



# WIDA Assessment and Accommodations for English Language Learners with Disabilities

Indiana Department of Education

Office of Student Assessment  
Office of English Learning and Migrant  
Education

## Disclaimer

This guidance document has been produced by the IDOE Office of Student Assessment and Office of English Learning and Migrant Education. This document must be used in conjunction with all official testing materials in the administration of the ACCESS for ELLs. It contains English language proficiency testing policy and procedures to ensure the valid administration of the ACCESS for ELLs assessment in Indiana. Corporation Testing Coordinators, EL/Title III Directors, and administrators of the ACCESS for ELLs must read this document carefully in conjunction with all secure and non-secure test materials.

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# Accommodations for English Language Learners with Disabilities (ELLs with an IEP, Section 504 Plan or Nonpublic School Special Education Plan).

(Note: English Language Learners without disabilities **do not** receive any accommodations on ACCESS for ELLs.)

On a case-by-case basis where appropriate documentation exists, students with disabilities may require accommodations in order to access the W-APT and/or ACCESS for ELLs. **The need for accommodations must be documented in a student’s IEP, Section 504 Plan, or Nonpublic School Special Education Plan. *The information in this section replaces accommodations information in the appendices of the W-APT and ACCESS for ELLs test administration manuals provided by the WIDA Consortium.*** This information must be used as the primary reference for the accommodations information regarding the administration of these English language proficiency tests.

Please refer to the table and explanation below for allowed accommodations. ACCESS for ELLs is an English language proficiency test; as such, it is a tool used to assess the construct of an ELL’s receptive (listening and reading) and productive (speaking and writing) skills in English. Because it focuses on language rather than content area knowledge and skills, some accommodations that might be appropriate for the classroom or content areas tests should not be used with ACCESS for ELLs, as they will invalidate the construct being measured. In other words, students would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid.

See IDEA (1997 and 2004) 34 CFR § 300.160 (b)(2)(i) and 34 CFR § 300.160 (b)(2)(ii) as excerpted below:

- (2) The State’s (or, in the case of a corporation-wide assessment, the LEA’s) guidelines must—
  - (i) Identify only those accommodations for each assessment that do not invalidate the score; and
  - (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

## Test Directions

Test “directions” refers to all text in the Test Administrator’s Script that is provided to explain logistics of the test, including all practice items. Directions include what is scripted in the Test Administrator’s Script. For Speaking, the directions end just before the test administrator reads “Part A,” and for Listening, the directions end just before the test administrator presses Play.

Test Directions	Listening	Reading	Writing	Speaking	Code
Translation of directions into native language	No	No	No	No	----
Signing directions to students	Yes	Yes	Yes	Yes	TD
Explanation of directions in English	Yes	Yes	Yes	Yes	TD
Repeating directions	Yes	Yes	Yes	Yes	TD

Please refer to the **2014-2015 Indiana Assessment Program Manual – Appendix C (Accessibility and Accommodations Guidance)** <http://www.doe.in.gov/assessment> for detailed descriptions of each accommodation listed below.

Accommodations	Indiana Content Tests	ACCESS Listening	ACCESS Reading	ACCESS Writing	ACCESS Speaking
<b>Presentation</b>					
Student allowed to use special furniture or equipment for viewing test	Yes	Yes	Yes	Yes	Yes
Student provided access to sound amplification system	Yes	Yes	Yes	Yes	Yes
Student allowed to use assistive technology to magnify/enlarge	Yes	Yes	Yes	Yes	Yes
Student allowed to use acetate film	Yes	Yes	Yes	Yes	Yes
Student permitted to read aloud to him or herself	Yes	Yes	Yes	Yes	Yes
Student provided access to large print version of test <sup>1</sup>	Yes	Yes	Yes	Yes	Yes
Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper)	Yes	N/A	N/A	N/A	N/A
Student provided access to a Braille test format <sup>2</sup>	Yes	N/A	N/A	N/A	N/A
Student provided access to an interpreter for sign language	Yes	Yes –Test directions only	Yes –Test directions only	Yes –Test directions only	Yes –Test directions only
Test read aloud to the student (except items testing comprehension)	Yes	No	No	Yes	No
<b>Setting and Environment</b>					
Student provided special lighting conditions	Yes	Yes	Yes	Yes	Yes
Student tested in small group setting	Yes	Yes	Yes	Yes	Yes
Student tested individually	Yes	Yes	Yes	Yes	Yes
<b>Response format</b>					
Student allowed to use alternative indication of response (e.g., circle, point to, or state answer)	Yes	Yes	Yes	Yes	Yes

<sup>1</sup> Orders for special print versions (i.e., Large Print editions) are ordered directly from Metritech by calling 1-800-747-4868.

<sup>2</sup> WIDA strongly recommends that the assessment not be made available in braille. WIDA believes that to do so would change the nature of the test, seriously affecting the validity of ACCESS for ELLs scores. One of the most important reasons for this is the fact that a student's proficiency in braille confounds the assessment of English language proficiency. Furthermore, many of the test items cannot be translated into braille as they are currently written because this changes the test. Therefore, IDOE does not recommend that English Learners who are Braille readers participate in the Access for ELLs due to the visual nature of the test. The IEP team and the ELL committee must collaborate to jointly determine the student's English language proficiency.

Student provided access to a scribe for all open-ended items	Yes	Yes	Yes	Yes <sup>3</sup>	Yes
Student allowed to use a calculator during sessions identified as non-calculator sessions	Yes	N/A	N/A	N/A	N/A
Student provided access to a computer or other assistive technology (AT) device	Yes	N/A	N/A	Yes <sup>4</sup>	N/A
<b>Timing/Scheduling</b>					
Time of day for testing altered	Yes	Yes	Yes	Yes	Yes
Student provided additional breaks	Yes	Yes	Yes	Yes	Yes
Longer breaks between sessions	Yes	Yes	Yes	Yes	Yes
Student provided extended testing time for test sessions	Yes	Yes	Yes	Yes	Yes

## Alternate ACCESS for ELLs™

The Alternate ACCESS for ELLs assessment is intended to serve the needs of the most significantly disabled ELLs. The test is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters. Participating criteria for Alternate ACCESS for ELLs can be found in the Alternate ACCESS Test Administration Manual and on the WIDA website at the following link: <http://www.wida.us/assessment/alternateaccess.aspx>.

Alternate ACCESS for ELLs is based on newly developed Alternate Model Performance Indicators (AMPs), which expand the existing WIDA standards in a way that allows students in this population to demonstrate their English language proficiency in all four domains (Listening, Reading, Speaking, Writing).

For further information, including details on how to order the test, please see: <http://www.wida.us/assessment/alternateaccess.aspx>.

### Important Note:

Alternate ACCESS for ELLs is a separate test and is only intended for ELLs who participate in the alternate content assessments. Students who can be served with the accommodations described above should continue to take the ACCESS for ELLs assessment.

**Please contact Karen Stein via email ([kstein@doe.in.gov](mailto:kstein@doe.in.gov)) if you have questions regarding accommodations for WIDA-ACCESS or Alternate Access for ELLs.**

<sup>3</sup> All students' responses must be transcribed verbatim. Students need to spell the words and indicate where to provide punctuation and paragraph breaks. Once a word has been spelled, it does not have to be spelled again.

<sup>4</sup> Spell check, grammar check, and dictionary/thesaurus must be turned off.