

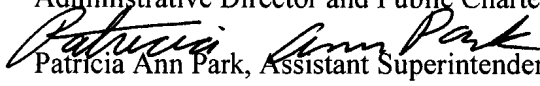


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF CURRICULUM, INSTRUCTION AND STUDENT SUPPORT

January 10, 2013

TO: Complex Area Superintendents, Principals, English Language Learner School Renewal Specialists, English Language Learner Resource Teachers, Public Charter School Administrative Director and Public Charter School Directors

FROM:   
Patricia Ann Park, Assistant Superintendent

SUBJECT: **2012–13 State English Language Learner (ELL) English Language Proficiency Assessment**

Please be reminded that the annual English language proficiency assessment window for School Year 2012–13 using the *Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®)* will be held between January 22, 2013 through February 28, 2013. The test administration dates are annually posted on the following website: <http://www.wida.us/membership/states/Hawaii/index.aspx>

Please note that this year there is also an Alternate ACCESS for ELLs for students in grades 1-12 who are classified as ELLs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment.

The following attachments are provided for your information and action:

- Attachment A: *ACCESS for ELLs®* Action Items (Step by Step Procedures)
- Attachment B: General Information on World-Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State for English Language Learners (*ACCESS for ELLs®*) and Frequently Asked Questions (FAQ)
- Attachment C: *ACCESS for ELLs®* Test Administrator Training Nondisclosure Agreement
- Attachment D: Sample *ACCESS for ELLs®* Letter to Parents of ELL Students
- Attachment E: Translation statement of who to contact if assistance is needed—to be added to the back of, or in addition to, the sample *ACCESS for ELLs®* Letter to Parents of ELL Students
- Attachment F: Alternate ACCESS for ELLs

If you have any further questions, please contact Mr. Andreas Wiegand, English Language Learner Specialist, at 203-5544 or via Lotus Notes.

PAP:AW:lh

Attachments

c: Superintendent  
Assistant Superintendents  
Superintendent's Office Directors

***ACCESS for ELLs*<sup>®</sup> Action Items**  
**(Step by Step Procedures)**

Please review the following procedures and action items in preparation for the spring 2012–13 administration of the *ACCESS for ELLs*<sup>®</sup> English language proficiency assessment. Schools must annually assess the English Language Proficiency Assessment of all English language learners (ELLs) to meet the requirements of No Child Left Behind (NCLB) legislation.

**Action Items:**

- 1) Review all attachments as part of this memorandum.
- 2) Have all staff handling and/or administering the ACCESS for ELLs<sup>®</sup> sign the *Agreement to Maintain Confidentiality* (received with test materials and attached to this memo as Attachment C). All forms are to be sent to the respective District ELL Staff (e.g., ELL Resource Teachers) and kept on file at the school.
- 3) Remind all test administrators to complete the online ACCESS World-Class Instructional Design and Assessment (WIDA) training and quizzes yearly. Additional ACCESS for ELLs<sup>®</sup> related training resources are also available in action item four below, and should be reviewed prior to beginning of testing.
  - a) Note, WIDA updated all test materials as of October 13, 2011. Keep a file documenting on-line completion at school and submit to the Complex Area ELL staff the following:
    - i) Certificate of completion (printed online after completion of quizzes for each test administrator)
    - ii) *Agreement to Maintain Confidentiality* forms
      - (1) Once complex area ELL staff receive forms from schools, they will:
        - (a) Review online test completion and profiles of test administrators and
          - i. Provide technical assistance to test administrators struggling to complete the quizzes and/or those with questions.
- 4) Review ACCESS for ELLs Support Resources as needed.
  - a) WIDA ACCESS Webinar (available for new staff or as a refresher for those needing to learn more about the ACCESS test administration and scoring).
    - i) <http://www.wida.us/assessment/testadmintraining.aspx>
  - b) Test administration training video conference from November 15–19, 2010 by MetriTech has been archived and is available to staff for review. See Attachment B, “General Information, Additional On-line Training Tools” on how to access training.
- 5) Schedule test administration dates and refer to *District and School Test Administration Manual* for helpful hints: <http://www.wida.us/assessment/ACCESS/>
- 6) Send parent notification letters and keep documentation thereof.
- 7) Assure there are procedures in place to secure all test materials arriving at the school on or around January 15, 2013, and
  - a) Review and verify that all test materials have been received upon receipt.
  - b) Contact Complex Area Office ELL staff if any materials are missing, or if additional materials are needed.
  - c) Assure the materials are kept secure and locked.
  - d) Distribute test materials only to **trained** test administrators. All test administrators must complete the on-line training and pass the appropriate assessments with 80%.
- 8) Assure review and reading of the *District and School Test Administration Manual* and other materials, e.g., *Testing Schedule and Special Instructions for Hawaii* prior to test administration.
- 9) Engage support from Complex Area ELL staff if necessary to complete testing within the testing window January 22, 2013 through February 28, 2013.
- 10) Assure that all test materials are returned and en-route to MetriTech by March 6, 2013.
- 11) Review the Alternate ACCESS for ELLs Assessment Information (Attachment F) and website: <http://www.wida.us/ACCESSTraining/AlternateModule/index.aspx>. If applicable per the checklist for each student, and the Alternate ACCESS is to be administered, then test administrators must review the tutorial and test administration manual, and pass the Alternate ACCESS for ELLs test administration quiz. Alternate ACCESS test materials need to be ordered through the Complex Area ELL staff by February 11, 2013, and sent to MetriTech by February 14, 2013.

