

WIDA Alternate ACCESS Assessment



Development in Language Domains

Assessing students' language abilities in English includes:



Listening

Measures comprehension skills that involves oral receptive language



Reading

Measures comprehension skills that involves written receptive language



Writing

Measures comprehension skills that involves written expressive language



Speaking

Measures comprehension skills that involves oral expressive language



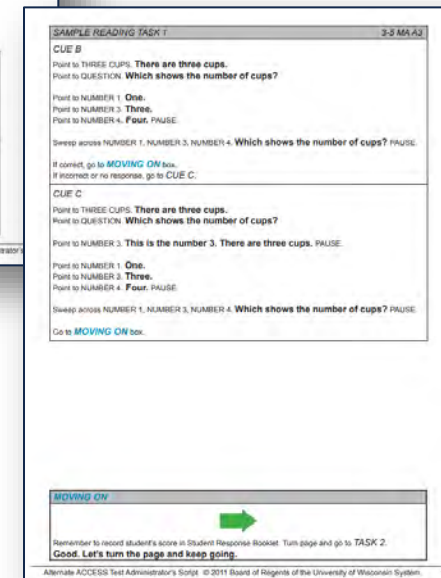
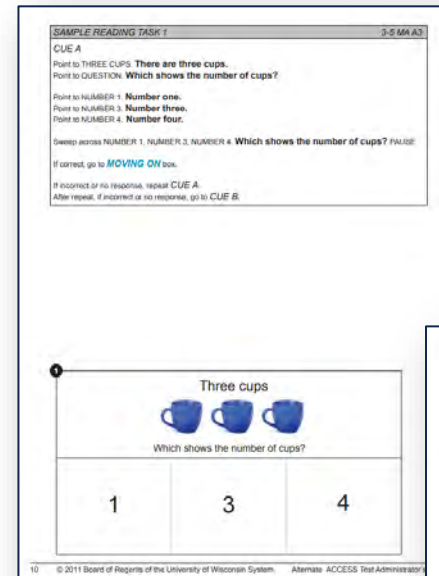
Anchored in WIDA ELD Standards

ELD Standard 1	Language for Social and Instructional Purposes (ELD-SI) English learners communicate for social and instructional purposes within the school setting.
ELD Standard 2	Language for Language Arts (ELD-LA) English learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
ELD Standard 3	Language for Mathematics (ELD-MA) English learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
ELD Standard 4	Language for Science (ELD-SC) English learners communicate information, ideas and concepts necessary for academic success in the content area of science.
ELD Standard 5	Language for Social Studies (ELD-SS) English learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.



Unique Features of this Test

- Simplified Language
- Repetition of Questions
- Increased Graphic Support
- Larger Testing Materials and Graphics



Listening, Reading, Speaking, and Writing
Sample Items (PDF)



Alternate Proficiency Levels Descriptors (PLDs)

Describe ways multilingual learners with significant cognitive disabilities might develop across six levels of English proficiency in each domain.

Listening		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to understand and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	General content words and expressions. Increasingly expanding familiar and novel contexts.
4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General content words and expressions. Expanding familiar contexts.
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content-related words. Routine, shared contexts.
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.
1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	The student writes a single word. Emerging expression of a familiar idea.

Reading		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to understand and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	General content words and expressions. Increasingly expanding familiar and novel contexts.
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General content words and expressions. Expanding familiar contexts.
3 Developing	Simple sentence or sentences. A familiar idea, an example.	General content-related words. Routine, shared contexts.
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.
1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	The student writes a single word. Emerging expression of a familiar idea.

Speaking		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General content words and expressions. Increasingly expanding familiar and novel contexts.
4 Expanding	Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General content words and expressions. Expanding familiar contexts.
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	Chunks of language and phrases (at least two). Emerging expression of a familiar idea.	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.
1 Entering	At least one intentional sound or word. Intentional communication of an idea.	The student writes a single word. Emerging expression of a familiar idea.

Writing		
At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.		
Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
3 Developing	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	The student writes a single word. Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
1 Entering	The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.



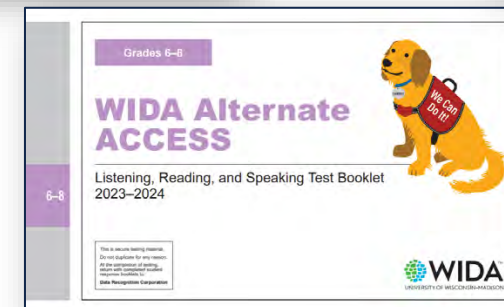
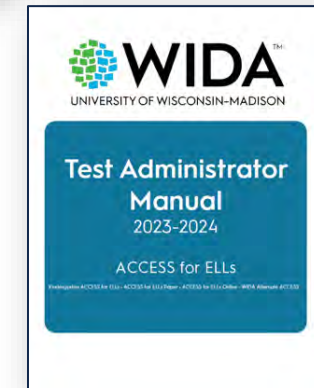
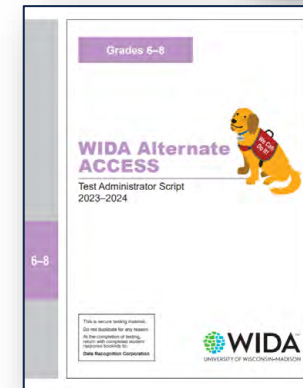
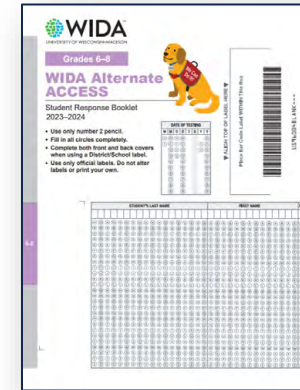
Test Materials

