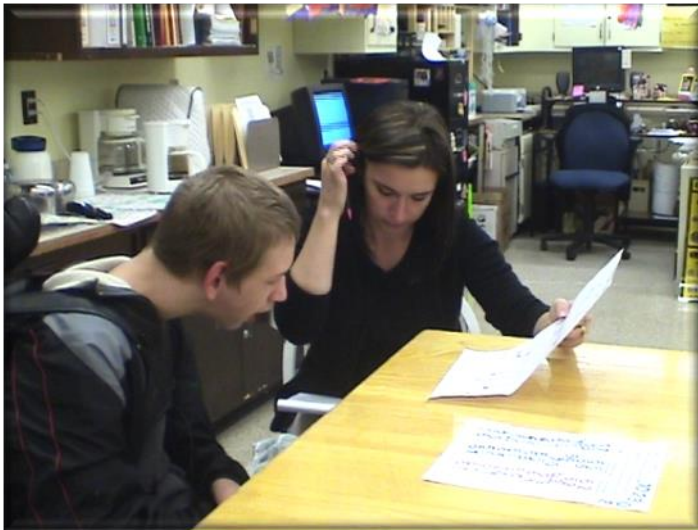
English learners with significant cognitive disabilities…

…are individuals with difficulties in speaking, reading, writing, or understanding the English language as they are progressing toward English language proficiency, and who have one or more disabilities **that significantly impact their intellectual functioning and adaptive behavior**.

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Participation Criteria for Alternate ACCESS for ELLs

Participation in statewide English language proficiency testing has to be decided by the student's IEP team. Florida's Alternate ACCESS for ELLs participation criteria is as follows:

- The student is classified as ELL, with a code of "LY" on the first day of the testing window (January 25, 2021).
- The student has a significant cognitive disability as outlined in their IEP and receives special education services under IDEA (2004).
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
- The student is or will be participating in the Access Points Curriculum and/or Statewide, Standardized Alternate Assessment (FSAA).

Who Should Administer the Alternate ACCESS for ELLs?

- Teacher or licensed staff (online quiz)

- Staff member familiar with student's dedicated communication system and response modes

- Practice ahead of time is important due to logistics of managing:

  - Student Response Booklet

  - Test Administrator Script

  - Student Response Booklet

  - Spring 2021 Florida ACCESS for ELLs Test Administration Manual

  - Individual student supports

  - 2021 Florida Accessibility and Accommodations Supplement

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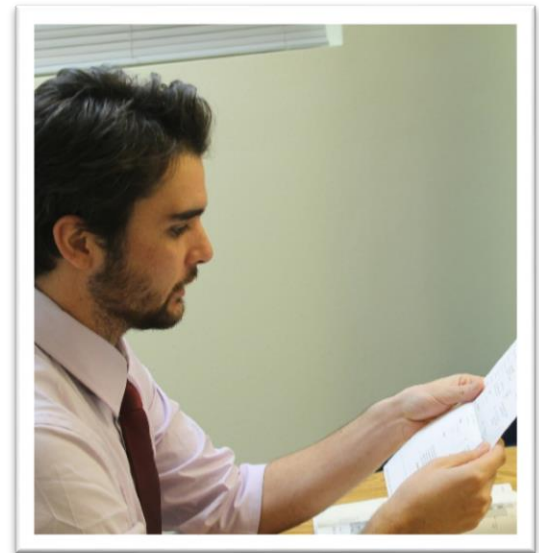
WIDA Secure Portal
https://portal.wida.us/

ACCESS for ELLs Training Courses

Kindergarten

Alternate ACCESS Grades 1-12

PAPER-BASED Grades 1-12

ONLINE Grades 1-12

Facilitator Toolkit Training Materials

Take the Alternate ACCESS for ELLs Quiz

- If you have not already, complete the Alternate ACCESS for ELLs quiz

- 80% or higher to pass

- May be taken multiple times if needed

ALTERNATE ACCESS for ELLs Quiz

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General Test Guidelines

- Keep the test moving at a steady pace

- Follow the Test Administrator Script exactly

- Practice reading the tasks aloud ahead of time

- Give student non-evaluative, positive feedback

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Maximizing Student Performance

- Establish rapport with the student prior to testing.

- If you need to stop the test administration of the Speaking or Writing sections, it is preferred to stop between the different parts of these sections.