**General Information on World-Class Instructional Design and Assessment (WIDA)  
Assessing Comprehension and Communication in English State-to-State for English Language  
Learners (ACCESS for ELLs®) and Frequently Asked Questions (FAQ)**

**Background on the WIDA Consortium**

Hawaii joined the WIDA consortium during the 2009–10 school year and is one of 27 states that have adopted the WIDA English language proficiency (ELP) standards and the ACCESS for ELLs® Assessment. As a consortium member, the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) will be the instrument used to measure and report growth in a consistent manner, and complex areas and schools will be held accountable for the English language development gains of their English language learners based on scores from the state ELP assessment window.

**Information on WIDA English Language Proficiency Standards**

- More information on WIDA standards, *Understanding the WIDA English Language Proficiency Standards: A Resource Guide*, other WIDA materials, and a *WIDA ELP Standards Tutorial* are available at <http://wida.us/standards/elp.aspx>
  - General information may be found at: <http://wida.us>

**More Information on ACCESS for ELLs® (annual ELP assessment)**

- The ACCESS assessment is a large-scale high stakes assessment, which addresses the academic ELP standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners.
- More information on the ACCESS can be found at: <http://www.wida.us/assessment/ACCESS/index.aspx>
- Schools can also download the *District and School Test Administration Manual* at: <http://www.wida.us/assessment/ACCESS/>
- The Hawaii timeline can be viewed at: <http://www.wida.us/membership/states/Hawaii/index.aspx>

**Information on W-APT (ELP screener/placement test)**

The WIDA ACCESS Placement Test (W-APT™ Screener) shall also be used to identify potential ELLs. For students entering during the assessment window, both assessments should be given. Contact the District ELL staff to request access to the W-APT.





**On-line Training**

All test administrators must annually complete the on-line WIDA training and pass appropriate quizzes with a score of 80 percent. Follow the instructions in the Frequently Asked Questions below and contact the District ELL staff to obtain access to the training materials if you encounter difficulty.

**Additional On-line Training Tools**

Additional ACCESS for ELLs training can be found at:

- <http://mediasite.k12.hi.us/HIDOE/Catalog/pages/catalog.aspx?catalogId=d438308d-5e62-4807-9df2-83210a023704>
- Login: OCISSuser
- Password: doeOCISS10
- Click the \*name\* "WIDA Consortium 2009\_12\_16" on the left
- Select HI SEA: ACCESS Webinar

 WIDA Consortium 2009_12_16	2 Hours 21 Minutes 54 Seconds
 WIDA Consortium 2010_03_25	↳ Links
 WIDA Consortium 2010_08_09-13	<b>HI SEA: ACCESS Webinar</b>
	 Mediasite Presenter
	3 Hours 13 Minutes 41 Seconds
	↳ Links

Various additional training Webcasts for Hawaii are available and may also be found via the above link e.g., WIDA Standards and the WIDA ACCESS Placement Test (use the WIDA Consortium 2010\_03\_25 training link).

