

Updates from draft 1:

Clarified language to more accurately reflect the collaboration between WIDA and state education agencies on the review and revision of the WIDA Consortium’s accommodation policies.

Critical Element 5.3 – Accommodations

| | Evidence | Notes |
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| <p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment. | <p>2.2-16 <i>Accessibility and Accommodations Supplement</i></p> <p>2.2-17 <i>The WIDA Accessibility and Accommodations Framework</i></p> <p>2.3-1 <i>ACCESS for ELLs® 2.0 2016-2017 Test Administrator Manual</i></p> <p>5.3-1 <i>Screenshot https://portal.wida.us/ACCESS/Training/Online%20modules/AccessibilityOverview/presentation_html5.html</i></p> <p>5.3-2 <i>Screenshot https://wida.wisc.edu/assess/access-preparing-students</i></p> <p>5.3-3 <i>Findings from 2016 Focus Groups on ACCESS for ELLs 2.0 Accommodations and Universal Tools</i></p> <p>5.3-4 <i>Investigating Grades 1-12 English Learners’ Use of Universal Tools in ACCESS for ELLS</i></p> <p>5.3-5 <i>Executive Committee Meeting Day 1</i></p> <p>5.3-6 <i>State Education Agency Accessibility and Accommodations Policies: 2018-19</i></p> | <p>For detail on WIDA’s approach to accommodations and the development and selection of the accessibility tools allowed on the ACCESS for ELLs suite of assessments, see:</p> <p>p. 4: <i>The WIDA Accessibility and Accommodations Framework</i> [document 2.2-17]</p> <p>For information on the purpose and allowed uses of accessibility and accommodations tools on the ACCESS for ELLs assessments, see:</p> <p>p. 6-8: <i>Accessibility and Accommodations Supplement</i> [document 2.2-16]</p> <p>Test administrators must complete training every year, including an e-learning module on WIDA’s accessibility features and accommodations. In addition, the topics of accessibility tools and allowed accommodations are covered in WIDA’s Test Administrator Manual. The manual specifies that some practices considered accommodations for other assessments, such as breaks or use of some special equipment during testing, are not considered accommodations on ACCESS for ELLs tests and are simply included in standard test administration flexibility.</p> <p><i>Screenshot https://portal.wida.us/ACCESS/Training/Online%20modules/AccessibilityOverview/presentation_html5.html</i> [document 5.3-1]</p> <p>p. 70, 96, 143: <i>ACCESS for ELLs® 2.0 2016-2017 Test Administrator Manual</i> [document 2.3-1]</p> |

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| | <p>5.3-7 <i>ACCESS FOR ELLs 2.0® Unique Accommodations Request Form</i></p> | <p>Test administrators are encouraged to evaluate the effectiveness of accommodations prior to, during, and after administration of the ACCESS for ELLs assessments. Sample items are available for this purpose prior to the assessment administration window.</p> <p><i>Screenshot https://wida.wisc.edu/assess/access-preparing-students [document 5.3-2]</i></p> <p>WIDA continues to research the use and effectiveness of accessibility tools and test accommodations. For examples of this work, see:</p> <p><i>Findings from 2016 Focus Groups on ACCESS for ELLs 2.0 Accommodations and Universal Tools [document 5.3-3]</i></p> <p><i>Investigating Grades 1-12 English Learners' Use of Universal Tools in ACCESS for ELLS [document 5.3-4]</i></p> <ul style="list-style-type: none">◆ For this study, WIDA examined how K-12 English language learners, including those with disabilities, use the universal tools and accessibility features that are embedded in the online platform of ACCESS for ELLs Online. The findings show that use of the accessibility features was most common in the selected response listening and reading domains and that those with disabilities were most likely to use the accessibility features across all domains. The findings suggest the ACCESS for ELLs Online accessibility features may provide the intended supports for special populations of students. <p>One aspect of WIDA's collaboration with state education agency members of the WIDA Consortium to review and update accommodation policies is the work of the Accessibility,</p> |
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| | | <p>Accommodations and Equity (AAE) subcommittee. For notes of their November 2018 meeting, see: <i>Executive Committee Meeting Day 1 [document 5.3-5]</i></p> <p>WIDA worked with the AAE subcommittee to develop a resource educators can use to identify differences in WIDA and local accommodation policies:</p> <p><i>State Education Agency Accessibility and Accommodations Policies: 2018-19 [document 5.3-6]</i></p> <p>As a resource for WIDA Consortium member states, WIDA provides a sample accommodations request form. In addition, WIDA staff are available to review such requests for appropriateness upon request.</p> <p><i>ACCESS FOR ELLs 2.0® Unique Accommodations Request Form [document 5.3-7]</i></p> |
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