- It is acceptable to stop the administration of a domain section, take a break, and finish the section later.

- Although the test administrator must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate.

- Winding down if the student scores **No Response**, **Incorrect**, or **Approaches** on three consecutive tasks.

Unique Features of this Test

- Simplified Language

- Repetition of Questions

- Increased Graphic Support

- Larger Testing Materials and Graphics
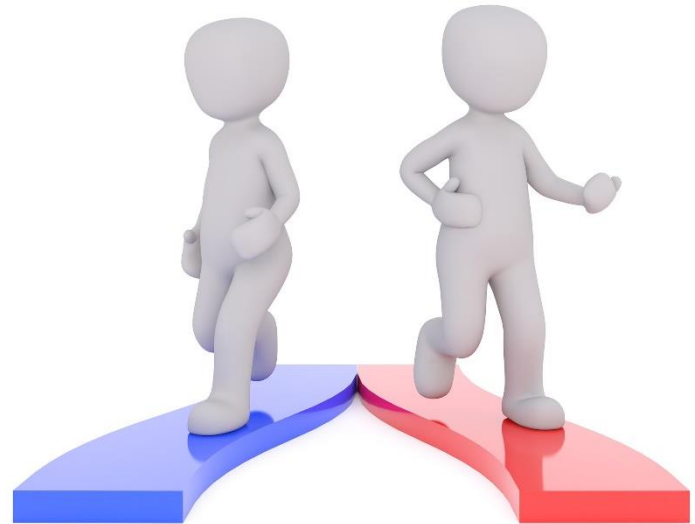
Alternate ACCESS for ELLs Test Design
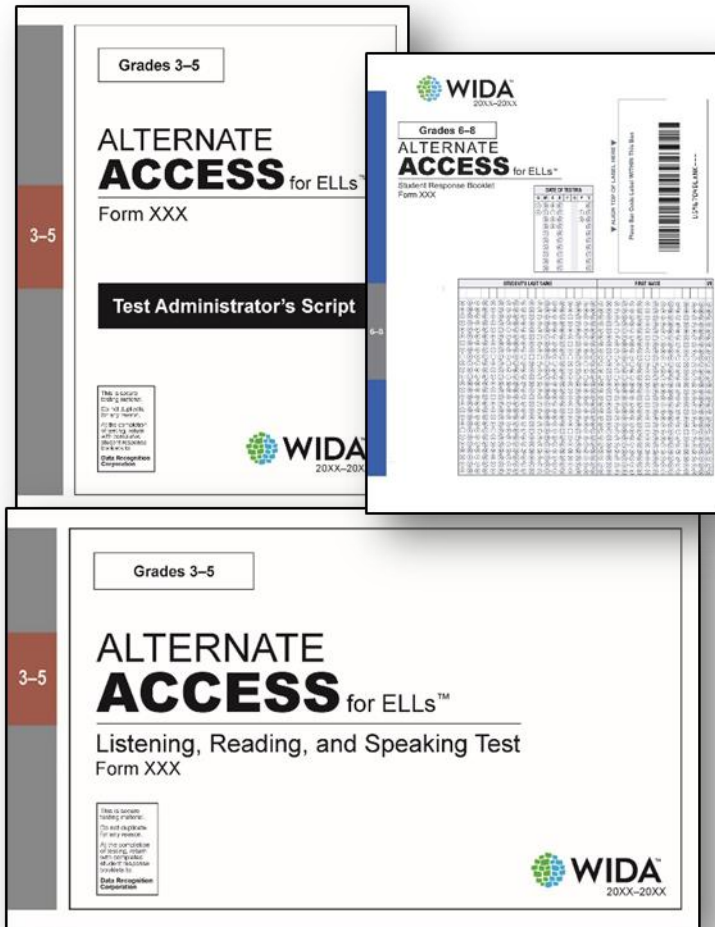
- Paper and pencil test
- Individually administered
  - 4 sections (Domains)
  - 8 - 10 Tasks in each domain
  - 20 minutes each (Approximately)
- Test format
  - Selected response: listening and reading
  - Constructed response: speaking and writing
- All sections are hand-scored by test administrator.

General Administration Responsibilities

- Review the Spring 2021 Florida ACCESS for ELLs Test Administration Manual and the 2020 Florida Accessibility and Accommodations Supplement.