**Help Desk**

WIDA also provides a help desk and generally is able to provide a response within 24 hours. Contact the WIDA Help Desk by, emailing [help@wida.us](mailto:help@wida.us), calling toll free 1-866-276-7735, or using the online Help Form, at: <http://wida.us/FAQs/helpform.aspx>

## WIDA ACCESS Frequently Asked Questions (FAQ)

1. ***Do all ELL students need to take the ACCESS even SPED students or where parents have refused services (and students may not be actively receiving ELL services)?***

All ELLs must take the annual ELP assessment. Attempt to administer assessments for all ELLs, except those exited academically under action code "03." The Alternate ACCESS for ELLs can be ordered and administered if students meet the criteria as stated in Attachment F (see also, Attachment A, Action Step Item 11). Additional assessment booklets may need to be requested from your Complex Area ELL resource teachers (RT) using the ordering forms that came with your assessment materials. Note, the final day to submit assessment materials to the testing company is February 14, 2013, with an internal deadline of February 11, 2013 so district staff can ensure the materials will be ordered. See also #3 below in making a determination on which test tier should be ordered for students for whom a test was not ordered.

2. ***How will teachers know which students to assess?***

- Students who need to be assessed should appear in the eCSSS "Annual English Language Proficiency Test" report. Tier selection was completed for teachers based on the latest ACCESS for ELLs Score, W-APT score, or student status.

3. ***How were the tiers selected and why was an option not to alter the tiers given?***

The State ELL/Title III office determined the tier criteria after consultation with WIDA and the Center for Applied Linguistics psychometric experts and staff: The calculation depends on the type of assessment being used and information available in the eCSSS. Rules are as follows:

I. If using ACCESS for ELLs:

Tier	Overall Score	Other Variables
Tier A	1.0 – 2.4	If overall is at least 2.0 and comprehension is 4.0 and above, select Tier B.
Tier B	2.5 – 3.8	If overall is at least 3.0 and comprehension is 5.0 and above, select Tier C)
Tier C	3.9 – 6.0	If overall is at least 3.0 and comprehension is 5.0 and above, select Tier C)

II. If using W-APT (non-Kindergarten Test Level):

Tier	Overall Score	Other Variables
Tier A	1.0 – 2.4	If overall is at least 2.0 and (listening or reading is 4.0 and above), select Tier B.)
Tier B	2.5 – 3.8	If overall is at least 3.0 and (listening or reading is 5.0 and above), select Tier C.)
Tier C	3.9 – 6.0	

III. If using W-APT (Kindergarten Test Level – e.g., a Kindergarten student or student tested with W-APT in first semester of Grade 01):

Tier	Student Type
Tier A	NEP
Tier B	LEP
Tier C	FEP

IV. In the event that a tier cannot be determined using the rules above, then tier = 'B'

- Note: in particular for students in "IV" where a Tier B was selected because no other information was available in eCSSS, teachers have the discretion of making an appropriate tier selection and using either their overage or ordering additional materials, but should use the above criteria to assist.
  - The basis for the test order criteria was a review of probability that students would score in the most appropriate proficiency level ranges of the test tiers based on student performance. The goal is to obtain the most precise score as possible and assure that students would achieve the highest possible scores based on previously demonstrated ability.
  - Tiers were pre-determined because it was found that some students were not given appropriate tests based on incorrect notions that the Tier C is "too hard," and validated by more students meeting exit criteria than ever before in 2012, which in part can be contributed to a more accurate test selection.
4. ***Why should students who are near an overall 4.0, or listening and reading of 5.0 (comprehension) be given Tier C, when students can meet the exit criteria with a Form B?***
- Tier B is capped at a 5.0, therefore students are being limited in their ability to achieve the highest possible score if they are not given a Tier C test, thereby negatively impacting a student's possibility of meeting the ELL exit criteria and achieving a high score.
  - When students have not yet reached the exit criteria of 4.8/4.2, it is likely to be based on their writing score. The most important writing task, worth half the points, Task C (the third and "long" task) is identical for Tier B and Tier C, so the writing test really will not be "harder" for them. Further, the speaking test is not tiered, that is, it is the same if they take B or C.
  - Finally, there is overlap across the tier test items to account for student's different proficiency levels as demonstrated in pages 1–3 of the *2012-13 District and School Test Administration Manual*.
5. ***What if new students arrive between now and the assessment window? How do I order additional assessments?***
- Additional assessment materials must be ordered via the District ELL staff by February 11, 2013. All orders should be submitted to MetriTech by February 14, 2013. After that there are no guarantees that additional materials can be shipped from MetriTech, however, they have been very accommodating and will do their best to assist.
6. ***What if I have students who need special accommodations or materials per an IEP?***
- Check the *District and School Test Administration Manual* if the accommodations are appropriate for the ACCESS. If they are, the testing company can provide certain materials, e.g., large scale print. There is an additional order deadline of February 14, 2013. Submit all orders to the respective ELL RT in time to meet the deadline. As complex area assessment coordinators, the RT and district educational specialists have the authority to contact the testing company and place an order for additional materials. The following information is needed:
- |                  |                |
|------------------|----------------|
| a. School:       | d. Grade:      |
| b. School Code:  | e. Student ID: |
| c. Student Name: |                |
7. ***Is a student who takes the Hawaii State Alternate Assessment (HSAA) required (or not) to take the ACCESS for ELLs®?***
- All students must take either the *ACCESS for ELLs®* or the *Alternate ACCESS for ELLs* (when available). Students who take the HSAA are also eligible for the *Alternate ACCESS for ELLs*.

