

ACCESS for ELLs 2.0®

Accessibility and Accommodations Overview

This document provides an overview of the *test administration procedures*, *accessibility tools*, and *accommodations* available to English language learners (ELLs) who are taking either the online or paper-based versions of the ACCESS for ELLs 2.0 English language proficiency (ELP) assessment. This document supports the recommendations provided in the *ACCESS for ELLs 2.0 Accessibility and Accommodation Guidelines*.

The test administration procedures, accessibility tools, and accommodations listed in this document are based on (a) accepted practices in ELP assessment; (b) existing accommodations policies of WIDA Consortium member states; (c) consultation with representatives of 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.

Be sure to refer to your state's accommodations policies for English language proficiency assessments for guidance.

Test Administration Procedures (Available to All ELLs)

The test administration procedures listed in this section are allowed to *all* ELLs during the online and paper-based test administration of ACCESS for ELLs 2.0, **at the discretion of the test coordinator (or principal or designee)**, provided that all standardized testing and security requirements are met. Test administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 can be administered most effectively. These test administration procedures do not change what the test items are designed to measure, nor the way test scores are interpreted. Schools and districts should consider how accessibility tools and test administration procedures can be used to support accessibility to the test for *all* ELLs. **For more information on test administration procedures, consult the ACCESS for ELLs 2.0 Test Administration Manual.**

The following list of test administration procedures (which are available to all ELLs) is arranged according to the form of support provided: presentation, response, test environment/setting, and flexible timing/scheduling.

Presentation

- Read test directions by test administrator
 - For the online test, test directions appear on the screen in the directions and practice items.

- For the paper-based test, test directions refer to the text in the Test Administrator's Script that provides instructions to the student before testing and describes the logistics of taking the test, but does not include any information specific to test items or passages.
- Repeat test directions by test administrator
- Explain/clarify test directions in English by test administrator
- Clarify test directions in student's native language by test administrator (per availability and local policy)
- Provide verbal praise or tangible reinforcement to a student
- Verbally redirect student's attention to test, in English or in student's native language
- Allow student to take the paper-based test based on policy outlined by the state education agency

Response

- Test administrator monitors placement of responses onscreen or in test booklet
- Student views writing prompt on the computer screen and handwrites his or her response in a paper test booklet if:
 - the student is in grades 1-3
 - the student is in grades 4-12, based on the student's inexperience, unfamiliarity, or discomfort with keyboarding*[Note: Student will participate in the online test for other test domains (Listening, Reading, and Speaking)]*

Test Environment/Setting

Test administered:

- By school personnel familiar to student (if trained and certified to administer ACCESS for ELLs 2.0)
- By school personnel other than student's teacher, including special educator (if trained and certified to administer ACCESS for ELLs 2.0)
- In a small group (not more than 15 students)
- In a separate room
- With preferential or adaptive seating
- In study carrel
- In a space with special lighting
- In a space with special acoustics
- With adaptive or specialized furniture or equipment
- Using tools to minimize distractions or maintain focus (e.g., stress ball); for paper-based test administration only, use noise-reducing headphones or instrumental music played through an individual student's headphones or ear buds

Flexible Timing/Scheduling

- Frequent or additional supervised breaks
- Test administered in short segments (i.e., administer brief section of each test at a time)

Accessibility Tools (Available to All ELLs)

Accessibility tools are available to all ELLs taking ACCESS for ELLs 2.0, and may either be embedded in the online test or provided to ELLs by test administrators for online or paper-based tests. Accessibility tools do not need to be pre-selected for online testing via the student record in the WIDA Assessment Management System.