- Distribute needed test materials and equipment

- Follow procedures and scripts exactly

- Always keep test materials secure
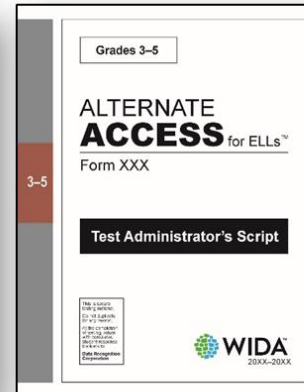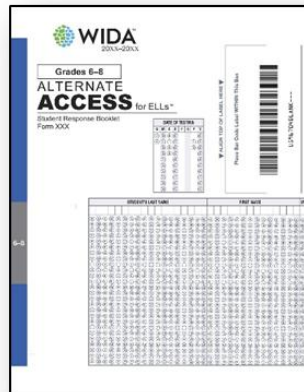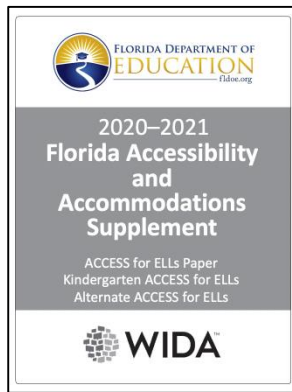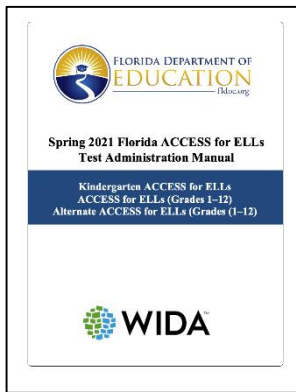
Domains & Grade Level Clusters

Listening — Process, understand, interpret and evaluate spoken language in a variety of situations

Reading — Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing — Engage in written communication in a variety of situations for a variety of purposes and audiences

Speaking — Engage in oral communication in a variety of situations for a variety of purposes and audiences

| 1-2 | 3-5 | 6-8 | 9-12 |

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Test Components and Sequence

Language Domain	Number of Tasks	Time	Range of Proficiency Levels	Standards Assessed
Listening	9	20 minutes	A1 – P2	SIL, LoMA, LoSC, LoLA
Reading	9	20 minutes	A1 – P2	SIL, LoMA, LoSC, LoLA
Speaking	8	20 minutes	A1 – P2	LoMA, LoSC
Writing	10	20 minutes	A1 – P3	SIL, LoSC, LoLA

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Test Administration Paths: Possible repetitions before "Moving On"

Listening: *Cues*

A, A, B, C

Reading: *Cues*

A, A, B, C

Grades 3–5

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ACCESS for ELLs™

Form XXX

3–5

Test Administrator's Script

This document
testing materials.
Do not duplicate
for any reason.
At the completion
of testing, return
with condition,
destroy in accordance
Instructions.
**Data Recognition
Corporation**

⬡ **WIDA**™
20XX–20XX
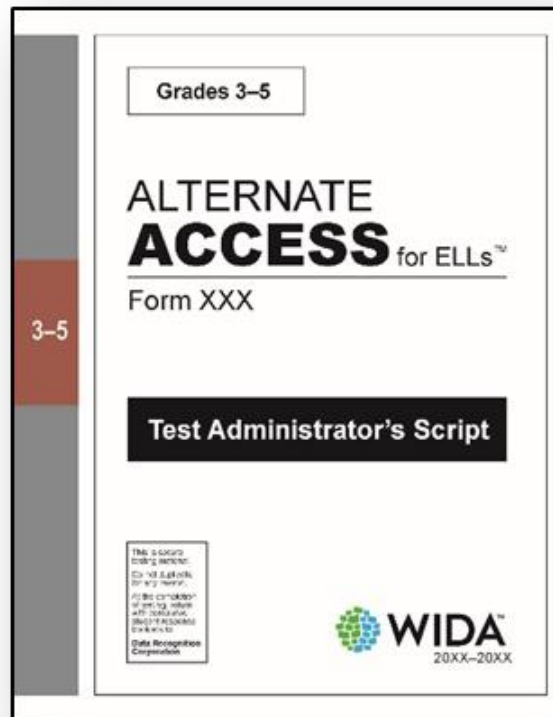
Speaking: *Questions*

1, 1, 2, 2, 3, 3

Writing: Progress through each task until meet "Moving On" criteria

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Rating Expressive Communication

While in Listening and Reading, the test administrator would rate responses

- Correct

- Incorrect

In Speaking and Writing, the test administrator would rate

- Meets

- Approaches

- No Response

Before and During Administration

- For valid results, administer the tasks as objectively as possible.

