Alternate ACCESS for ELLs: An English Proficiency Test for Students with Significant Disabilities

Understanding the Parent/Guardian Report
Purpose of the Alternate ACCESS for ELLs

- The Alternate ACCESS:
  - **Includes** students with significant disabilities in state-required assessment on how well these students are learning English;
  - **Shows progress** of students with significant disabilities in learning English;
  - **Helps teachers plan** for individual student’s learning needs.
Who Takes the Alternate ACCESS for ELLs Assessment?

☆ ELL students with significant disabilities take the Alternate ACCESS assessment. If a student takes MCAS-Alt, they should probably also take Alternate ACCESS.

☆ The student’s IEP team decides whether a student should take the standard ACCESS or Alternate ACCESS assessment.

☆ If a student cannot take the ACCESS for ELLs, even with accommodations, then he/she should take the Alternate ACCESS for ELLs.

☆ IEP team must review their decision each year.
Alternate ACCESS for ELLs: New for 2013-2014

- For ELLs with significant disabilities in grades 1–12. No participation in Kindergarten.
- Untimed, but about 20 minutes each to administer four separate tests (Speaking, Listening, Reading, Writing)
  - Individual test administration
  - No test tiers
  - Scored by test administrator
  - Tasks read by test administrator, with repetition, cues, and task modeling
Alternate ACCESS Parent/Guardian Report

- Gives the student’s scores on 4 tests:
  - Listening
  - Speaking
  - Reading
  - Writing

- Gives an overall score (combined score on 4 tests)

- Gives combined scores in 3 additional areas:
  - Comprehension (writing and speaking scores)
  - Literacy (writing and reading scores)
  - Oral language (speaking and listening scores)

Massachusetts Department of Elementary and Secondary Education
Scores Are Shown as Levels

- A student’s overall score is shown as one of six proficiency, or ability, levels. The level shows how well your child has learned English based on all scores.

**Alternate ACCESS Proficiency levels**

- If a section of the report is **blank**, then the student was absent or did not take that test.
- Student must take all 4 tests to get an Overall Score.
### What Does Each Level Mean?

<table>
<thead>
<tr>
<th>Level</th>
<th>Description of some skills shown at each level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1 - Initiating</strong></td>
<td>Imitates sounds; uses body movements to communicate; holds a pencil</td>
</tr>
<tr>
<td><strong>A2 - Exploring</strong></td>
<td>Uses gestures, symbols, markings, and sounds to communicate; understands words linked with familiar people or routines</td>
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<tr>
<td><strong>A3 - Engaging</strong></td>
<td>Uses and understands familiar words; draws symbols, words and/or numbers; understands familiar statements</td>
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<tr>
<td><strong>P1 - Entering</strong></td>
<td>Uses and understands everyday social words, phrases, chunks of language</td>
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<tr>
<td><strong>P2 - Emerging</strong></td>
<td>Uses and understands general, social, content and instructional expressions across content areas</td>
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<tr>
<td><strong>P3 - Developing</strong></td>
<td>Uses and understands specific content language, words and expressions with multiple meanings, and expressions of growing complexity</td>
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</tbody>
</table>
Sections on the Parent/Guardian Report

The report has 3 sections:

1. Student information
2. Scores
   - Top: Scores on each test
   - Bottom: Combined scores
3. A description of how scores are combined to provide an overall score, and comprehension, literacy, and oral language scores
Sections of the Alternate ACCESS Parent/Guardian Report

### Parent/Guardian Report

**District:**
**School:**
**Grade:**
**Grade Level Cluster:**
**State ID:**
**Birth Date:**
**District ID:**
**IEP Status:**
**Does the student take any state alternate assessment(s)?:**
**# of years student has been exposed to academic English:**
**Primary Disability:**
**Secondary Disability (if applicable):**

**Report Purpose:** This report gives information about your child's oral level of English language proficiency in an academic context. Scores are based on the WIDA Alternate English Language Development Standards. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, and science.

**Student’s level of English Proficiency by language domain**

<table>
<thead>
<tr>
<th>Test Section</th>
<th>A1 Initiating</th>
<th>A2 Exploring</th>
<th>A3 Engaging</th>
<th>P1 Entering</th>
<th>P2 Emerging</th>
<th>P3 Developing*</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
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<td>Speaking</td>
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<td>Writing</td>
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<td>Oral Language</td>
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<td>Literacy</td>
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<td>Comprehension</td>
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<td>Overall Score</td>
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</table>

*Proficiency Levels*

**Information about the student**

**Student’s scores on 4 tests**

**Student’s scores on combined tests**

**Explanation of combined scores**
Sent to the Student’s Home

★ The Parent/Guardian Report in English is sent home.

★ A sample letter describing the report

Ask your child’s teacher or principal if you have questions about your child’s score.