

Review of Eligibility for WIDA Alternate ACCESS Participation Check List Guidelines for Kindergarten through Second Grade Students

NOTE: For students in grades 3–12, use the South Carolina Alternate Assessment criteria for determining eligibility for the WIDA Alternate ACCESS.

Name of Student:	
IEP Category of Eligibility:	
Enrolled Grade:	Date of Review:
Prior to the WIDA ACCESS Assessment <i>This information is to be used prior to the determination of WIDA Alternate ACCESS participation. Please note the WIDA Alternate Screener should only be administered if the student has previously met this eligibility.</i>	
Is the student classified as a multilingual learner (ML)?	Yes No
Provide the responses to the required South Carolina Enrollment Survey (ES)/Home Language Survey (HLS).	1. What is the language(s) that the student first acquired? 2. What language(s) is spoken most often by the student? 3. What is the primary language(s) used in the home, regardless of the language(s) spoken by the student?
Has the student been administered a WIDA Screener? If so, which screener was administered?	WIDA Screener WIDA Alternate Screener No Screener Administered
What is the student's English Language Proficiency (ELP) Score? *Note: The student's ELP score can be found on the SC Student Information page, English Proficiency Level field in PowerSchool.	WIDA Screener : WIDA Alternate Screener: WIDA ACCESS: WIDA Alternate ACCESS:

Eligibility Criteria

The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations. The three criteria below must be met to be eligible to be administered the WIDA Alternate ACCESS. .

The student is exhibiting a significant cognitive delay as evidenced by scores on a comprehensive norm-referenced or criterion-referenced developmental evaluation that are at least two standard deviations below the mean in cognitive ability and/or communication.

The student has significant delays in adaptive behavior as evidenced by adaptive behavior scale scores that are at least 2 ½ - 3 standard deviations below the mean in at least two adaptive skill domains.

The student has academic skills that are on the emerging, readiness (prerequisite), foundational level and/or functional (real life) application of the general curriculum.

Curriculum

The WIDA Alternate ACCESS assessment is for students with significant cognitive disabilities who are assessed against alternate achievement standards, as they are unable to participate in the general assessment program even with appropriate accommodations.

The student's curriculum more closely reflects the Alternate Model Performance Indicators (AMPs) than typical age or grade appropriate benchmarks.

Curriculum activities differ in complexity from those of students who participate in general education curriculum with accommodations (e.g., different objectives, materials, and learning activities). The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of English skills.

The content, learning objectives, and expected outcomes for the student are extended to focus on the emerging, readiness (prerequisite), foundational and/or functional (real life) application of the general curriculum.

Additional Considerations

If the team agrees, check each applicable statement

The decision for this student to participate in WIDA Alternate ACCESS is NOT based on a specific categorical label or educational placement.

The student's inability to achieve state grade-level achievement expectations is NOT the result of excessive absences or social, cultural, or economic differences.

The decision for this student to participate in the WIDA Alternate ACCESS is NOT being made for administrative purposes and/or in anticipation of impact on school or district accountability results.

The decision for this student to participate in the WIDA Alternate ACCESS is NOT solely based on the student's level of English proficiency.

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Review Committee: Review committee must consist of at least the following stakeholders: administrator, special education case manager, multilingual learner program specialist/teacher, and content-area teacher.		
Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:

I understand that participation in alternate assessment means that my child is participating in a curriculum that will NOT lead to a high school diploma.

Parent(s)/Guardian:_____ Date: _____

** The IEP team must revisit eligibility criteria when the student enters third grade to determine if the alternate assessment continues to be an appropriate assessment for the student