- Use professional judgment and stop the test if your student is fatigued, distressed, or uncooperative.

- Reminder to self: This test score is a single piece of information about your student.

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Ending a Test Section

- End after administering final task.

  OR

- End if the student responds incorrectly or does not provide a response for 3 consecutive tasks.

Writing Only:

- End after Part B if the student scores fewer than seven out of eight tasks with Meets.

MOVING ON	
If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.	
Record student's score in Student Response Booklet. Turn the page and go *TASK 4*. **Good. Let's look at the next page.**	Record student's score in Student Response Booklet. Record all remaining tasks Not Administered. **Good job. We are finished for now.**

Listening Test Overview

- Format: 9 tasks

- Every task contains 3 cues: CUE A, CUE B, and CUE C

- Time: 20 minutes

- Scoring: Correct or Incorrect

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Reading Test Overview

- Format: 9 tasks

- Each task contains 3 cues

    - Cue A: Presented for each task

    - Cue B: Simplifies prompt, re-asks question

    - Cue C: Provides answer, restates prompt, and asks question again

- Time: 20 minutes*

- Scoring: Correct (A, B, C), Incorrect or No Response

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Speaking Test Overview

- Contains 2 Parts

    - Part A all tasks are always presented

    - B tasks administered up to ceiling

        - (Student scores No Response or Approaches on 3 Consecutive tasks)

- Each task contains 3 questions

    - Questions 2 and/or 3 are presented if previous question elicits an approaches or no response

- Time: 20 minutes*

- Scoring: Meets, Approaches or No Response

Scoring the Speaking Test

Meets	• Response meets or exceeds the task-level expectation
Approaches	• Response does not meet task-level expectation
No Response	• No response to the task • Response in a language other than English
Not Administered	• Task was not administered to the student.

Writing Test Overview

- Contains 3 Parts

  - Parts A & B tasks administered up to ceiling

    - (Student scores No Response or Approaches on 3 Consecutive tasks)

  - Part C <u>only</u> given if student scores "Meets" on 7 or more of the previous tasks

- Time: 20 minutes*

- Scoring: Meets, Approaches or No Response

Scoring Writing

- Test administrator scores each response and records the score in the student response booklet.

- The Test Administration Manual gives specific guidelines for scoring the writing section.

- No partial credit can be given on any writing tasks

Level	Text Features
P3 Developing	One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task.
P2 Emerging	One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
P1 Entering	One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.
A3 Engaging	Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A2 Exploring	Common single-digit numbers, letters, symbols, or syllables. All or part of text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A1 Initiating	Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.

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Accommodations Checklist

Alternate ACCESS for ELLs® Accommodation Selections
(Place an "x" in the empty box below. TA = Test Administrator)

Reminders for IEP/Multi-Disciplinary Teams in Selecting Accommodations

- Base accommodation decisions on *individual* student needs.

  - Make a *team* decision

  - Be careful not to confuse content area testing with ELP testing

Can Test Items be Copied or Enlarged?

Scenario

- What if a student uses eye gaze or similar assistive technology device to respond?

    - **ELP construct is not modified**
      If needed:

        - Cut the items and answer choices into pieces.

        - Tape onto a board or use other supports as used in everyday instruction.

        - Return all test pieces to DRC with all other testing materials in a large manila envelope with the barcode taped to the outside.

Transcription Support

- When might a teacher use hand-over-hand modeling to support student writing

  - Accommodation: The teacher helps support/activate the writing process, but the student does the writing on his/her own

  - Accommodation: The student writes the response on a surface or device used in daily instruction; the teacher transfers the response to the answer document (and scores)

  - Modification: The teacher writes <u>with</u> the student.

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Rule of Thumb:
Send "gray" area accommodation questions to the Florida Department of Education for approval
or contact
Andrea Ciotti at
the ESLS Department
andrea.ciotti@browardschools.com
(754) 321-3404

Questions or Comments?

Alternate ACCESS to ELL's

Andrea Ciotti; InD Curriculum Supervisor

Exceptional Student Learning Support

754-321-3404

andrea.ciotti@browardschools.com