



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

ACTION REQUIRED

August 3, 2016

TO: Deputy Superintendent, Complex Area Superintendents, Principals (All), District Educational Specialists, Public Charter School Directors (All), Student Services Coordinators, Special Education Teachers, and English Language Learners Coordinators

FROM:  Kathryn S. Matayoshi
Superintendent

SUBJECT: **Frequently Asked Questions (FAQs) — English Language Learners (ELL) with Disabilities**

The attached FAQs are provided to assist schools in addressing general statewide assessments for students who are identified with a disability under the Individuals with Disabilities Education Improvement Act and ELL programs. In using these FAQs, be mindful of the unique circumstances of each situation. These FAQs are not a rigid set of rules or procedures, but a tool to thoughtfully address participation in statewide assessments for each individual Special Education-ELL student.

Should you have any questions, please contact Mr. Andreas Wiegand, Educational Specialist, School Literacy Improvement and Innovation Section, at (808) 305-9717 or Ms. Karen Sato, Educational Specialist, Special Education Section, at (808) 305-9806 or via Lotus Notes.

KSM:KS:rk

Attachments

c: Assistant Superintendents
Superintendent's Office Directors
State Public Charter School Commission
Office of Curriculum, Instruction and Student Support

FREQUENTLY ASKED QUESTIONS (FAQs)
English Language Learners (ELL) with Disabilities
Statewide Assessments

The Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 (504) requires that the Individualized Education Program (IEP)/504 Team include, at the discretion of the parent(s)/legal guardian(s) or the Hawaii State Department of Education, individuals who have knowledge or special expertise regarding the student. The IEP/504 Team must, in the case of a student with limited English proficiency, consider the student's language development needs and how those needs relate to the student's IEP/504 Plan. Therefore, the IEP/504 Team should include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability for all students who are identified as eligible for ELL and special education.

The IDEA also requires that all students with disabilities be included in all general state assessment programs.

What are the general state assessment programs that the IEP/504 Team must address in the IEP/504 Plan for ELL students with disabilities (SPED/504-ELL students)?

SPED/504-ELL students must participate in two (2) statewide assessments.

1. **Annual English Language Proficiency Assessment**, the ACCESS for ELLs 2.0 (ACCESS), which is considered part of the general state assessment program under Titles I and III of the Elementary and Secondary Education Act.

*The IEP/504 Team must determine whether the regular ACCESS should be administered or whether the Alternate ACCESS for ELLs (Alt ACCESS) is appropriate for ELL students with significant cognitive disabilities. See Attachment A, WIDA Alternate ACCESS for ELLs, for:

- more information on ACCESS and Alt ACCESS;
- a checklist to use during the IEP/504 Team meeting; and
- a link to the WIDA website.

2. **Standards Based Assessment (SBA)**, the general state assessment or Hawaii State Assessment Alternate (HSA-Alt)

*The IEP/504 Team must determine whether the SBA should be administered or whether the HSA-Alt is appropriate for ELL students with significant cognitive disabilities.

***NOTE:** If the alternate assessment is determined appropriate, the IEP/504 Plan must state why the student cannot participate in the regular assessment and why the alternate is appropriate.

