



ACCESS FOR ELLs 2.0®

Accommodations, Accessibility Features, and Allowable Test Administration Procedures for Students Participating in Either the Online or Paper-Based Test Administrations

This document describes the *accommodations, accessibility features, and allowable test administration procedures* available to English language learners (ELLs) who are taking the ACCESS for ELLs 2.0® English language proficiency assessment:

- **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 in what the test measures; that provide comparable test results to those of students who do not receive accommodations; and that do *not* affect the validity and 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 the ACCESS for ELLs 2.0 assessment meaningfully and appropriately. Accommodations may be embedded and delivered within the online test platform or be delivered locally by a test administrator. **A small number of accommodations must be pre-selected for the student prior to testing in the WIDA Assessment Management System, as noted in the matrix below.**
- **Accessibility features** include tools that are available to all ELLs taking the ACCESS for ELLs 2.0 assessment. Accessibility features may either be embedded in the online test or provided to ELLs by test administrators for online- or paper-based tests. Examples of accessibility features include highlighter, line guide, magnification, and color overlay. All accessibility features are available to all ELLs during testing, and do not require specific designation prior to testing in order to be made available to the student during testing.
- **Allowable test administration procedures** are variations in standard test administration procedures that provide flexibility to schools and districts in determining the conditions under which the ACCESS for ELLs 2.0 assessment can be administered most effectively. These procedures are available to any student, as needed, at the discretion of the test coordinator (or principal or designee), provided that all security conditions and staffing requirements are met. Examples of allowable test administration procedures include tests administered by familiar school personnel, in an individual or small group setting, in a separate room, with frequent supervised breaks, or in short segments. *For detailed information on the allowable test administration procedures, consult the ACCESS for ELLs 2.0 Test Administration Manual.*

The matrix below is divided into each of the four domains of the ACCESS for ELLs 2.0 assessment, (listening, reading, writing, and speaking) with indications of whether a particular accommodation is appropriate for the domain (Yes), inappropriate and therefore not recommended (No), or 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 the ACCESS for ELLs 2.0 assessment. If the accommodation is delivered the same way during online and paper-based test administration, the two cells in the matrix below have been merged. If it is delivered using a different format or procedure, separate cells in the matrix describe the formats, based on the test.

Accessibility features and allowable test administration procedures are listed in the matrix immediately following the list of accommodations. Schools and districts should consider how accessibility features and allowable test administration procedures can support accessibility to the test for *all* ELLs.

The accommodations, accessibility features, and allowable test administration procedures listed on pages 3-14 are based on 1) accepted practices in ELP assessment; 2) existing accommodations policies of WIDA Consortium member states; 3) consultation with representatives of WIDA member states who are experts in the education and assessment of ELLs and students with disabilities; and 4) the expertise of the test developers at the Center for Applied Linguistics.

BE SURE TO ALSO REFER TO YOUR STATE'S ACCOMMODATION POLICIES FOR ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR ADDITIONAL GUIDANCE.

ACCESS for ELLs 2.0 Accommodations Matrix

	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 Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
Presentation Accommodations - Allowable changes to the context or format in which the test is presented to an ELL with a disability								
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"> 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 test item audio	Manual play of Listening, Writing, and Speaking test items where there are audio prompts	Manual play of Listening and Speaking test items where there are audio prompts	Yes	N/A	Yes - but only for online test; N/A for paper-based test	Yes	<ul style="list-style-type: none"> Used to support students with disabilities who need additional time for language processing Typically, the test item audio will initiate automatically, unless this accommodation is selected This online accommodation must be pre-selected for online testing via the student record in the WIDA Assessment Management System. When provided as part of paper-based test administration, this accommodation must be administered individually.

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.