Online Test Administration	Paper-Based Test Administration
<ol style="list-style-type: none"> 1. Audio aids <ul style="list-style-type: none"> • Includes amplification devices, noise buffers, or white noise machines (provided by the school or student). 2. Highlight tool <ul style="list-style-type: none"> • Used for marking specific text on the screen with a yellow color. 3. Line guide <ul style="list-style-type: none"> • Can be activated to guide the student's eyes while reading text on the computer screen. 4. Screen magnifier <ul style="list-style-type: none"> • Can be used by all students at any time during the test session to increase the screen size by 1.5x or 2.0x. This magnifier is intended to enlarge small areas of the screen so that a student can get a closer look at a visual image such as a picture or graphic. • Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the screen magnifier or select the paper-based large print test. 	<ol style="list-style-type: none"> 1. Audio aids 2. Highlighters, colored pencils, or crayons 3. Place marker or tracking device (blank) 4. Low-vision aids or magnification devices 5. Color overlay <ul style="list-style-type: none"> • color acetate transparency that can be placed over the test booklet 6. Equipment or technology that the student uses for other tests and school work <ul style="list-style-type: none"> • Includes adapted pencil (altered size or grip), slant board, wedge, etc. 7. Scratch/blank paper (including lined or graph paper). <ul style="list-style-type: none"> • Submit with test materials or dispose according to state policy

Online Test Administration

Paper-Based Test Administration

5. Sticky Notes
 - Allows student to make notes to assist in responding to Writing items. This tool is only available on the Writing test
6. Color contrast
 - Allows student to select from a variety of background/text color combinations: white with black text, pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text.
 - Will remain selected until turned off
7. Color overlay
 - May be implemented as separate (non-embedded) color/acetate transparency that can be placed across computer screen; or
 - Additional embedded option that allows students to change the background color that appears behind text, graphics, and response areas. Five colors are available: pink, yellow, blue, green, and orange.
 - Will remain selected until turned off
8. Keyboard shortcuts/equivalents
 - Provides alternatives to using a mouse for navigating through test and to use online test tools
9. Scratch/blank paper (including lined or graph paper).
 - Submit with test materials or dispose according to state policy

Accommodations (Available to ELLs with IEPs or 504 Plans)

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that do *not* result in changes to what the test measures; that provide comparable test results to those students who do not receive accommodations; and that do *not* affect the validity or reliability of the interpretation of the scores for their intended purposes.

Accommodations are available *only* to ELLs with disabilities when listed in an approved IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs 2.0 meaningfully and appropriately. Accommodations may be embedded and delivered within the online test platform or be delivered locally by a test administrator. **At this time, three (3) accommodations must be preselected for the student prior to testing in the WIDA Assessment Management System, as noted in the accommodations tables below.**

Each accommodations table is divided into each of the four domains of ACCESS for ELLs 2.0, (listening, reading, writing, and speaking) with indications as to whether a particular accommodation is (a) appropriate for the domain (Yes), (b) inappropriate and therefore not recommended (No), or (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).

Most accommodations for ELLs with disabilities are allowable during both the paper-based or online administrations of ACCESS for ELLs 2.0. If the accommodation is delivered the same way during online and paper-based test administration, the two cells in that accommodations table have been merged. If it is delivered using a different format or procedure, separate cells in the describe the formats, based on the test.

ACCESS for ELLs 2.0 Accommodations Tables

The accommodations shown below should be assigned based on student need documented in an IEP or 504 Plan. The accommodations are listed according to four types: presentation, response, test environment/setting, and flexible timing/scheduling.

Table 1. Presentation Accommodations Allowed with ACCESS for ELLs 2.0

Presentation Accommodations — Allowable changes to the context or format in which the test is presented to an ELL with a disability, including the scripted test directions, introductory text, test items, and graphic support; and how the scripted test directions are presented

	A Accommodation (Based on student need documented in an IEP or 504 Plan)	B <i>Online test administration</i>	C <i>Paper-based test administration</i>	D ACCESS for ELLs 2.0 Test Domains				E Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
1	Interpreter signs test directions in ASL	Interpreter uses American Sign Language (ASL) or other sign system to sign test directions ¹ to student.		Yes				<ul style="list-style-type: none"> May be used to help students who use ASL become familiar with test logistics, test directions, and practice items No part of the actual test (including directions or prompts <i>within</i> test items) may be signed to a student
2	Manual control of start audio play of item	Ability to start the test item audio manually for test items which contain audio prompts		Yes	N/A	Yes - only for online test; N/A for paper-based test	Yes	<ul style="list-style-type: none"> May be used to support students with disabilities who need additional time for language processing The test item audio will initiate automatically, unless this accommodation is selected. This accommodation allows the play button to be enabled by the student one time. However, once initiated, the audio cannot be paused or stopped. To receive this online accommodation, must be pre-selected via the student record in the WIDA

