

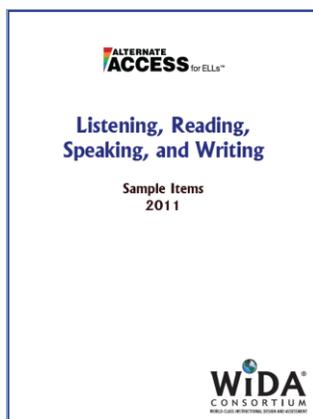
More information about interpreting score reports can be found at:

<https://www.wida.us/get.aspx?id=733>

### Where can I find sample test questions?

There is a Sample Item publication, available at <http://www.wida.us/get.aspx?id=487>.

Within this document, one sample item is provided for each domain (Listening, Reading, Speaking, and Writing) in the grade level cluster in order to show how test items are formatted in each section.



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## Information for Families



For more information contact the Office of Student Assessment  
[osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov)

## What is the Alternate ACCESS for ELLs™?

The Alternate ACCESS for ELLs™ is an English language proficiency (ELP) assessment. It is administered in the four language domains of listening, reading, speaking, and writing for students in Grades 1-12 identified as English language learners (ELLs) who have significant cognitive disabilities.

## Who is administered the Alternate ACCESS for ELLs™?

Federal law requires schools to identify all students who may be English language learners (ELLs). ELLs have a right to receive English language support services. Students identified as ELLs are required to be assessed annually for their English language proficiency (ELP). This includes students that receive special education services. Only students recognized under the Individuals with Disabilities Education Act (IDEA; 2004) as having a significant cognitive disability and who therefore are expected to participate in the Wisconsin Alternate Assessment are eligible to take the Alternate ACCESS for ELLs™ in place of the ACCESS for ELLs®.

## What does the Alternate ACCESS for ELLs measure?

The Alternate ACCESS for ELLs™ measures social and instructional language along with the language of academic content: Mathematics, Science, and English Language Arts allowing students to demonstrate their English language proficiency gains along the World-Class Instructional Design and Assessment (WIDA) Alternate English language development (ELD) standards continuum.

## WIDA Alternate English Language Development (ELD) Standards



Tests are divided into grade-level clusters:

- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

## Alternate Model Performance Indicators

The Alternate ACCESS for ELLs™ is based on Alternate Model Performance Indicators (AMPIS) which provide examples of how students may use or process language across various alternate model performance levels.

## WIDA Alternate Model Performance Indicators

	Alternate ACCESS Level A1: Initiating	Alternate ACCESS Level A2: Exploring	Alternate ACCESS Level A3: Engaging	Alternate ACCESS Level 1: Entering	ACCESS Level 2: Beginning	ACCESS Level 3: Developing	ACCESS Level 4: Expanding	ACCESS Level 5: Bridging	
APPS IRI	Student answers as he/she reads and oral comes from labeled picture.	Match central labeled picture or paragraph of long organizers.	Match labeled picture of long organizers according to the signs.	Identify long organizers using "the pictures."	Sort long organizers according to categories. (The pictures are not used.)	Transfer information to longer organizers. (The pictures are not used.)	Compare long organizers according to their attributes using bubble graphs or other graphs.	Compare graphs or charts using long organizers and their attributes using bubble graphs or other graphs.	
Reading	Teacher points to labeled picture and reads the article name. Student appears to watch and listen attentively.	Teacher displays the central picture of a long organizer with a long organizer picture and asks, "What the picture show the same picture?" Student matches the central long organizer (e.g., picture, sets, etc.)	Teacher shows student with a labeled picture of a picture, an article, and a long organizer. Student is asked to match the picture with the article and the article.	Teacher presents student with a labeled picture of the picture. Student is asked to match the picture with the article and the article. (The pictures are not used.)	Teacher presents student with a labeled picture of the picture. Student is asked to match the picture with the article and the article. (The pictures are not used.)	Teacher presents student with picture of the picture. Student is asked to match the picture with the article and the article. (The pictures are not used.)	Teacher presents student with picture of the picture. Student is asked to match the picture with the article and the article. (The pictures are not used.)	Teacher presents student with picture of the picture. Student is asked to match the picture with the article and the article. (The pictures are not used.)	Teacher presents student with picture of the picture. Student is asked to match the picture with the article and the article. (The pictures are not used.)
APPS IRI	One picture of a picture.	Two pictures of a picture.	Three pictures of a picture.	Four pictures of a picture.	Five pictures of a picture.	Six pictures of a picture.	Seven pictures of a picture.	Eight pictures of a picture.	

## How are the test results used?

The test results allow teachers to work together with a student's family to support the student's English language development and instructional needs.

Test results may also be used by the Department of Public Instruction for monitoring and accountability purposes.

## What type of scores will be provided?

All sections of the test are locally scored by the test administrator. Parent/Guardian Reports include scores which can be used to monitor a student's growth over time within (not across) a language domain.

The report also gives an interpretation of the scores. This interpretation of the scores describes the student performance according to the six Alternate language proficiency levels:

- A1-Initiating
- A2-Exploring
- A3-Engaging
- P1-Entering
- P2-Emerging
- P3-Developing

