

Alternate ACCESS for ELLs

ANTICIPATION GUIDE: True or False

Directions: Before you listen to the presentation and practice test administration, please decide if each item is true or false. After listening to the presentation and practicing test administration, you may revise your answer or keep it the same. If the answer is false, indicate why.

BEFORE LISTENING	Statements	AFTER LISTENING: If false, write WHY.
GENERAL TEST ADMINISTRATION		
	Always follow the test script exactly.	
	The recommended order of testing is: Listening, Reading, Writing, Speaking	
	If possible, the student should complete each test section (domain) in one session.	
	You must attempt administration of only 1 Task within each domain.	
	“Attend” includes looking (gazing) at a response option, nodding, placing an object on the correct option, and so on. You are looking for evidence that the student is engaged in the test task by paying attention.	
	You may NOT cut the answers and paste them on a board, enlarge them, create any combination of supported presentation for the student.	
	You can’t stop test administration for that domain unless the student has a No Response or Incorrect/Approaches in 3 consecutive Tasks.	
	It is acceptable to stop the administration of a domain, take a break, and finish the section later.	
	Depending on the student’s ability to concentrate or medical fragility, you may take more than one day for a domain.	
ADMINISTRATION OF SPECIFIC DOMAINS		
	If you need to stop during Speaking and Writing, try to stop between the different parts (Parts A, B, and C).	
	On the Listening test, the Cue A within each Task can be repeated more than once.	
	On the listening and reading tests, you must go through all three cues.	
	Mark the incorrect/no response bubbles only after administering all three cues for a Task.	

Alternate ACCESS for ELLs[®] Accommodation Selections

(Place an “x” in the empty box below. TA = Test Administrator)

Student:	Student ID:	Date:
Grade:		Team Members:
School:	District:	Completed by:

Accommodation	ACCESS for ELLs Test Domains				Key Information <i>refer to the Accessibility and Accommodations Supplement for complete information</i>
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in paper test booklet after testing by TA. For Writing test, spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Delete once finished.

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LISTENING							
If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.							
Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student "attends"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a	<input type="radio"/>	n/a
2	dime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
3	duck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
4	six	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	eat breakfast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	ducklings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	square	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	scissors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fill in one bubble per task (i.e., per row).

Mark all tasks that were not administered **Not Administered**.

TAM Scoring Help:

- **Cue A:** Mark the Cue A bubble when the student provides the answer that matches the key (provided in the Student Response Booklet) after hearing CUE A read aloud (including one repetition).
- **Cue B:** Mark the Cue B bubble when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition) and CUE B read aloud.
- **Cue C:** Mark the Cue C bubble when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition), CUE B, and CUE C read aloud.
- **Incorrect:** Mark the Incorrect bubble when the student has heard CUE A, CUE B, and CUE C read aloud, and the student provides an answer that does not match the key. (If a student provides an incorrect response at any point during the task administration, followed by no further responses, the task should be scored as Incorrect.)
- **No Response:** Mark the No Response bubble when the student provides no evidence of engagement (i.e., student is not pointing, looking, etc., or the response is not in English even after the student has been presented CUE A, CUE B and CUE C).
- **Not Administered:** Mark the Not Administered bubble if the task was not administered to the student for any reason.

READING							
If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.							
Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student "attends"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a	<input type="radio"/>	n/a
2	s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
3	waxing crescent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
4	hundreds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	sprout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Little Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	counting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	sphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fill in one bubble per task (i.e., per row).

Mark all tasks that were not administered **Not Administered**.

