

Grades 1-12 ACCESS for ELLs 2.0 Florida Department of Education Policy around Accessibility and Accommodations

This policy document contains the text from the *ACCESS for ELLs 2.0 Accessibility and Accommodations Guidelines* [Guidelines], posted at <http://wida.us/accommodations/guidelines> and the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions* [Descriptions], posted at <http://wida.us/accommodations/descriptions>, that refers to the development of specific Florida policies on accessibility and accommodations for ACCESS for ELLs 2.0.

WIDA Document and Page Number	WIDA <i>ACCESS for ELLs 2.0</i> Document Text	Florida Department of Education Policy Key Points to Address
<p><i>Guidelines</i> p. 4</p>	<p>The decision regarding which ELP assessment is most appropriate for each student, as well as decisions regarding the accommodations required by the student, either on the ACCESS for ELLs 2.0 or the Alternate ACCESS for ELLs, are made by the student’s IEP team (or 504 Plan coordinator), and must be listed either in the student’s IEP or 504 Plan, and in the student’s ELL Plan, if applicable.</p>	<p>SEA-specific requirements or recommendations on where to document the participation and accommodation decision (in the student’s ELL/LEP Plan?):</p> <p>Document the participation and accommodations decision in the student’s IEP or 504 Plan, and in the student’s ELL Plan.</p>

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<p><i>Guidelines</i> p. 4</p>	<p>Alternate ACCESS for ELLs</p> <p>WIDA-recommended participation criteria for Alternate ACCESS for ELLs can be found on the WIDA website at http://www.wida.us/assessment/alternateaccess.aspx. Check with your state education agency for your state’s specific participation criteria for this assessment.</p>	<p>SEA-specific participation criteria:</p> <p>Student identified as an English language learner with a significant cognitive disability.</p>
<p><i>Guidelines</i> p. 8</p>	<p><i>Note that your state’s accommodations policy may differ for ELP and content area testing.</i></p> <p><i>Accommodations policies for ELP testing and content area testing are not identical, and are not interchangeable.</i></p>	<p>Differences in accommodations policy for ELP and content area testing (SEAs may want to include both below):</p> <p>Accommodations may not include the use of an English-to-heritage language translation dictionary and/or a heritage language-to-English translation dictionary.</p>
<p><i>Guidelines</i> p. 14</p>	<p>Guidelines for Transcription</p> <ul style="list-style-type: none"> • Responses must be transcribed verbatim onscreen or in the paper-based test booklet by Test Administrator as soon as possible after the test is administered. (Check with your state for timeframe expectations.) 	<p>SEA policy on expected amount of time after testing for responses to be transcribed:</p> <p>Background: Many SEAs suggest within 48 hours; others have different timeframe expectations since many VI specialists are itinerant and only at the school part time.</p> <p>Within 48 hours.</p>

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	<p>Applies to the following accommodations:</p> <ul style="list-style-type: none"> • Large print version of test (LP) • Braille version of test (BR) • Student responds using a recording device, which is played back and transcribed by student (RD) • Word processor or similar keyboarding device to respond to test items (WD) • Student responds orally using external augmentative and alternate communication device or software (AC) • Student responds using a braille writer or braille notetaker (BW) 	
<p><i>Descriptions</i> p. 3</p>	<p>Test Administration Procedures – Presentation:</p> <ul style="list-style-type: none"> • Clarify test directions in student’s native language by test administrator (per availability and local policy) 	<p>SEA policy on whether clarifying test directions on native language is allowed:</p> <p>Yes, clarifying test directions in student’s native language is permitted.</p>
	<p>Test Administration Procedures – Presentation:</p>	<p>SEA policy on whether students are allowed to take the</p>