¹ *Test Directions* refer to the logistics involved in administering the test and to the directions and practice items provided prior to the initiation of test items. In the online test, test directions appear on the screen in the directions and practice items. For the paper-based test, test directions refers to the text in the Test Administrator's Script that provides instructions to the student before testing, that describes the logistics of taking the test, but does not include any information specific to test items or passages.

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								Assessment Management System <ul style="list-style-type: none"> • The online accommodations, “manual control of start audio play of item” and “repeat item audio” are not bundled together; each accommodation must be requested to be activated during the test. • When provided as part of paper-based test administration, this accommodation must be administered individually
3	Repeat item audio	Manual repeat of test items which contain audio prompts		Yes – but repeats items only one time	N/A	Yes – but only for online test; N/A for paper-based test	Yes	<ul style="list-style-type: none"> • May be used to support students who need repetition based on language processing needs due to a disability • To receive this online accommodation, must be pre-selected via the student record in the WIDA Assessment Management System • Listening audio may be repeated only one time. Writing and Speaking audio can be repeated multiple times • For paper-based test, must be administered individually • The online accommodations, “manual control of start audio play of item” and “repeat item audio” are not automatically bundled together; each must be requested to be activated during the test
4	Read aloud Listening test by human reader	Oral reading of text-based Listening test response options in English by in-person human reader		Yes	N/A	N/A	N/A	<ul style="list-style-type: none"> • May be used for students who may need reading or print support with some Listening test item responses (i.e., those that include text) • Must be administered individually • For online test, human reader reads text on screen; for paper-based test, human reader reads text from

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								script <ul style="list-style-type: none"> Human reader must follow test administration guidelines for this accommodation
5	Repeat Listening test response options by human reader	Oral repetition of response options in English on Listening test by in-person human reader		Yes	N/A	N/A	N/A	<ul style="list-style-type: none"> May be used to support students in demonstrating listening skills, rather than print decoding skills Must be administered individually For online test, human reader repeats text on screen; for paper-based test, human readers read text from script. May be read aloud <i>twice</i> Human reader must follow test administration guidelines for this accommodation
6	Read aloud entire Listening test by human reader	No	Read aloud Listening test item prompts by in-person human reader	Yes	N/A	N/A	N/A	<ul style="list-style-type: none"> May be used for students who need support from an in-person human reader (e.g., lip reading or facial expressions), including prompts and responses, on the Listening test, instead of pre-recorded version of test Must be administered individually Human reader must follow test administration guidelines and use script for oral read aloud for the paper-based test
7	Student reads test aloud to self	Student reads test aloud to self		Yes				<ul style="list-style-type: none"> May be used to support student's processing of text Must be administered individually
8	Large print version of test	N/A	Paper-based large print version of test	Yes				<ul style="list-style-type: none"> May be used for students with visual impairments If not certain whether to select the online version (with embedded magnification tools) or the paper-

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								<p>based large print version, use the online practice items to explore whether the magnification accessibility tool that are embedded in the online test will meet the student's needs:</p> <ul style="list-style-type: none"> ○ In the online version of ACCESS 2.0, the magnification tool will increase onscreen font size up to 1.5X or 2X, depending on size of the computer monitor. Additionally, WIDA does not recommend the use of tablets or Chromebooks for students with large print needs. ○ With the large print paper-based test, the font size is increased to 18-point • Responses must be transcribed verbatim into standard answer booklet by test administrator • Must be administered individually
9	Braille version of test	N/A	Paper-based braille translation of the Reading and Writing tests and graphics provided in either contracted or uncontracted braille for Tier B (Grades 1-12), in accordance with state policy	N/A	Yes	Yes	N/A	<ul style="list-style-type: none"> • May be used to provide access to the assessment for an ELL who is blind • WIDA does not recommend that the assessment be given in braille since the student's proficiency in braille is likely to confound the assessment of English language proficiency. <ul style="list-style-type: none"> ○ Confirm that use of this accommodation is allowed in your state and that the IEP team has determined that it is in the best interest of a student to make the test available in braille • Version of braille (contracted or uncontracted) must be specified when ordering the test • Test administrator must transcribe responses verbatim into the test booklet • Must be administered individually