<p>Are the testing accommodation the same for ACCESS and SBA for SPED/504-ELL students?</p>	<p>No. The accommodations on the ACCESS or Alt ACCESS are not necessarily the same or have the same criteria as the SBA or HSA-Alt. Accommodations for each assessment must be determined separately.</p> <p>The IEP/504 Team must determine the appropriate accommodations for the SPED/504-ELL student that would allow the student to best demonstrate what the student knows and can do on the SBA and then repeat the process for ACCESS.</p> <p>Accommodations must be determined on the SPED/504-ELL student's individual needs and cannot invalidate the assessment test scores. All assessment accommodations must be documented in the IEP/504 Plan.</p>
<p>Do schools need to revise the IEP/504 Plans to address SPED/504-ELL students ACCESS assessments immediately?</p>	<p>*For any upcoming initial, annual, or review of the IEP/504 Plan meeting for SPED/504-ELL student, the IEP/504 Team must address and document in the IEP/504 Plan:</p> <ul style="list-style-type: none"> • whether the student takes the ACCESS or Alt ACCESS and the appropriate accommodations; and • whether the student takes the SBA or HSA-Alt. <p>*NOTE: For school year 2016-2017, the IEP/504 Team must address and document in the IEP/504 Plan the above decisions prior to the administration of the assessments.</p>
<p>Where on the IEP is ACCESS documented?</p>	<p>Documentation in the IEP of accommodations for the ACCESS or Alt ACCESS must be written in the "Clarifications for Services and Support" section of the IEP until changes can be made in the electronic Comprehensive Student Support System (eCSSS).</p> <p>ELL personnel must continue to record "Test Accessibility Options" (i.e., Accommodations and/or the Alt ACCESS selection, in the "Status Tab" of the eCSSS as determined by the IEP Team). For the eCSSS navigation instructions, see Attachment B, ELL Worksheets: ELL IDEA/504 Tab.</p> <p>School members of the IEP Team may continue to view the selected accommodations and the Alt ACCESS in the "ELL IDEA/504 Tab" in the ELL Program record in the eCSSS. Previous assessments and results may also be accessed and reviewed in the "Status Tab" and "Display Student Assessments" link. See Attachment B for screenshots in eCSSS.</p>



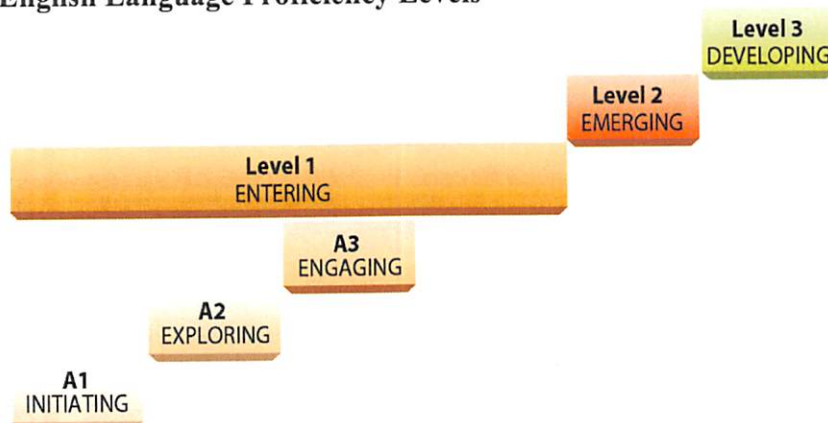
Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1 – 12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs[®] assessment. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). For this reason, World-Class Instruction Design and Assessment (WIDA) created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELLs with significant cognitive disabilities.

2012 Alternate ACCESS for ELLs Test Overview

<i>Grade-Level Clusters</i>	1-2, 3-5, 6-8, 9-12
<i>Language Domains</i>	Listening, Speaking, Reading, Writing
<i>Task Format</i>	Selected response (Listening, Reading) Constructed response (Writing, Speaking)
<i>Tasks based on</i>	Alternate Model Performance Indicators (AMPs)
<i>Standards</i>	<ul style="list-style-type: none"> • Social and Instructional Language • Language of Language Arts • Language of Mathematics • Language of Science
<i>Administration</i>	Individual
<i>Scoring</i>	All sections are hand scored by the test administrator
<i>Accommodations</i>	Individualized instructional supports that are used by teachers in everyday classroom instruction may be used to meet individual student needs
<i>Alternate English Language Proficiency (ELP) levels</i>	A1-A3, 1-3 (level 3 in writing only)

Alternate English Language Proficiency Levels



Participation Guidelines

- IEP teams decide whether students who are classified as ELLs with significant cognitive disabilities participate in the Alternate ACCESS for ELLs.
- The following criteria were designed to help IEP teams determine whether the Alternate ACCESS for ELLs is an appropriate test for students.
- All of the following participation criteria must be met to administer the Alternate ACCESS for ELLs to a student:

Participation Criteria	Yes	No	Explanation of Yes or No Response
The student is classified as an <u>ELL</u> .			
The student has a <u>significant cognitive disability</u> and receives special education services under IDEA (2004).			
<p>The student's IEP team determined the student <u>will not participate in the general education curriculum</u>.</p> <ul style="list-style-type: none"> • Accommodations and modifications within the general education curriculum were considered. • The decision to participate in alternate curriculum (if offered) is not primarily due to social, cultural, or economic factors. • The student's curriculum more closely reflects the Alternate Model Performance Indicators (AMPIS) than typical age or grade-appropriate benchmarks. 			
The student is or will be participating in his/her state-wide <u>alternate accountability assessment</u> .			

