

Accommodations Crosswalk for ACCESS and Alternate ACCESS

The following tables are designed as a crosswalk between accessibility language used on the ACCESS and Alternate ACCESS assessments to the language used on other statewide assessments. In places where the “Referred To On Other Statewide Assessments As” column is blank, the accommodation is unique to WIDA and not available on other statewide assessments. Test Administrators must refer to <https://www.wida.us/Assessment/accessibility.aspx> for additional information and administration procedures to be used with the following accessibility supports. This document is intended to be used in conjunction with the WIDA ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement. This chart should not be used in isolation or as replacement to the information provided by WIDA.

Administrative Considerations

Administrative Considerations are **available to all students**, including those with or without disabilities. See the Administrative Considerations section of the WIDA ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for descriptions of specific administrative considerations and procedures, if applicable.

ACCESS Administrative Considerations	Referred To On Other Statewide Assessments As:
Adaptive and Specialized Furniture and Equipment	Supplemental Materials and Devices: Adaptive or Special Furniture
Alternate Microphone	
Familiar Test Administrator	
Frequent or Additional Supervised Breaks	Frequent Breaks
Individual or Small Group Setting	Individual Administration Small Group Administration
Monitor Placement of Responses in the test booklet or onscreen	
Participate in different testing format (paper vs online)	NOTE: Students with disabilities, who cannot take online assessments due to their disabilities, as specified in their IEPs or 504 plans, may be tested in a paper-based format.
Read Aloud to Self	Read Aloud to Self
Specific Seating	Preferential Seating
Short Segments	Multiple Testing Sessions per day
Verbal Praise or tangible reinforcement for on task or appropriate behavior	
Verbally redirect student’s attention to the test (English or Native Language)	

Universal Tools

Universal Tools are **available to all students**, including those with or without disabilities.

Universal Tools may be embedded within the online system or may be administered locally by the Test Administrator. Many supports designated as universal tools are considered best practice and allowed to all students on other statewide assessment programs. See the Universal Tools section of the WIDA ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for descriptions of specific administrative considerations and procedures, if applicable.

ACCESS Universal Tools	Referred To On Other Statewide Assessments As:
Audio Aids	Supplemental Equipment: Amplification Equipment or Special Acoustics
Color Contrast	Color Contrast
Color Overlay	Color Overlay
Highlighters, Colored Pencils, or Crayons	Highlighters and Colored Pencils
Keyboard Navigation	
Line Guide, Place Marker, or Tracking Device	Line Guide, Place Marker, or Tracking Device
Low-Vision Aids or Magnification Devices	Magnifying Device or Special Lighting
Sticky Notes	Sticky Notes
Scratch Paper	Scratch Paper

Accommodations

Accommodations are available only to students with disabilities and must be specified in the student's IEP or 504 Plan. Accommodations may be embedded within the online system or may be administered locally by the test administrator. Embedded accommodations must be pre-selected in order to be activated in the test engine. See the Accommodations section of the WIDA ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for descriptions of specific administrative considerations and procedures, if applicable. NOTE: The WIDA system has several accommodations which provide elements of oral administration. On other state-wide assessments, IEP teams only need to select oral administration; however, for ACCESS, the IEP team should review all of the accommodations which crosswalk to oral administration and make the determination which of those are needed based on the student's accessibility needs.

The two-letter code listed in the 'Code' column must be marked on the student assessment to indicate what accommodations a student received on the WIDA ACCESS assessment. On any state-wide assessment, students must only be provided standard accommodations indicated in their IEPs.

ACCOMMODATIONS FOR ACCESS GRADES 1–12

Code	ACCESS Grades 1–12 Accommodation	Referred To On Other Statewide Assessments As:
BR	Braille with Tactile Graphics	Braille
EM	Extended Testing of a test domain over multiple days	Multiple Testing Days
ES	Extended Speaking Test Response Time	Extended Time
ET	Extended testing time within the school day	Extended Time
HI	Human Reader for Items	Oral Administration
HR	Human Reader for Response Options	Oral Administration
RI	Human Reader for Repeat of Test Items	Oral Administration
RR	Human Reader for Repeat of Response Options one time	Oral Administration
SD	Interpreter signs test directions in ASL	Signing Directions
LP	Large Print	Large Print
MC	Manual Control of item audio	Oral Administration
RA	Repeat item audio	Oral Administration
SR	Scribe	Scribe <i>or</i> Dictation of Responses
RD	Student responds using a recording device, which is played back and transcribed by the student	
NS	Test may be administered by school personnel in non-school setting	
WD	Word processor or similar keyboarding device to respond to test items	Typed Responses

ACCOMMODATIONS FOR KINDERGARTEN ACCESS

Code	Kindergarten ACCESS Accommodation	Referred To On Other Statewide Assessments As:
BR	Braille with Tactile Graphics	Braille
SD	Interpreter signs test directions in ASL	Signing Directions
LP	Large Print	Large Print
SR	Scribe	Scribe <i>or</i> Dictation of Responses
RD	Student responds using a recording device, which is played back and transcribed by the student	
NS	Test may be administered by school personnel in non-school setting	
WD	Word processor or similar keyboarding device to respond to test items	Typed Responses

ACCOMMODATIONS FOR ALTERNATE ACCESS

For Alternate ACCESS for ELLs, the IEP team should use the same administrative considerations and universal tools as ACCESS for ELLs. The accommodations used on the Alternate ACCESS for ELLs are different from the accommodations used on the ACCESS for ELLs due to the design of the test. The accommodations in the chart below are the only accommodations available on the Alternate ACCESS for ELLs.

Code	Alternate ACCESS Accommodation	Referred To On Other Statewide Assessments As:
SD	Interpreter signs test directions in ASL	Signing Directions
LP	Large Print	Large Print
SR	Scribe (only in writing)	Scribe <i>or</i> Dictation of Responses
RD	Student responds using a recording device, which is played back and transcribed by the student	
NS	Test may be administered by school personnel in non-school setting	
WD	Word processor or similar keyboarding device to respond to test items (in listening, reading, and writing)	Typed Responses