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
	Translate test into a language other than English	No		No				<ul style="list-style-type: none"> Non-English responses are not permitted on a test to determine English language proficiency
	Sign test items, passages, and/or response options	No		No				<ul style="list-style-type: none"> Non-English responses are not permitted on a test to determine English language proficiency
	Oral reading of test in a language other than English	No		No				<ul style="list-style-type: none"> Non-English responses are not permitted on a test to determine English language proficiency
	Bilingual word-to-word dictionary	No		No				<ul style="list-style-type: none"> Non-English responses are not permitted on a test to determine English language proficiency

Table 2. Response Accommodations Allowed with ACCESS for ELLs 2.0

Response Accommodations — devices or alternate procedures used by an ELL student with a disability to facilitate responding to test questions.

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
10	Scribed response	<p>Responses scribed by test administrator</p> <p>Student may either:</p> <ul style="list-style-type: none"> • Dictate responses orally, or • Point to correct responses 		Yes	Yes	Yes	N/A	<ul style="list-style-type: none"> • May be used when a student . . . <ul style="list-style-type: none"> ○ is unable to select responses directly or, for online test administration, is unable to respond independently using other response accommodations; ○ has a disability that requires routine dictation of written compositions to a scribe during classroom instruction; or ○ is unable to use a writing or keyboarding hand or arm at the time of testing due to a broken bone, injury, or other temporary disability, even if the student does not have an IEP or 504 Plan. • Responses must be scribed verbatim onscreen or in paper test booklet at the time of testing by test administrator • Test administrator must follow scribing guidelines • Must be administered individually and in a separate location
11	Student responds orally using external assistive technology device or software	Student responds orally using voice recognition software (speech-to-text or recorded voice) on a separate (i.e., external) device.		Yes	Yes	Yes	N/A	<ul style="list-style-type: none"> • May be used to support students who routinely use assistive technology (AT) to respond to classwork or local assessments, as documented in their IEP or 504 Plan • Spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off • Responses must be transcribed verbatim onscreen or in paper-based test booklet

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								<ul style="list-style-type: none"> • Must be administered individually and in a separate location • Test content on the AT device must be deleted once responses have been transcribed
12	Word processor or similar keyboarding device to respond to test items	Student responds using stand-alone (i.e., external) word processing or similar keyboarding device		Yes	Yes	Yes	N/A	<ul style="list-style-type: none"> • May be used for student who is unable to keyboard responses directly on the online assessment, or use pencil to respond on paper-based test • May include a separate word processing device with or without adaptive keyboard, mouse, screen, etc. • For Writing test, spell- and grammar-checker, dictionary/thesaurus, and access to Internet must be turned off • Responses must be transcribed verbatim onscreen or in paper-based test booklet by test administrator • Any stored test content on the word processing device must be deleted after testing is completed
13	Student responds using a recording device, which is played back and transcribed by student	Student uses a recording device to respond; as part of the response process, the student transcribes the response into the test.		N/A	Yes	Yes	N/A	<ul style="list-style-type: none"> • Used to support students with writing processing issues; to allow student to separate the processes of responding and writing the response • Responses must be transcribed verbatim onscreen or in test booklet • Must be administered individually and in a separate location
14	Student responds using a braille writer or braille notetaker	N/A	Yes, depending on state policy	N/A	Yes	Yes	N/A	<ul style="list-style-type: none"> • May be used to provide access to response or note-taking device by braille-proficient ELL • Confirm that use of this accommodation is allowed in your state and that the IEP team has determined that the student is familiar with and comfortable using the device