- For students who are in non-tested HSAA grades (1, 2, 9, 11, 12), the ACCESS for ELLs should be attempted if a determination to give the Alternate ACCESS cannot be made. For students in HSAA tested grades, if previously given the HSAA, and if not able to take the ACCESS for ELLs in the language domains due to the severity of the cognitive impairment or disability, consideration should be given to whether the alternate should be ordered/attempted during this test window, or in subsequent school years.
- If it is determined that a student cannot take any ACCESS for ELLs subtest, the *Alternate ACCESS for ELLs* should also be considered. More information on the *Alternate ACCESS for ELLs* can be found at: <http://www.wida.us/assessment/alternateaccess.aspx>

8. ***How should appropriate accommodations be determined for dual identified ELL SPED students?***

- The ELL teacher/coordinator should look at each individual student's IEP to see whether or not they are taking the alternate assessment, plus they need to review the Present Levels of Educational Performance (PLEP), as well as the supplementary aids and services and Hawaii State Assessment sections to see what kinds of accommodations the student needs. The accommodations should also be provided to ELLs in the classroom on a regular basis.
- Pages 39–44 of the *District and School Test Administration Manual* speak to what accommodations are appropriate for the specific language domains.
- The *ACCESS for ELLs® Accommodations by Domain* form should also be filled out when accommodations are given in certain domains, if applicable.

9. ***Who can administer ACCESS for ELLs® and ACCESS W-APT™ Screener?***

ACCESS for ELLs® - the secure state approved annual assessment for English language proficiency, and the W-APT™ Screener, the state approved initial screener for English language proficiency, are to be administered by certificated instructional personnel (teachers including bilingual teachers and ESL teachers) and certificated non-instructional personnel (coordinators, counselors program directors, school psychologists, speech and language therapists, assistant principals, principals, assistant superintendents and superintendents, and others) who have completed ACCESS for ELLs® training, passed the on-line quizzes and meet certification requirements to administer ACCESS for ELLs® and the W-APT™ Screener (80 percent passing).

Additional flexibility may be granted to complex areas whose unusual circumstances warrant the need to secure additional staff to support their efforts to assess English language learners. In such cases they may contract certificated personnel who have been trained and certified to administer ACCESS for ELLs® and W-APT™ Screener.

10. ***Can substitute teachers administer ACCESS for ELLs® and the W-APT™ Screener?***

Substitute teachers **cannot** administer either the ACCESS for ELLs® or the W-APT™ Screener unless the following applies.

Individuals that meet ALL of the criteria listed below may administer ACCESS for ELLs® and the W-APT™ Screener:

- The individual has been hired by the school on a long-term substitute basis to fill in for a teacher who is out on extended leave due to illness, maternity leave, or any such leave officially approved by the employing district, and
- The individual's assigned duties must include all duties customarily performed by the regular teacher such as lesson planning, other state mandated test administration and report card generation, and
- The individual must hold a full certificate for the grade level, meet state assignment requirements and comply with the NCLB highly qualified requirements, and
- The individual must receive ACCESS for ELLs® training, complete and pass the on-line quizzes and meet certification requirements to administer ACCESS for ELLs® and the W-APT™ Screener.