Each Student Needs

- Student Response Booklet

Test Administrators Need

- Test Administrator Script
- Test Administrator Manual
- Student Test Booklet



Test Design

- Has four grade-level clusters.

K-2

3-5

6-8

9-12

- Allows for a variety of communication approaches.

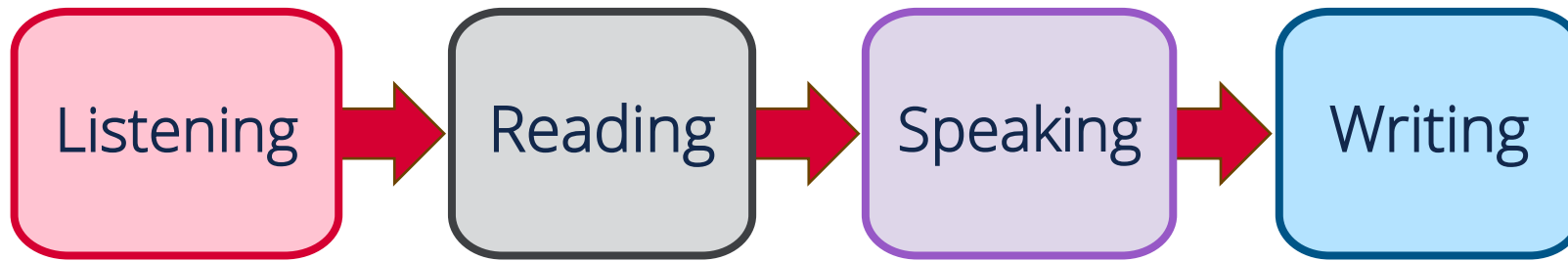


- Picture Exchange System
- Augmentative Communication



Administration Considerations

- Order of Administration



- Test format
 - Selected response: listening and reading
 - Constructed response: speaking and writing
- All sections are hand-scored by test administrator



Test Task and Timing

Domain	Proficiency Levels	Tasks	Timing
Listening	1-5	10	30 minutes
Reading	1-5	10	30 minutes
Speaking	1-5	8	30 minutes
Writing	1-5	8	30 minutes



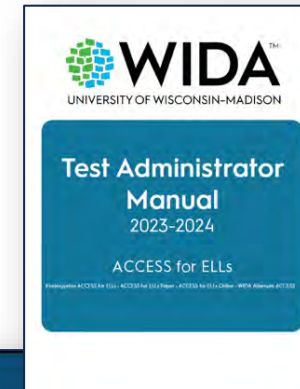
Stopping Criteria

- WIDA Alternate ACCESS is a semi-adaptive test, meaning that a stopping criteria is applied when a student is unable to complete 3 tasks or items in a row.



Scoring Speaking

An expanded version of the Expect Box can be found in the Test Administrator Manual.

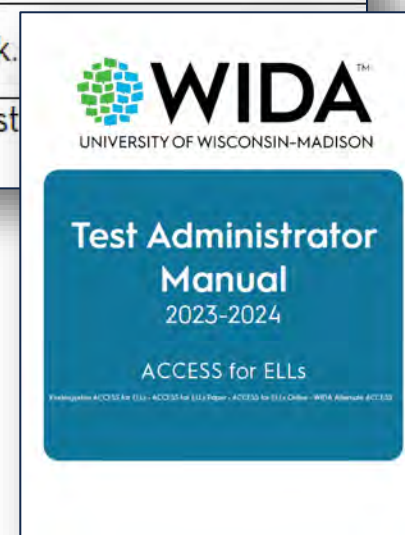


Proficiency Level	Fill in the Meets oval when:
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4	The student responds with two or more simple connected statements or questions related to the task.
5	The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts.

