

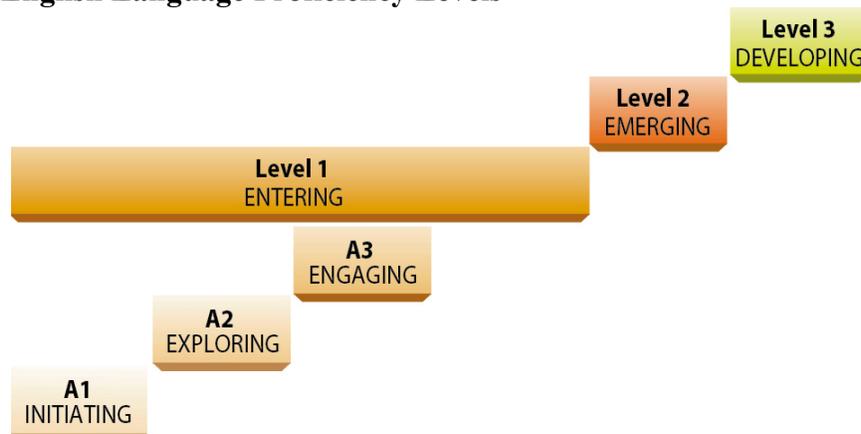
## Alternate ACCESS for ELLs

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 (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 <u>will not participate in the 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>