11. ***Can ELL Part-time Temporary Teachers (PTT) administer the ACCESS for ELLs® and the W-APT™ Screener?***

ELL PTTs **can** administer either the ACCESS for ELLs® or the W-APT™ Screener under all of the following conditions below:

- The individual has been hired by the school to work with English language Learner population and is working under the supervision of a certificated teacher, and
- The individual must receive ACCESS for ELLs® training, complete and pass the on-line quizzes and meet certification requirements to administer ACCESS for ELLs® and the W-APT™ Screener.

12. ***What is the process for getting certified to administer ACCESS for ELLs® and the W-APT Screener?***

- A. **Step one:** Login to the secure WIDA area using the above password and username (Check with your ELL RT or for Charter Schools, the Charter School Administrative Office) for this password.
- B. **Step two:** From the menu bar below, "Welcome," select the button labeled:

**Create an ACCESS for ELLs®  
training account**

- C. **Step three:** Read the information in this window and click "continue"
- D. **Step four:** There are various additional sub-steps here.
1. Select State: "Hawaii"
  2. Pick the First Letter of Your School District (District-Complex): C-Central, H-Hawaii (Big Island), H-Honolulu, K-Kauai, L-Leeward, M-Maui, W-Windward. Charter schools: select the first letter of your school name here.
  3. From the drop-down, select the District Name and Complex, e.g., if "K" is selected both the District-Complex will appear as in: Kauai-East Kauai, Kauai-Central Kauai and Kauai-West Kauai. Charter schools should see their school name listed here now.
  4. Pick the first letter of your "school"
  5. From the drop-down, select your school
  6. Select "Continue"
  7. In the next window fill in all the information requested.

For additional assistance in creating accounts and taking quizzes to administer ACCESS for ELLs and the W-APT Screener, see: <http://www.wida.us/contactus.aspx>.

13. ***What is an ideal testing environment?***

Assure that there are acceptable testing facilities, e.g., in a quiet location, with no disruptions. Note bell schedules may need to be adjusted.

14. ***How long will it take to administer the ACCESS?***

Listening and Reading are administered together in one group session

Listening administration: 20–25 minutes

- Break in between listening and reading sections: 5 minutes
- Reading administration: 35–40 minutes
- Logistics: 15 minutes (approximately)
- Total: 75 minutes (approximately)

Writing is administered in a separate group session

- Writing administration: 60 minutes + 5 minutes to finish up (if necessary)

- Logistics: 10–15 minutes (approximately)
- Total: 75 minutes (approximately)

Also see pages 33–34 of the *ACCESS for ELLs District and School Test Administration Manual* for a sample ACCESS group assessment schedule.

15. ***Will the state provide a parent notification letter?***

A sample parent notification letter is attached for your use as Attachment D.

16. ***Can parents refuse testing of their child(ren)?***

The State is obligated to assess all ELLs. If a parent should refuse the ACCESS for ELLs, the written letter should be placed into the student's ELL records (only after the intent and purpose of the test was explained), and the refusal should be noted in the eCSSS yearly testing notes, e.g., "Parent refused 2013 annual ELP assessment in writing and on file in student's ELL folder."

17. ***What do we do with students who have test labels, but were exited or are no longer here?***

First, make sure the exit was done properly and is prior to the test window starting. The unused student test booklet should be returned to the ELL RT to be used to attempt to make sure the Complex Area tests at least 85 percent of the students to avoid additional costs to the Complex Area.

18. ***What do we do with students with labels who were absent for all, or part of the assessment window, or are no longer in school?***

- **For students who officially withdrew from the school system before the test could be attempted:** A test booklet/label need not be returned for this student and can be used for another student in the appropriate tier (or returned to the complex area to be used for another student). However, the eCSSS yearly testing notes section must be filled in.
- **For students who were absent for only part of the test (and could not be tested for the other parts):** There is an absent field on the back of the test booklet for students who are enrolled but are not testable (if they were absent for parts of the assessment). The test booklets must be returned and scored for these partially complete booklets.