TAM Scoring Help:

- **Cue A:** Mark the Cue A bubble when the student provides the answer that matches the key (provided in the Student Response Booklet) after hearing CUE A read aloud (including one repetition).
- **Cue B:** Mark the Cue B bubble when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition) and CUE B read aloud.
- **Cue C:** Mark the Cue C bubble when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition), CUE B, and CUE C read aloud.
- **Incorrect:** Mark the Incorrect bubble when the student has heard CUE A, CUE B, and CUE C read aloud, and the student provides an answer that does not match the key. (If a student provides an incorrect response at any point during the task administration, followed by no further responses, the task should be scored as Incorrect.)
- **No Response:** Mark the No Response bubble when the student provides no evidence of engagement (i.e., student is not pointing, looking, etc., or the response is not in English even after the student has been presented CUE A, CUE B and CUE C).
- **Not Administered:** Mark the Not Administered bubble if the task was not administered to the student for any reason.

SPEAKING					
If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.					
Task	Expect	Meets	Approaches	No Response	Not Administered
Part A					
1	vocalize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
2	repeat sound related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
3	repeat word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
Part B					
4	vocalize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	repeat sound related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	repeat word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	produce word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	produce phrase related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fill in one bubble per task (i.e., per row).

Mark all tasks that were not administered **Not Administered**.

TAM Scoring Help:

- **Meets:** Mark the Meets bubble when the student produces a response that meets or exceeds task level expectations as indicated in the following table (e.g., if a student produces a word on a task where only a part of a word is expected, the response should be scored as meets). The response must be related to the task. Refer to the table below for more information on marking meets in accordance with the expect box.
- **Approaches:** Mark the Approaches bubble when the student provides a response; and there is clear evidence that the demands of the task are too challenging for the student's currently available linguistic resources (e.g., the student produces a sound for a task that requires a production of a word).
- **No Response:** Mark the No Response bubble when the student provides no verbal response in English (e.g., vocalization).
- **Not Administered:** Mark the Not Administered bubble if the task was not administered to the student for any reason.
- **Note:** The student's pronunciation will not be scored in the Speaking Section for items that do not require a specific phoneme. For example, if a student says "all" instead of "ball," a Test Administrator will score the response as "meets" because they communicated a comprehensible response.

Speaking

Expect Box	Mark the Meets bubble when:
Vocalize	Student must be able to vocalize in response to a question (e.g., communicative vocalizations, which may be incoherent, such as grunts). There is no requirement at this level for students to use complete words.
Repeat sound related to task	Student must be able to repeat a part of a word (e.g., initial sound) given orally by the Test Administrator that is supported with a visual representation. There is no requirement at this level for students to use complete words.
Repeat word related to task	Student must be able to repeat names of objects that are presented visually through illustrations. Tasks at this level require students to use chunks of language or single words, but there is no requirement at this level for students to give elaborate or extended responses.
Produce word related to task	Student must be able to respond to simple WH- questions. Students respond directly to questions that are tied to a visual stimulus. Tasks at this level require students to use complete words , but there is no requirement at this level for students to give elaborate or extended responses.
Produce phrase related to task	Student must be able to give short responses that are generally longer than one word (e.g., set phrases). There is no requirement at this level for students to produce sentences and give elaborate or extended responses.

Writing Part C

TAM Scoring Help:

- **Meets:** Mark the Meets bubble when the student produces a response that demonstrates text features at level **P1, P2 or P3** as indicated in the following table. Mark the highest level demonstrated. The response must be related to the task (e.g., the student writes an original or adapted phrase related to the task for Task 10, mark a rating of 2 under the “Meets” heading in the Student Response Booklet).
- **Approaches:** Mark the Approaches bubble when the student a response demonstrates text features at level **A1, A2 or A3** expectations as indicated in the following table. Also responses that are copied or not related to the task, are scored as Approaches.
- **No Response:** Mark the No Response bubble when the student provides no written response in English (i.e., the student doesn’t circle, trace, copy, etc).
- **Not Administered:** Mark the Not Administered bubble if the task was not administered to the student for any reason.

	Level	Text Features
Approaches	A1–Initiating	Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.
	A2–Exploring	Common single-digit numbers, letters, symbols, or syllables. All or part of text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
	A3–Engaging	Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
Meets	P1–Entering	One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.
	P2–Emerging	One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
	P3–Developing	One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task