

## Chapter Six

### English Language Proficiency Assessments: (WIDA-ACCESS for ELLs and Alternate ACCESS for ELLs)

#### The Purpose of ACCESS Assessments in Grades K-12

In accordance with federal regulations, all states are required to 1) identify the languages other than English present in their student population, 2) assess the language proficiency of students in order to place them in the appropriate language development program, and 3) administer an annual assessment of English proficiency which includes measuring a student's oral language, reading, and writing skills in English. The purpose of the English Language Proficiency assessments is to determine a student's level of English proficiency. **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)** is the English Language Proficiency assessment administered in Indiana. The **ACCESS Placement Test (W-APT)** functions as a screener that is used for both initial assessment and English Language (EL) program placement of students who are identified as limited English proficient (LEP). The annual assessment, ACCESS for ELLs and Alternate Access for ELLs, is administered in a January/February test window to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.

#### Structure and Content of ACCESS for 2016-2017

Testing personnel should note the following regarding the administration of the 2016-2017 ACCESS Assessments:

I. **ACCESS** consists of 3 major components:

a. **W-APT**

The WIDA ACCESS Placement Test (W-APT) is **required to be administered within 30 days of arrival of new enrollees** (i.e., Kindergarten) or for out-of-state students who listed a language other than English on the Home Language Survey. **If the student enrolls later in the year, then the W-APT will be administered within 2 weeks of enrollment.**

**W-APT** test forms are divided into five grade-level clusters: Kindergarten (administered to Kindergarten and first semester 1st grade students), Grades 1-2, Grades 3-5, Grades 6-8 and Grades 9-12.

- i. Placement tests are scored locally.
- ii. Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the W-APT for their current grade level.

b. **ACCESS for ELLs**

**ACCESS** is the annual assessment administered to Kindergarten through 12th graders in a January/February test window, preceding the ISTEP+ Part I assessment window.

**ACCESS for ELLs 2.0** is divided into six grade-level clusters: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12. The online test is stage adaptive,

meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online test will **NOT** require test administrators to determine tier placement of students in order to administer the test.

#### Testing Modes for 2016-17:

| Domain    | Kindergarten | Grades 1-5 | Grades 6-12 |
|-----------|--------------|------------|-------------|
| Listening | Paper        | Online     | Online      |
| Reading   | Paper        | Online     | Online      |
| Speaking  | Paper        | Online     | Online      |
| Writing   | Paper        | Paper      | Online      |

#### c. Alternate ACCESS for ELLs

This is an assessment of English language proficiency (ELP) 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. All students identified as ELLs must be assessed annually for English language proficiency, including students who receive special education services.

**W-APT** and **ACCESS** test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.

**Alternate ACCESS for ELLs** aligns with the WIDA Alternate English Language Proficiency levels. These levels were designed to expand upon Level PI - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities.

#### Testing Accommodations

The approved accommodations for ACCESS are outlined in *Appendix C*. These testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., an EL or Special Education teacher). Test examiners must be made aware of each student's allowable accommodations.

#### Federal Flexibility

For newly arrived LEP students in their first year of U.S. schooling, for **one time only**, the annual **ACCESS** may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility (see *Chapter 10: Test Administration & Reporting*). This is a school corporation-wide decision, and STNs must be submitted to the Indiana Department of Education beginning in May as part of the DOE-LE data collection.

#### Prior to testing

Corporation Test Coordinators are required to access the vendor's site (<https://www.wida-ams.us>) to set up test administrations.

Corporation Technology Coordinators are also required to review the technology requirements found at: <https://www.wida.us/assessment/access20-tech.aspx>.

## **ACCESS Assessment Windows for 2016-2017**

For testing window details regarding the ACCESS and Alternate ACCESS for ELLs Assessments, please review the “Assessment Testing Windows” section of the Office of Student Assessment’s website at <http://www.doe.in.gov/assessment>.

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**The results from the ACCESS for ELLs and Alternate ACCESS for ELLs assessment must be communicated to parents in a timely manner.**

For additional information regarding ACCESS for ELLs and Alternate ACCESS for ELLs, please click here: <http://www.doe.in.gov/assessment/english-language-proficiency-assessments>.

For additional information regarding English Learning and Migrant Education, please access <http://www.doe.in.gov/elme>.