
Best Practices for Entering ACCESS Accommodations into NHSEIS

Determining appropriate modifications for English Learners (ELs) on the annual ACCESS assessment will likely look different than the accommodations the same learner would have on other assessments. This is because we are assessing the student's language proficiency as opposed to their content knowledge. As such, best practices include: abiding by the guidance of WIDA's Accessibility & Accommodations Manual, working closely with the EL/ESOL teacher and/or coordinator, as well as familiarizing yourself with the NHSEIS platform options. In accordance, this Best Practices guidance will provide:

- A brief overview of why EL Accommodations on the ACCESS assessment might differ from other assessments,
- Suggestions for working with your ESOL teacher, and
- Directions for entering the accommodations on the NHSEIS platform.

Understanding Modifications for ELs on ACCESS

Utilize the 2023-2024 [WIDA Accessibility & Accommodations Manual](#) to inform all decisions.

From page 1 of the manual:

English Language Proficiency (ELP) assessments measure a different set of knowledge, skills, and abilities than content tests do. As a result, some supports available to all students taking an ELP assessment might be considered accommodations on a content test. For example, graphic support for reading passages and modeling of appropriate responses are standard features of WIDA assessments but might not be typical of content tests.

The opposite is also true: some supports that are typically available to English learners taking a content test are not acceptable supports on an ELP assessment. For example, use of a bilingual dictionary or the option to provide American Sign Language responses instead of verbal responses might be typical for a language arts or science test, but these options would not produce valid results in the context of an ELP assessment.

The following modifications would alter the set of knowledge, skills, and abilities ACCESS for ELLs and WIDA Screener measure. While they might be useful for classroom instruction, they are never allowed during test administration.

- Reading aloud items on the Reading domain test
- Providing oral or written translations of items into a language other than English
- Allowing responses in a language other than English
- Signing items, passages, or response options
- Allowing use of a bilingual word-to-word dictionary

As the ESOL teacher works most closely with the students regarding their English Language Proficiency, they should determine appropriate modifications.

Suggestions for Collaborating with the ESOL Teacher

Accommodations on ACCESS are often domain specific. There are four domains on the ACCESS assessment: **listening, speaking, reading, and writing**. Some accommodations are applicable to one or more domains but not all. For example, the accommodation **Extended Speaking Test (ES)** is only applicable to the speaking domain. In contrast, the **In-person Reader (IR)** and **Repeat In-Person Reader (RP)** are allowable in all domains except reading. The EL teacher should provide whoever is filling out the accommodations on NHSEIS with the appropriate Accommodations checklist found in Appendix D of WIDA's Accommodations Manual, filled out and indicating applicable domains. A snapshot is provided below (without accommodations indicated).

Accommodations:

1. Braille (BR). *Grades 1-12; order materials in advance.*

Listening	<input type="checkbox"/>	Speaking	(not applicable)
Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>

2. Extended Speaking test response time (ES)

Listening	(not applicable)	Speaking	<input type="checkbox"/>
Reading	(not applicable)	Writing	(not applicable)

3. Extended testing of a test domain over multiple days (EM). *Provide written request and evidence of need to state education agency.*

Listening	<input type="checkbox"/>	Speaking	<input type="checkbox"/>
Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>

4. In-person human reader (IR). *Read item text, graphics labels, and answer choices exactly as they appear.*

Listening	<input type="checkbox"/>	Speaking	<input type="checkbox"/>
Reading	(not applicable)	Writing	<input type="checkbox"/>

Figure 1. Snapshot of accommodation listings for ACCESS for ELLs (Paper).

Entering Accommodations for ACCESS on NHSEIS Platform

- After receiving the accommodations checklist with applicable domains indicated, the accommodations can be listed on the NHSEIS platform. Make sure to select “General Assessment with Accommodations” parallel to ACCESS.
- Then from the dropdown, you select the appropriate domain (**reading, writing, listening, or speaking**) in the appropriate medium (computer based or paper based).
- Once selected, each available accommodation for that domain and medium will be listed. Select what is checked off on your checklist.
- Repeat process for each domain the student has accommodations listed.

NHSEIS by PCG Education

Welcome, Brandy | Super User | My Calendar | Message Board | Send Us a Message | Logout

Reports | Students | Recent Students | Wizards | Smart Logbook | Schools | School System Info | Users | Super User | My Profile | Send Us A Message

Student | Contacts | Eligibility Process | IEP Process | Services Plan Process | Documents | Student History

Edit Accommodation(s) Emma Rose - 10

State/District Assessments

NH Statewide Assessment System (NH SAS) General Assessment

SAT General Assessment

ACCESS General Assessment with Accommodations

Category: ACCESS Accommodations (Computer Based) - Listening Domain

- ☒ Extended testing of a test domain over multiple sessions
- ☐ In-person human reader (IR) - Listening Domain
- ☐ Repeat in-person human reader (RP) - Listening Domain
- ☐ Interpreter signs directions in ASL (SD) - Listening Domain
- ☐ Manual control of item audio (MC) - Listening Domain
- ☐ Repeat item audio (RA) - Listening Domain
- ☐ Scribe (SR) - Listening Domain
- ☐ Test administered in a non-school setting (NS) - Listening Domain
- ☐ Word processor or similar keyboarding device (WD) - Listening Domain

District Wide Assessments Not Participating

<<Back Save and Continue >>

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IEP Team	IEP Cover Page	Present Levels	Special Factors	Transition Planning	Goals & Objectives	Accommodations and/or Modifications	Services, Aids & Support	Non-Participation Justification	Extended School Year	Program Placement	Create Draft IEP	Create Proposed IEP

Figure 2. Snapshot of NHSEIS Platform with domain-specific dropdown and corresponding options. **Student is fictitious.*

For **Alternate ACCESS**, you will be asked to list the necessary accommodations as part of a narrative as opposed to a dropdown menu.

If you have any questions about EL modifications, do not hesitate to reach out to NHED’s EL Consultant at Janna.M.Jobel@doe.nh.gov.