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	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 Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
3	Manual repeat of test item audio	Manual repeat of Listening, Writing, and Speaking test items where there are audio prompts	Manual repeat of Listening and Speaking test items when there are audio prompts	Yes – but repeat 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"> Used to support students who need repetition based on language processing needs 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. For paper-based test, must be administered individually.
4	Read aloud Listening test response options 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"> Used for students who may need reading or print support with Listening test item responses. Human reader must follow oral reading guidelines Must be administered individually.
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"> Used to support students in demonstrating listening skills, rather than print decoding skills. May be read aloud <i>twice</i> In-person human reader must follow oral reading guidelines Must be administered individually.
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"> Used for students who need support from an in-person human reader (e.g., lip reading or facial expressions) with prompts and responses on the Listening test. Human reader must follow oral reading

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	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 Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								<p>guidelines and use script for oral read aloud for the paper-based test.</p> <ul style="list-style-type: none"> • Must be administered individually.
7	Student reads test aloud to self	Student reads test aloud to self		Yes				<ul style="list-style-type: none"> • Used to support student’s processing of text. • Must be administered individually.
8	Large Print Test	N/A	Paper version of large print test	Yes				<ul style="list-style-type: none"> • Used for students with visual impairments • Large print paper test font size is increased to 18-point. <ul style="list-style-type: none"> • Responses must be transcribed verbatim into standard answer booklet by test administrator • Must be administered individually. • For online test, the magnification/zoom tool will increase onscreen font size up to 1.5X or 2X, depending on size of the computer monitor. Consider whether the magnification/zoom tool accessibility feature in the online test or the large print paper-based test will meet the student’s needs.
9	Braille Test	N/A	Paper-based Braille translation and graphics provided in either contracted or uncontracted Braille for Tier B (grades 1-12),	N/A	Yes	Yes	N/A	<ul style="list-style-type: none"> • Used to provide access to test to ELL who is blind. • Confirm that use of this accommodation is allowed in your state • Student must be Braille-proficient. • Test administrator must transcribe responses verbatim in test booklet • Must be administered individually.

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	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 Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
			in accordance with state policy					
	Translate test into a language other than English	No		No				
	Sign test items, passages, and/or response options	No		No				
	Oral reading of test in a language other than English	No		No				
	Bilingual word-to-word dictionary	No		No				
	Response Accommodations—Devices or alternate procedures used by an ELL student with a disability to respond to test questions.							
10	Word processor or similar keyboarding device to	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"> • 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,

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				Listening	Reading	Writing	Speaking	
	respond to test items							<p>mouse, screen, etc.</p> <ul style="list-style-type: none"> • 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.
11	Scribed responses	<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"> • Used during the Listening and Reading domains when student is unable to select responses directly and, for online test administration, is unable to respond independently using other response accommodations. • For Writing, used for a student who 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; OR has a disability that requires routine dictation of written compositions to a scribe during classroom instruction. • Responses must be scribed verbatim onscreen or in paper test booklet at the time of testing (or transcribed at a later time) by test administrator. • Test administrator must follow scribing guidelines. • Must be administered individually.

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	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 Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
12	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"> • Used to support students who routinely use assistive technology (AT) to respond to routine 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. • Must be administered individually. • Test content on the AT device must be deleted once responses have been transcribed.
13	Student responds using a recording device, which is played back and transcribed by student	YES		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 from the process of writing the response • Responses must be transcribed verbatim onscreen or in test booklet. • Must be administered individually.
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"> • Used to provide access to response or note-taking device by Braille-proficient ELL. • Confirm whether use of this accommodation is allowed in your state • Student must be familiar with and comfortable using the device.

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	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 Domains				Purpose and Guidelines
				Listening	Reading	Writing	Speaking	
								<ul style="list-style-type: none"> • Responses must be transcribed verbatim into test booklet. • Must be administered individually.
	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..
Test Environment/Setting Accommodations —Changes in the location and conditions in which the assessment is given to an ELL with a disability								
15	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 all security and administration requirements are met.	Test may be administered by school personnel in non-school setting.	Yes				<ul style="list-style-type: none"> • Used to test students who are enrolled but unable to attend school due to hospitalization, incarceration, or other absence during the testing window. • 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 online platform secure browser installed. School personnel should work with technical team to ensure that testing platform will operate on computer.
16	Student uses adaptive equipment or	Yes		Yes				<ul style="list-style-type: none"> • Used for student who requires use of adaptive equipment in order to sit in a chair, use a computer, or for other health reason (e.g., specialized pointing devices, magnification devices or software,