19. ***What happens when students withdrew during the test window and went to another Department of Education (DOE) school before a student was tested?***

The sending school should notify its respective ELL RT and work to assure that the receiving school completes testing. The receiving school may need to order an additional test booklet from its complex area. If a student crosses complex areas or districts, first priority is to use overages from the receiving school/complex area. However, if absolutely necessary, test booklets **can** cross complex areas or districts, if serial numbers are meticulously tracked and documented on the appropriate form: "*Documentation of Materials Not Returned*" (note test materials should not be sent via the DOE armored car).

20. ***What happens when students transfer to another DOE school and they already took one or more parts of the ACCESS (but did not complete it)?***

When possible all testing should be completed at ONE school; if this did not happen, the incomplete test booklet should be sent to the new school using a secure shipping method, (not using the armored car system). The student cannot be re-tested on a sub-section of the assessment already given. If it is not possible to send the started test booklet, another new test booklet can be used and it must be noted which subtest of the test was taken at each of the schools. MetriTech will attempt to consolidate the tests, but does not guarantee that this will occur, and is not the desired approach.

21. ***What do we do with students who are new and not identified as ELLs in eCSSS?***

Complete the language change form and Home Language Survey and have eSIS updated. Then, administer the W-APT and update eCSSS; and if the student is an ELL student, administer the



ACCESS for ELLs®. The W-APT will give you information on providing appropriate services, and the ACCESS for ELLs® will verify and provide a more robust ELP score.

22. ***Can those who are not WIDA certified test administrators serve as proctors during the testing?***  
No. WIDA provides group administration training and a quiz to assure the administration is done correctly. In consultation with the Assessment office, and to assure integrity of test administration, Hawaii is mandating that all proctors at least successfully complete the group administration section, and ideally all sub-parts. Note, successful completion of the group assessment does not allow someone to also administer and/or score the speaking module or Kindergarten part of the assessment.
23. ***Can students taking the Tier B of the ACCESS for ELL®s be exited?***  
Yes. Students taking Tier B are able to reach a composite proficiency level of 4.8 and above and a 4.2 literacy score (reading/writing) to meet the ELP exit criteria. If students are being considered for exit in the future and are likely to score in level four and above, Tier C will give the most reliable determination.
24. ***Can students be tested outside of the tier level ordered for them?***  
No, this is normally not recommended. Generally, the only time teachers should use their discretion is if they have other data that indicate a student should be tested at a higher tier, or alternately if a student was given a Tier B because there was no up-to-date data loaded in eCSSS at the time of the Tier order during the first week of December. If there is a strong rationale for giving a different tier (see also questions 3 and 4 above), teachers need to consult and request the additional tier test from their District ELL RT (e.g., if no overage was provided to the school). The appropriate student label then needs to be affixed to the assessment booklet. There is a Complex Area February 11, 2013 deadline to order additional materials.
25. ***How can we get additional answers to our questions?***  
All questions should be directed to the Complex Area ELL staff to be answered, and/or compiled and forwarded to state, if necessary.
26. ***Where can we find translations of the parent letter (Attachment D) indicating that there will be an ACCESS for ELLs® test and do we wait until one is available?***  
Once there is a translated parent letter announcing the ACCESS for ELLs®, it will be posted on the eCSSS Resources, “Forms and Letters” ELL section of the eCSSS home page. In the meantime, because this is a courtesy letter and there is no translation available, the letter can be sent without a translation and Attachment E at this time.
27. ***Related to Kindergarten students deemed initial functionally English proficient (IFEP), A. Do we have to return these students who are IFEP to ELL (via Action Code 50) if they have report card marks of not yet (NY) subsequent to taking the W-APT—and B. Do we also administer the ACCESS for ELLs® (i.e., receive a test booklet and pre-ID label)?***  
A. Yes, students who were given an IFEP status in Kindergarten, and have subsequently not been doing well as determined by quarterly grades (i.e, NY) must be brought back to ELL.  
B. Yes, you should be receiving ACCESS for ELLs® test materials and a pre-ID label for these students. Additional guidance has been posted on the eCSSS Resources, “Forms and Letters” ELL section of the eCSSS home page:  
<https://www.ecsss.k12.hi.us/eCSSS/eCSSSTrainersManual.nsf/d2b0438f6bd0e0d386256387007241c4/dffd03132aa297c40a257a3f0005e1f5?OpenDocument#Forms%20%26%20Letters%3A>
28. ***In reference to Attachment F and the Participation Guidelines for students who are being considered for the Alternate ACCESS for ELLs, if they have already taken the ACCESS for ELL®s or the W-APT and scored above a Level 2, is the Alternate ACCESS appropriate?***