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<i>Descriptions</i> p. 3	<ul style="list-style-type: none"> Allow student to take the paper-based test based on policy outlined by the state education agency 	paper-based test: Yes, paper-based administration for the 2015 – 2016 school year.
<i>Descriptions</i> p. 5	Accessibility Tools 9. Scratch/blank paper (including lined or graph paper) <ul style="list-style-type: none"> Submit with test materials or dispose according to state policy 	SEA policy on disposing of test materials: Please note that Florida will add a planning sheet to the TAM Addendum for this accommodation. The planning sheet should be submitted with test materials.
<i>Descriptions</i> p. 6	The accommodations manual control of item audio (MC), repeat item audio (RI), or extended Speaking test response time (ES) must be pre-selected in the WIDA Assessment Management System (or in the student pre-ID data file that is imported into the WIDA AMS) in order to be activated within the test items at the time of testing. Check with your state policy on how, where, and which accommodations data should be uploaded.	SEA policy on how, where, and which accommodations data should be uploaded. These will be selected on the answer document.

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<p><i>Descriptions</i> p. 15</p>	<p>Braille version of test (BR)</p> <p>Paper-based braille translation of the Reading and Writing tests and graphics provided in either contracted or uncontracted braille for Tier B (Grades 1-12), in accordance with state policy</p>	<p>SEA policy on whether braille translation is allowed:</p> <ul style="list-style-type: none"> • Please note: Version of braille (contracted or uncontracted) must be specified when ordering the test. In 2015-16, English Braille American Edition code will be used; from 2016-17 onwards, Unified English Braille code will be used <p>Both contracted and uncontracted are permitted.</p>
<p><i>Descriptions</i> p. 19</p>	<p>Student responds using a braille writer or braille notetaker (BW)</p>	<p>SEA policy on whether use of the braille writer/notetaker to accompany the braille translation is allowed:</p> <p>Yes, the use of the braille writing/notetaker to accompany the braille translation is permitted.</p>
<p><i>Descriptions</i> p. 15</p>	<p>Student uses assistive technology to respond to test items (AT)</p> <ul style="list-style-type: none"> • Confirm with your state which adaptive equipment or devices are allowable 	<p>SEA policy on assistive or devices that are allowable:</p> <ul style="list-style-type: none"> • Visual magnification and auditory amplification devices may be used. • Assistive technology may be used without accessing spelling or grammar-checking applications for the Writing section and without using speech output

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		<p>programs for the Reading section. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.</p>
<p><i>Descriptions</i> p. 20</p>	<p>Test may be administered by school personnel in non-school setting (NS)</p> <p>In rare cases, the assessment may be administered by school personnel in a non-school setting, with approval from state assessment official and provided that all security and administration requirements are met</p>	<p>Specific information the SEA may wish to include in the response, should they be contacted to allow school personnel to administer the test in a non-school setting:</p> <ul style="list-style-type: none"> • What are the criteria for requesting approval? Hospital/Homebound • What is the time frame and method for requesting approval? Test Coordinator approves prior to the testing window. • How must the test be administered in the non-school setting? Under the same requirements as a school setting to maintain security and validity of the assessment (e.g., trained and certified administrator, cannot be a relative, parent not present during testing).
<p><i>Descriptions</i> p. 22</p>	<p>Extended testing time within school day (ET)</p> <p>Student is allowed extended test time within the same school day</p>	<p>SEA policy on how much extended time is allowed:</p> <p>For example, some states recommend that non-disabled students have 50 percent additional time beyond the</p>

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		<p>recommended test duration to complete a test session and students with disabilities have up to twice the recommended time to complete the test session.</p> <p>Yes, ET is permitted to all students.</p>
<p><i>Descriptions</i> p. 22</p>	<p>Extended testing of a test domain over multiple days (EM)</p> <p>Student completes a test domain over multiple days, based on state policy</p> <ul style="list-style-type: none"> • This accommodation may be used in rare cases, and only when absolutely necessary, due to a student’s illness, disability, or extended interruption in testing, with approval of state assessment official upon receipt by the state of a written request with evidence supporting the need for the accommodation 	<p>Specific information the SEA may wish to include in the response, should they be contacted to extend testing of a single domain over multiple days:</p> <p>For a student to extend testing of a single domain over multiple days, the LEA must request in writing and provide evidence supporting the need for the accommodation to the primary SEA contact.</p>