

Memo to IEP/Multidisciplinary Teams and 504 Plan Coordinators August 2015

To: IEP/Multi-disciplinary teams and 504 Plan coordinators responsible for assigning ACCESS for ELLs 2.0 accommodations to ELLs with disabilities

From: WIDA Consortium Assessment Team Staff

Date: August 10, 2015

Overview: This memo is intended to support accommodation assignment decisions by IEP teams and by 504 Plan coordinators. The information references information provided in the *WIDA ACCESS for ELLs 2.0 Accessibility and Accommodations Guidelines [Guidelines]* and the *WIDA ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions [Descriptions]*, available on the WIDA Web site at <http://wida.us/accommodations/guidelines> and <http://wida.us/accommodations/descriptions>, respectively. Decision-making guidance from the Accessibility and Accommodations FAQ is also included below.

Key Concept	Document Location	Brief Summary
Team make-up	Guidelines (Consult "Selecting, Using, and Evaluating the Effectiveness of Accommodations.")	<ul style="list-style-type: none"> Accommodations decisions should not be made by a single person. (IDEA provisions referenced.)
Difference between ELP and content area accommodation selection	Guidelines (Consult "Selecting, Using, and Evaluating the Effectiveness of Accommodations.")	<ul style="list-style-type: none"> Accommodations policies for ELP testing and content area testing are neither identical nor interchangeable, and must not invalidate a student's test scores. (IDEA provisions referenced.)
Decision-making guiding questions	Guidelines (Consult "Selecting, Using, and Evaluating the Effectiveness of Accommodations.")	<ul style="list-style-type: none"> Outlines 5 questions to use when assigning accommodations
Which accommodations should be assigned to each ELL with an IEP or 504 Plan?	Guidelines (Consult "Selecting, Using, and Evaluating the Effectiveness of Accommodations.")	<ul style="list-style-type: none"> Any accommodation for a student must be specifically identified and documented in student IEP or 504 Plan. (A student with a disability is not automatically entitled to use any of the recommended accommodations in the WIDA Accommodations Tables.)
State policy reminder	Guidelines (Consult "Alternate ACCESS for ELLs participation criteria" and "Selecting, Using, and Evaluating the Effectiveness of Accommodations.") Descriptions (Check specific accommodations)	<ul style="list-style-type: none"> Refer to your state's accommodations policies for English language proficiency assessments for specific guidance
Two-letter accommodation codes	Descriptions (Accommodations Tables)	<ul style="list-style-type: none"> The two letters in parentheses following the name of each accommodation are the code to be used when entering accommodations data.

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Three accommodations which must be preselected	Descriptions (Accommodations Tables)	<ul style="list-style-type: none"> Manual control of item audio, repeat item audio, and extended response time on Speaking test accommodation must be pre-selected in the student data file in order to be activated within the online test system.
Mode of testing: online or paper	Descriptions (Consult Test Administration Procedures and specific accommodations) Guideline (Consult) Braille Guidelines)	<ul style="list-style-type: none"> Refers to general testing formats, including paper-based, computer-based, braille, large print, non-school setting, and read aloud accommodations. For braille: <i>Note whether student is using <u>contracted</u> or <u>uncontracted</u> version.</i> Refer to your state’s policy on selecting a mode of testing.
Accommodations NOT allowed for use with ACCESS for ELLs 2.0	Descriptions (listed just prior to the four accommodations table)	<ul style="list-style-type: none"> Certain supports, if given, will modify what the test is measuring, thereby invalidating the test results.
Presentation format of test items for the Listening, Reading, Speaking and Writing tests	Accessibility and Accommodations FAQ	<ul style="list-style-type: none"> Provides information on how each text is presented to the student.
Read-Aloud accommodation: decision making guidance	Accessibility and Accommodations FAQ	<ul style="list-style-type: none"> There are several types of read aloud support available (with a recorded human voice reading the item audio and by a human reader). If the student needs intensive support by a human reader for the Listening, Speaking, and Writing domains, the paper version of the test is recommended.
Comparison of response accommodations	Accessibility and Accommodations FAQ	<ul style="list-style-type: none"> Refers to how student responds to test items. Describes eligibility and recommendations for scribing; and how transcription occurs when student does not enter responses directly on test.
Difference between Accommodations Coded as AC and AT in Table 2.	Descriptions (Consult specific accommodations)	<ul style="list-style-type: none"> Informal distinction which highlights whether or not the device provides communicative support (for student responses) or <i>non</i>-communication-related support
Low vision vs. Braille options	Descriptions (Consult specific accommodations)	<ul style="list-style-type: none"> Guidance on use of large print and braille accommodations listed in Table 1.
Test administration procedures and accessibility tools	Descriptions (Consult the first two sections of this document)	<ul style="list-style-type: none"> All ELLs, including those with disabilities, may have access to these supports.
Practice using the supports in a technology-based setting, if the assessment will be given using a computer or other technology, using sample test items	Guidelines (Consult Assistive Devices Guidelines) and WIDA Test Preparation Resources https://www.wida.us/assessment/access20-prep.aspx	<ul style="list-style-type: none"> Guidance on checking compatibility of student’s assistive technology device with ACCESS for ELLs 2.0 test platform and items