

## Critical Element 4.2 – Fairness and Accessibility

	Evidence	Notes
<p><b>For all State ELP assessments,</b> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL).</p> <p><b>For ELP assessments,</b> the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.</p>	<p><b>2.1-3</b> <i>Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration</i></p> <p><b>2.1-4</b> <i>Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration</i></p> <p><b>2.1-5</b> <i>Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015-2016 Administration</i></p> <p><b>2.2-16</b> <i>Accessibility and Accommodations Supplement</i></p> <p><b>2.2-17</b> <i>The WIDA Accessibility and Accommodations Framework</i></p> <p><b>4.2-1</b> <i>The ASSETS Consortium English Language Proficiency Assessment for Grades 1-12: Test and Item Design Plan for the Annual Summative and On-demand Screener</i></p> <p><b>4.2-2</b> <i>Guidelines for the Use of Accommodations, Accessibility Features, and Allowable Test Administration Procedures on the ACCESS for ELLs 2.0® Assessment</i></p> <p><b>4.2-3</b> <i>ACCESS FOR ELLs 2.0® Accommodations,</i></p>	<p><b>ACCESS for ELLs Online, ACCESS for ELLs Paper &amp; Alternate ACCESS for ELLs</b></p> <p>For details on WIDA’s approach to accessibility and incorporating universal design principles into the ACCESS for ELLs assessment design and development process, see:</p> <p><i>The WIDA Accessibility and Accommodations Framework [document 2.2-17]</i></p> <p>For details on the specific accessibility tools built into the test as well as accommodations provided to specific student populations, see:</p> <p><i>Accessibility and Accommodations Supplement [document 2.2-16]</i></p> <p>For an overview of the test development process of the ACCESS for ELLs suite of assessments, see:</p> <p><i>The ASSETS Consortium English Language Proficiency Assessment for Grades 1-12: Test and Item Design Plan for the Annual Summative and On-demand Screener [document 4.2-1]</i></p> <p>For detail on the training provided to item writers, test developers, and reviewers to ensure WIDA’s approach to accessibility is effectively implemented and that bias and sensitivity concerns are identified and addressed, see the response to Critical Element 2.2. Further guidance is provided to test developers in the following documents:</p> <p><i>Guidelines for the Use of Accommodations, Accessibility Features, and Allowable Test</i></p>

	<p><i>Accessibility Features, and Allowable Test Administration Procedures for Students Participating in Either the Online- or Paper-Based Test Administrations</i></p> <p><b>4.2-4</b> <i>ACCESS 2.0 Graphics Guidelines</i></p> <p><b>4.2-5</b> <i>SUMMARY QUALIFICATIONS of 2016-17 Item Writers</i></p> <p><b>4.2-6</b> <i>SUMMARY QUALIFICATIONS of 2016-17 Standards Experts</i></p> <p><b>4.2-7</b> <i>Procedure for the Content and Linguistic Analysis of Items with C-level DIF</i></p>	<p><i>Administration Procedures on the ACCESS for ELLs 2.0® Assessment [document 4.2-2]</i></p> <p><i>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 [document 4.2-3]</i></p> <p><i>ACCESS 2.0 Graphics Guidelines [document 4.2-4]</i></p> <p>For examples of the qualifications of the individuals involved in developing and reviewing test items for the ACCESS for ELLs suite of assessments, see:</p> <p><i>SUMMARY QUALIFICATIONS of 2016-17 Item Writers [document 4.2-5]</i></p> <p><i>SUMMARY QUALIFICATIONS of 2016-17 Standards Experts [document 4.2-6]</i></p> <p>For descriptions of the differential item functioning (DIF) analyses conducted to evaluate test items for bias, see:</p> <p><b>ACCESS for ELLs Online</b> p. 50-53: <i>Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration [document 2.1-3]</i></p> <p><b>ACCESS for ELLs Paper</b> p. 5-7: <i>Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration [document 2.1-4]</i></p> <p><b>Alternate ACCESS for ELLs</b> p. 72-73: <i>Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency</i></p>
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