*For more information, please visit: <http://www.wida.us/assessment/alternateaccess.aspx>



ELL Worksheets: ELL IDEA/504 Tab

This guide shows how to navigate to the ELL worksheet and view any accommodations and/or modifications documented for the ACCESS for ELLs assessment.

Actions	Screen Shots
<p>Click on "Supports Tab"</p> <p>Click on "+" next to Programs</p> <p>Click on "English Language Learners (ELL) with Status "Enrolled"</p> <p>Click on "Open Program"</p>	
<p>On the English Language Learners worksheet window, Click on "Supports Tab"</p> <p>Click on the "ELL IDEA/504" tab. Note: This tab will only appear for ELL students that are IDEA or 504-eligible.</p> <p>In the Accommodations and Modifications section, Click on the current school year.</p> <p>Click on "Open" Note: If this section is blank, no ACCESS for ELLs accommodations have been entered.</p>	



ELL Worksheets: ELL IDEA/504 Tab

<p>The ACCESS for ELLs Accommodations for the selected school year will appear on the Test Accessibility Options window</p>	Test Accessibility Options					
	Student Name	Student ID	Birth Date	Gender	Grade	School
	Test Accessibility Options Summary School Year: 2015-2016 Assessment Type: ACCESS for ELLs					
	Accessibility Options ACCESS for ELLs Accommodations Presentation IH Read aloud test items by human reader - Paper Only (L, W, S) LH Read aloud Listening test response options by human reader (L) Timing/Scheduling EM Extended testing of a test domain over multiple days (L, R, W, S)					

ELL: Code Definitions for Accommodations and Testing Domains

The code definitions below are for the [Test Accessibility Options](#) and [ELL IDEA/504 tab](#) of the [ELL Worksheet](#).

Type	Group Code	Accommodation (Domain)	Comments
ACCESS for ELLs 2.0 Accommodations			
Presentation	BR	Braille version of test - Paper Only (Contracted) (R, W)	Former "BR - Braille edition of assessment"
	BR	Braille version of test - Paper Only (Uncontracted) (R, W)	Former "BR - Braille edition of assessment"
	IH	Read aloud test items by human reader - Paper Only (L, W, S)	
	LH	Read aloud Listening test response options by human reader (L)	
	LP	Large print version of test - Paper Only (L, R, W, S)	Former "LP-Large Print (L, R, W, S)"
	MC	Manual control of item audio (L, W, S)	
	RA	Repeat item audio (L, W, S)	
	RI	Repeat test items by human reader - Paper Only (L, W, S)	
	RL	Repeat Listening test item response options by human reader (L)	
	SD	Interpreter signs test directions in ASL (L, R, W, S)	Former "TD - Sign directions to students (L, R, W, S)"
Response	AC	Student responds orally using external augmentative and/or alternative communication device or software (L, R, W)	
	AT	Student uses assistive technology to respond to test items (L, R, W, S)	
	BW	Student responds using a braille writer or braille notetaker - Paper Only (R, W)	
	RD	Student responds using a recording device, which is played back and transcribed by student (R, W)	
	SR	Scribed response (L, R, W)	Former "SB - Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks (L, R, W) and OA - Answer orally, point to answer (L, R)."
	WD	Word processor or similar keyboarding device to respond to test items (L, R, W)	Former "CA - Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off) (W)"
Test Environment/Setting	NS	Test may be administered by school personnel in non-school setting (L, R, W, S)	
Timing/Scheduling	EM	Extended testing of a test domain over multiple days (L, R, W, S)	Former "TS - Extended testing sessions over multiple days (L, R, W)"
	ES	Extended Speaking test response time (S)	
	ET	Extended testing time within the school day (L, R, W, S)	Former "TS - Extended testing time within same school day (L, R, W, S)"

Domains: L = Listening; R = Reading; W = Writing; S = Speaking