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								<ul style="list-style-type: none"> • Responses must be transcribed verbatim into test booklet • All non-test form, paper-based copies must be securely shredded after transcription. • Must be administered individually and in a separate location
15	Student uses assistive technology to respond to test items	Student uses assistive technology to respond to test items		Yes				<ul style="list-style-type: none"> • May be used by a student who requires use of adaptive equipment in order to view the test onscreen, navigate through the test, or otherwise participate in the computer-based test (e.g., specialized pointing device, adaptive mouse) • The support provided by the device or equipment must not interfere with measurement of the assessment constructs • Confirm with your state which adaptive equipment or devices are allowable • Most devices will be documented in the student's IEP and used routinely for classroom instruction
	Student responds to test questions in a language other than English	No		No				<ul style="list-style-type: none"> • Non-English responses are not permitted on a test to determine English language proficiency

Table 3. Test Environment/Setting Accommodations Allowed with ACCESS for ELLs 2.0

Test Environment/Setting Accommodations — Changes in the location and conditions in which the assessment is given to an ELL with a disability

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
16	Test may be administered by school personnel in non-school setting	In rare cases, the assessment may be administered by school personnel in a non-school setting, with approval from state assessment official and provided that all security and administration requirements are met.		Yes				<ul style="list-style-type: none"> • May be used to test students who are enrolled but unable to attend school due to hospitalization, incarceration, or other absence during the testing window • Test Administered by school personnel who are trained to administer the test • Staff must be trained on using the online test platform (or may administer paper-based test) • If online test is administered, a computer station must have the Testing Site Manager and INSIGHT, the secure browser installed. School personnel should work with technical team to ensure that testing platform will operate on the computer. WIDA advises using a school-issued laptop with both the Testing Site Manager and INSIGHT. This set-up prevents connection issues between the Testing Site Manager and INSIGHT.

Table 4. Test Environment/Setting Accommodations Allowed with ACCESS for ELLs 2.0

Timing/Scheduling Accommodations — Changes in the length of time needed by an ELL with a disability to complete the test and/or the way in which testing time is organized

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
17	Extended Speaking test response time	Student is provided up to twice the regular testing time to complete the Speaking test		N/A	N/A	N/A	Yes	<ul style="list-style-type: none"> May be used to support students with cognitive, language processing, physical, or communication disabilities To receive this accommodation on the online test, it must be pre-selected for the student via the WIDA Assessment Management System
18	Extended testing time within the school day	Student is allowed extended test time within the same school day		Yes				<ul style="list-style-type: none"> May be used to support students with disabilities who, due to effects associated with their disability, need additional time to complete one or more test sections Students with disabilities may complete a test session until the end of the day on which the session was started (except for the Speaking test, for which students with disabilities may have up to twice the recommended time to complete) Typical (i.e., non-disabled) students will have 50 percent additional time beyond the recommended test duration to complete a test session

	A	B	C	D				E
	Accommodation (Based on student need documented in an IEP or 504 Plan)	<i>Online test administration</i>	<i>Paper-based test administration</i>	ACCESS for ELLs 2.0 Test Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
19	Extended testing session over multiple days	Student completes a test domain over multiple days, based on state policy.		Yes				<ul style="list-style-type: none"> • May be used in rare cases, and only when absolutely necessary, due to a student's illness, disability, or extended interruption in testing, with approval of state assessment official upon receipt by the state of a written request with evidence supporting the need for the accommodation. • Be sure to <i>pause</i> the test before exiting the student, rather than <i>ending</i> the test before exiting the student. If end/exit of the test is used, the only way to re-enter the test is to have the test ticket reset

As a reminder, the following accommodations are NOT ALLOWED for use with ACCESS for ELLs 2.0 because Non-English responses are not permitted on a test to determine English language proficiency:

- Translate test into a language other than English
- Sign test items, passages, and/or response options (answer choices)
- Oral reading of test in a language other than English
- Bilingual word-to-word dictionary
- Student responds to test questions in a language other than English