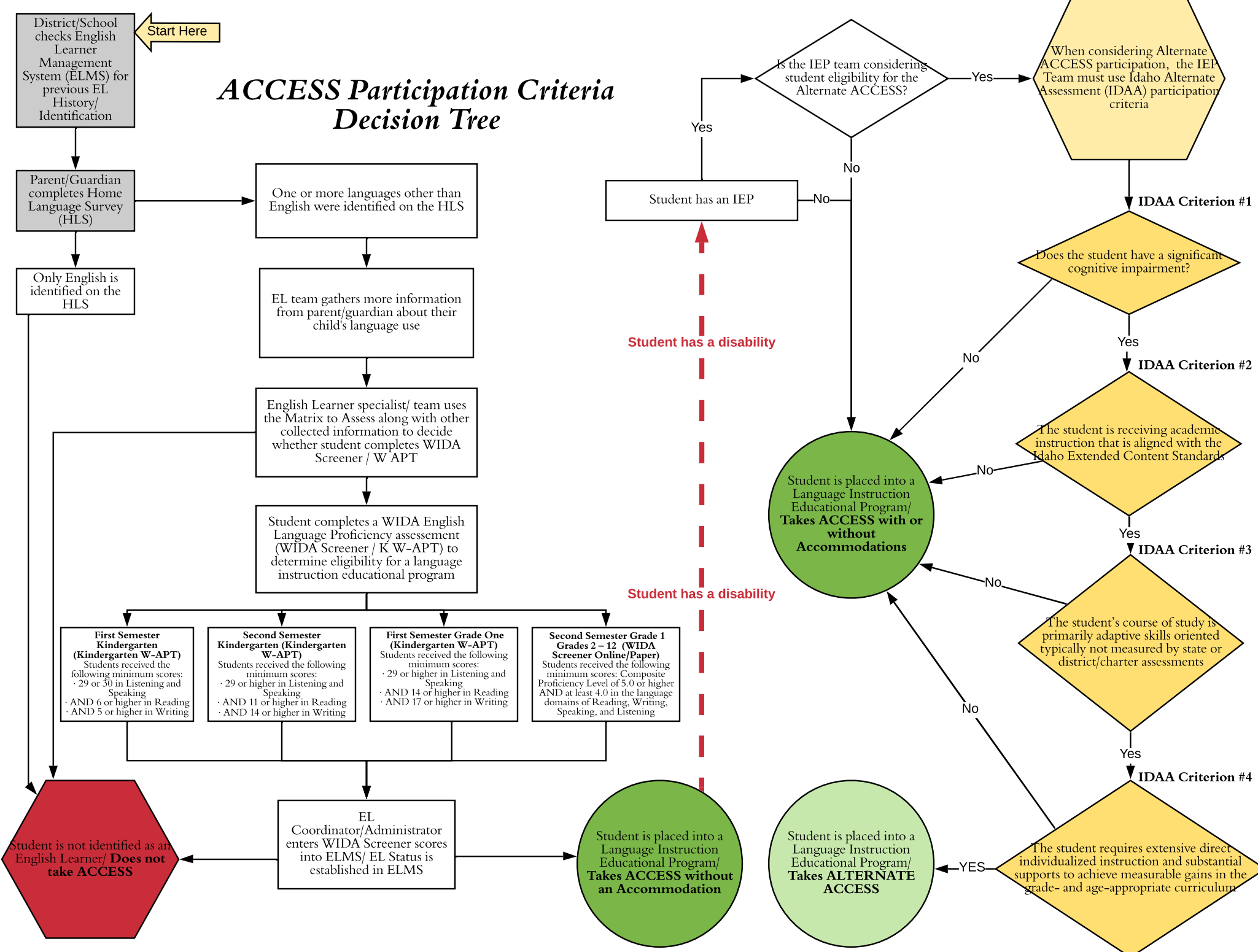


# ACCESS Participation Criteria Decision Tree



Student has a disability

Student has a disability

Student is not identified as an English Learner/ **Does not take ACCESS**

Student is placed into a Language Instruction Educational Program/ **Takes ACCESS without an Accommodation**

Student is placed into a Language Instruction Educational Program/ **Takes ALTERNATE ACCESS**

**IDAA Criterion #1**

**IDAA Criterion #2**

**IDAA Criterion #3**

**IDAA Criterion #4**

District/School checks English Learner Management System (ELMS) for previous EL History/ Identification

Parent/Guardian completes Home Language Survey (HLS)

Only English is identified on the HLS

One or more languages other than English were identified on the HLS

EL team gathers more information from parent/guardian about their child's language use

English Learner specialist/ team uses the Matrix to Assess along with other collected information to decide whether student completes WIDA Screener / W APT

Student completes a WIDA English Language Proficiency assesment (WIDA Screener / K W-APT) to determine eligibility for a language instruction educational program

**First Semester Kindergarten (Kindergarten W-APT)**  
Students received the following minimum scores:  
· 29 or 30 in Listening and Speaking  
· AND 6 or higher in Reading  
· AND 5 or higher in Writing

**Second Semester Kindergarten (Kindergarten W-APT)**  
Students received the following minimum scores:  
· 29 or higher in Listening and Speaking  
· AND 11 or higher in Reading  
· AND 14 or higher in Writing

**First Semester Grade One (Kindergarten W-APT)**  
Students received the following minimum scores:  
· 29 or higher in Listening and Speaking  
· AND 14 or higher in Reading  
· AND 17 or higher in Writing

**Second Semester Grade 1 Grades 2 – 12 (WIDA Screener Online/Paper)**  
Students received the following minimum scores: Composite Proficiency Level of 5.0 or higher AND at least 4.0 in the language domains of Reading, Writing, Speaking, and Listening

EL Coordinator/Administrator enters WIDA Screener scores into ELMS/ EL Status is established in ELMS

Student is placed into a Language Instruction Educational Program/ **Takes ACCESS with or without Accommodations**

Does the student have a significant cognitive impairment?

The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards

The student's course of study is primarily adaptive skills oriented typically not measured by state or district/charter assessments

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum

Is the IEP team considering student eligibility for the Alternate ACCESS?

When considering Alternate ACCESS participation, the IEP Team must use Idaho Alternate Assessment (IDAA) participation criteria

Student has an IEP

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