It depends on the decision of the team who knows the student best, but an ELP score of above two could be an indicator that the student has sufficient cognitive ability to take the ACCESS for ELLs®.



World-Class Instructional Design and Assessment  
Wisconsin Center for Education Research (WCER)  
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**ACCESS for ELLs® TEST ADMINISTRATOR TRAINING  
NONDISCLOSURE AGREEMENT**

The Board of Regents of the University of Wisconsin System (the “Regents”), on behalf of the WIDA Consortium (“WIDA”) is the copyright owner of the secure, unpublished ACCESS for ELLs® test (the “Test”), as defined in 37 C.F.R. § 202.20(b)(4). WIDA treats the Test as constituting valuable and proprietary trade secret. WIDA maintains the Test as confidential and secure, and only provides access to the Test to individuals who are legally bound to maintain the confidentiality and security of the Test.

In consideration for my participation in the online ACCESS for ELLs® Test Administrator Training course (the “WIDA Training Course”) for my role as an ACCESS for ELLs® test coordinator or test administrator for the school district of:

\_\_\_\_\_ (print district) in \_\_\_\_\_ (state),

I, \_\_\_\_\_ (print name) agree as follows:

1. The Test is confidential, proprietary information and material of the Regents.
2. The WIDA Training Course contains confidential, proprietary information and materials from the Test.
3. I shall not disclose or reproduce to any third party any information I receive about the Test, including the Test items, except in carrying out my role as a Test coordinator or administrator.
4. The Test must be kept secure and confidential, as disclosure of the Test to third parties could adversely affect the validity of the test items, results or the commercial value of the Test. I shall keep all Test materials secure and confidential at all times in accordance with any instructions that I receive from the WIDA Training Course or WIDA Test administration instructions provided by my ACCESS for ELLs® district facilitator.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ACCESS for ELLs® District Facilitator (sign)

\_\_\_\_\_  
Date

Please sign and return this agreement to your ACCESS for ELLs® district facilitator.  
Direct any questions regarding its terms to the WIDA Help Desk (help@wida.us)

Sample ACCESS for ELLs® Letter to  
Parents of ELL Students  
Your School Information Here

<Date>

Dear Parent or Guardian:

English Language Learner (ELL) students in grades kindergarten through twelfth grade will be taking the *ACCESS for ELLs*® English language proficiency test. This test is for students whose first or home language is not English and measures your child's ability to use the English language. The test specifically identifies how well your child is reading, writing, speaking, and listening in English. The four sub-parts of the test take approximately three hours during the regular school day.

The testing dates are: **January 22, 2013 - February 28, 2013.**

This *ACCESS for ELLs*® is very important and teachers and students have been working hard to achieve the best results. The test will help teachers identify areas where support may be needed. The test also allows schools to monitor individual ELL student progress on an annual basis, a requirement of the No Child Left Behind (NCLB) law. Federal guidelines require testing of all ELL students (e.g., 04-Parent Refusal).

Your assistance is needed to prepare your child to take this test. Help your child get plenty of rest each night. Make sure your child eats a good breakfast, and gets to school on time. This kind of assistance will help our students to do their best. If you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

(Name/Title)

If you need assistance understanding this document,  
please contact the principal of the school your child is attending.