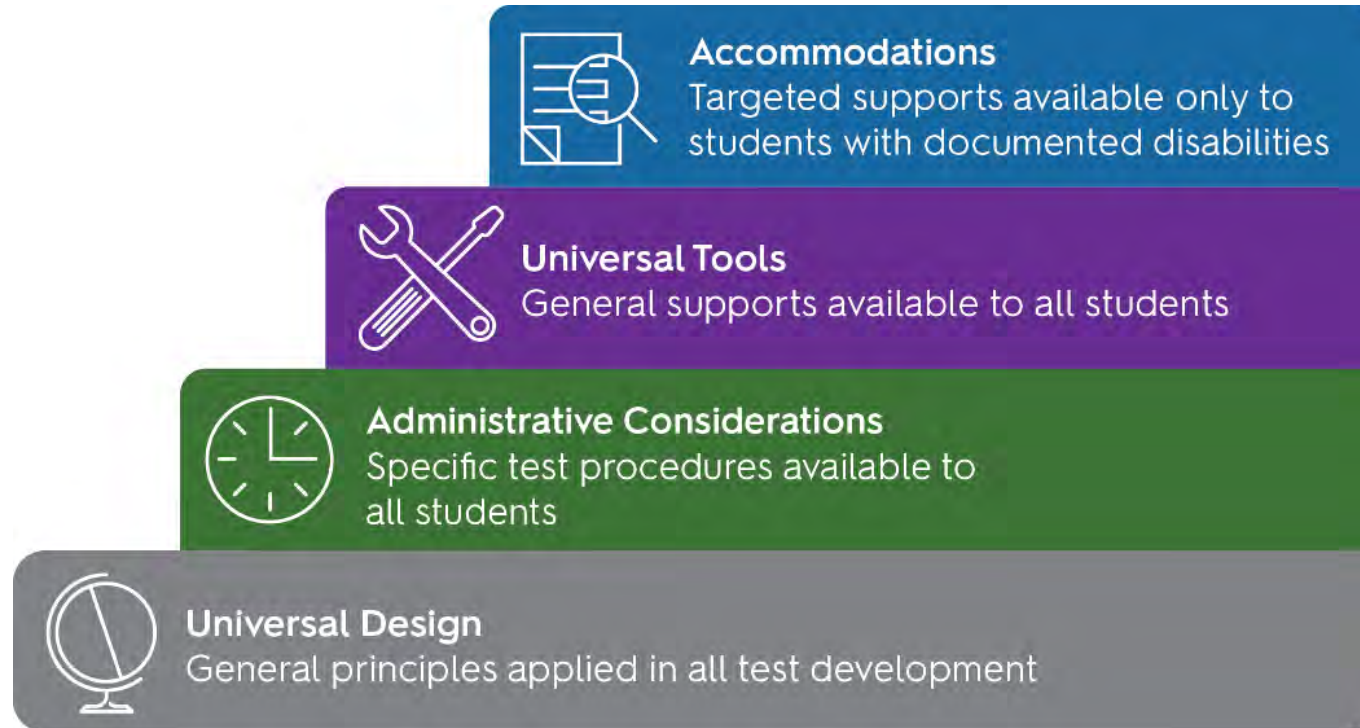


Scoring Writing

Proficiency Level	Fill in the Meets oval when
1	The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task.
2	The student writes a single word related to the task.
3	The student writes one or more chunks of language, phrases or clauses related to the task.
4	The student writes one simple sentence related to the task.
5	The student writes at least two simple sentences or at least sentence with detail related to the task.



WIDA Accessibility and Accommodations Framework



[Accommodations Checklist \(PDF\)](#)



Training Resources

WIDA Alternate ACCESS Training Course Accommodations



[QuickStart Guide for Preparing to Administer \(PDF\)](#)
[Test Administrator Essentials \(PDF\)](#)



Individual Characteristics Questionnaire

- Download before testing and work with educators to document the individual student's characteristics.
- Student Disabilities Information.
- Test Administration Information.
- This information is reported on the Individual Student Report to aid in reclassification decisions.

The image displays several overlapping screenshots of the Individual Characteristics Questionnaire (WIDA Alternate ACCESS). The visible sections include:

- Writing Ability:** A section asking for the student's writing ability, with options for 'In English' and 'In Language Other than English'. It lists various writing skills like 'Writes full sentences' and 'Writes phrases'.
- Level of Engagement:** A section asking for the student's level of engagement, with options for 'In English' and 'In Language Other than English'. It lists social interaction skills like 'Initiates and sustains social interactions'.
- Receptive Communication Abilities:** A section asking for the student's receptive communication abilities, with options for 'In English' and 'In Language Other than English'. It lists skills like 'Can point to, look at, or touch things in the immediate vicinity when asked'.
- Expressive Communication Abilities:** A section asking for the student's expressive communication abilities, with options for 'In English' and 'In Language Other than English'. It lists skills like 'Can perform simple actions, movements, or activities'.
- Disabilities Section:** A table with columns for 'Disabilities', 'Primary Disability (Choose 1)', and 'Secondary Disability (Choose 1 if applicable)'. It lists various disabilities such as Autism Spectrum Disorder, Deaf blindness, and Specific Learning Disability.
- Performance Level Table:** A table at the bottom right showing performance levels for English Language Arts, Mathematics, and Science. The levels are 'Emerging', 'Nearing Target', 'At or Exceeds Target', and 'NA'.



Don't forget!

WIDA Alternate ACCESS scores and reports will not be released at the typical time this year.



- ❑ In **fall 2024**, scores will be released in WIDA AMS, and reports will be delivered to district/school sites.
- ❑ Go to the KSDE DLM webpage once scores and reports are available to find guidance on scores and reports.



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