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				Listening	Reading	Writing	Speaking	
	technology							specialized seating or desk hardware) <ul style="list-style-type: none"> • The support provided by the device or equipment must not interfere with measurement of the assessment constructs. • Confirm with your state assessment official regarding which adaptive equipment or devices are allowable • Most devices will be documented in the student’s IEP and used routinely for classroom instruction.
<i>Timing/Scheduling Accommodations</i> — Changes in the length of time needed by an ELL with a disability to complete the test								
17	Extended testing time within the school day		Yes		Yes			<ul style="list-style-type: none"> • Used to support students with disabilities who need additional time to complete one or more test sections, due to the effects of the disability. • 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
18	Extended Speaking Test	Students are 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"> • Used to support students with cognitive or language processing disabilities

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				Listening	Reading	Writing	Speaking	
	Response Time							<ul style="list-style-type: none"> who need have physical impairments around To receive this online accommodation, it must be pre-selected for the student via the WIDA Assessment Management System).
18	Extending testing session over multiple days	Student completes a test domain over two days.		Yes				<ul style="list-style-type: none"> 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 administrator.
<i>Other Accommodations</i>								
19	Unique accommodation	[See guidelines to the right.]		Yes				<ul style="list-style-type: none"> Application must be made to state assessment office and be approved prior to testing.

Accessibility Features (available to all ELLs)

Tools that are available to all ELLs taking the ACCESS for ELLs 2.0 assessment. Accessibility features may either be embedded in the online test or provided to ELLs by test administrators for online- or paper-based tests. All accessibility features are available to all ELLs during testing, and do not require specific designation prior to testing in order to be made available to the student during testing.

Online Test Administration	Paper-Based Test Administration
<ul style="list-style-type: none"> • Audio amplification device (provided by student) • Highlight tool • Line Guide • Zoom tool (Magnifier) • Sticky Notes <ul style="list-style-type: none"> ○ Sticky Notes is a tool that allows student to take notes in preparation to respond to Writing items. This tool is only available in the Writing domain. • Color Overlay <ul style="list-style-type: none"> ○ 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. • Color Contrast <ul style="list-style-type: none"> ○ Allows student to select from a variety of background/text color combinations • Keyboard shortcuts/equivalents <ul style="list-style-type: none"> ○ Keyboard shortcut or alternative to using a mouse. (for navigating through test and to use online test tools.) • Scratch/blank paper (submit with test or dispose according to state policy) 	<ul style="list-style-type: none"> • Audio amplification device (provided by student) • Highlighter, colored pencils, or crayons • Place Marker (blank) • Low-vision aids or magnification device • Color Overlay • Equipment or technology that the student uses for other tests and school work; e.g., adapted pencil (altered size or grip), slant board, wedge, etc.) • Scratch/blank paper (submit with test or dispose according to state policy)

Allowable Test Administration Procedures (available to all ELLs)

Procedures that are allowed to all ELLs on the online and paper-based test administration, at the discretion of the test coordinator, provided that all standardized testing and security requirements are met. For additional requirements on the following allowable test administration procedures, consult the ACCESS 2.0 Test Administration Manual.

Presentation

- Read test directions by test administrator
 - For the online test, test directions appear on the screen in the directions and practice test.
 - 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.
- 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
- In accordance with state policy, allow student to take the paper-based test based on:
 - Student’s disability that prevents the student from using a computer;
 - Student’s inexperience, unfamiliarity, or discomfort with computers; or
 - Student’s religious or family beliefs

Response

- Test administrator monitors placement of responses onscreen or in test booklet
- Student responds to Writing portion of the online ACCESS 2.0 test using handwritten response (with test prompts viewed online), based on student’s disability, or inexperience, unfamiliarity, or discomfort with keyboarding. 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 test)
- By school personnel other than student's teacher, including special educator (if trained and certified to administer test)
- In a small group (not more than 15 students)
- 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 for student
- In a separate room
- Using tools to minimize distractions or to help maintain focus (e.g., stress ball and, for paper-based test administration only, 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)