English	If you need assistance understanding this document, please contact the principal of the school that your child is attending.
Ilokano	No kasapulam ti tulong tapno maawatam daytoy a sinurat, mabalinmo a kasarita ti prinsipal ti pagadalan a sumsumrekan ti anakmo.
Tagalog	Kung kailangan mo ang tulong upang maintindihan mo ang dokumentong ito, kausapin ang prinsipal ng paaralang pinapasukan ng iyong anak.
Japanese	該当ファイルに関わる内容について興味のある方は、子供さんが通っている学校の校長様にお聞きください。
Chinese – Mandarin	如果您想了解有关这份文件的更多内容，请您咨询您小孩所在学校的校长。
Chinese - Cantonese	如果您想瞭解有關這份檔的更多內容，請您諮詢您小孩所在學校的校長。
Korean	다음 문장에 대한 구체적인 내용에 관심이 계신 분은 학생분이 다니시는 학교 교장선생님한테 확인 부탁드립니다.
Marshallese	Elaññe kwōj aiku jibañ ñan mejeje leta in, joi im kōnnaanik būrinjibōl eo an mōn jikuul eo me ajiri eo nejūm ej jikuul ie.
Spanish	Si necesita asistencia para comprender el contenido del presente documento, póngase en contacto con el director de la escuela de su hijo/hija.
Vietnamese	Nếu quý vị cần giúp đỡ để hiểu tài liệu này, vui lòng liên hệ với hiệu trưởng nhà trường mà con em quý vị hiện đang theo học.
Hawaiian	Inā makemake ‘oe i kōkua no ka ho‘omaopopo ‘ana i kēia palapala nei, ‘olu‘olu e hui a i ‘ole e kelepono i ka po‘okumu a ke kula a kāu keiki e hele nei.
Tongan	Kapau ‘oku ke fiema’u ha tokoni ke mahino ‘a e tohi ni, fakamolemole fetu’utaki ki he puleako ‘o e ako ‘oku ako ai ho’o tamasi’/ta’ahine.
Visayan (Cebuano)	Kon nagkinahanglan kag abag pagsabot niining maong dokumento, palihog kontaka ang prinsipal sa tulunghaan nga gitunghaan sa imong anak.
Chuukese	Iká kopwe mwochen áninnis ómw kopwe wewefichiiti unusen masowen ei taropwe, kose mwochen kopwe chuuri ewe meinapen eán noumw ewe semiriit chóón sukuun ewe neenien sukun (principal).
Samoan	Afai e mana’ omia se fesoasoani ia e malamalama ai i lenei tusi, faafesoota’ i le pule o le a’ oga lea e a’ oga ai lau tama faamolemole.



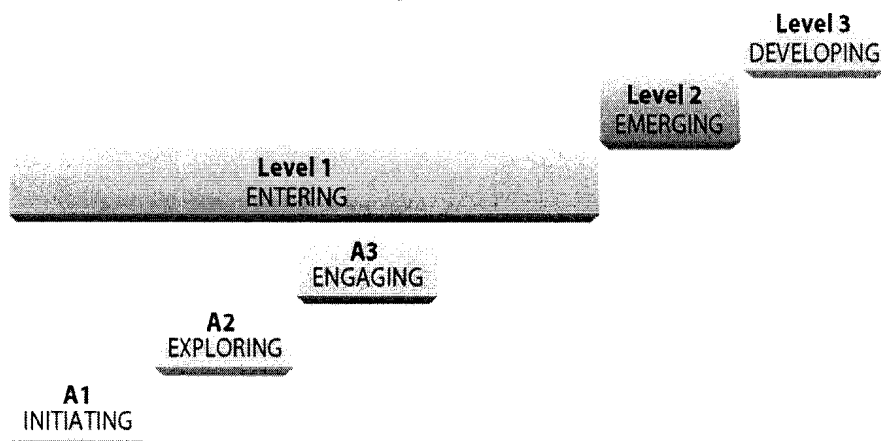
## Alternate ACCESS for ELLs

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<sup>®</sup> 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 (AMPIs)
<i>Standards</i>	<ul style="list-style-type: none"> <li>• Social and Instructional Language</li> <li>• Language of Language Arts</li> <li>• Language of Mathematics</li> <li>• Language of Science</li> </ul>
<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 will not participate in the <u>general education curriculum</u>.</p> <ul style="list-style-type: none"> <li>• Accommodations and modifications within the general education curriculum were considered.</li> <li>• The decision to participate in alternate curriculum (if offered) is not primarily due to social, cultural, or economic factors.</li> <li>• The student's curriculum more closely reflects the Alternate Model Performance Indicators (AMPis) than typical age or grade-appropriate benchmarks.</li> </ul>			
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>