

**Nevada English Learner Program**  
**Participation and Reclassification Protocol for English Learners with Disability (ELWD)**  
**WIDA ACCESS for ELLs Less Than Four Domains**

**Purpose:** The Reclassification Protocol for **WIDA ACCESS for ELLs Less Than Four Domains** was prepared to assist schools in making assessment determinations regarding English language proficiency for English learners who are identified as students with disabilities. This protocol is intended to be used for **students who have an Individualized Education Program (IEP) or Section 504 Plan (504) and a disability that may prevent the student from equitably participating by using accommodations alone in one or more of the domains** (Listening, Speaking, Reading, or Writing) of the annual English Language Proficiency Assessment (ELPA). To generate a composite score for English language proficiency, an average score of assessed domains will be used to populate the excused one or two domains.

To qualify for this reclassification protocol, the **English learner (EL) Designee** (ELAD/TESL endorsed or expertise in second language acquisition and knowledge of the particular student's language proficiency level needs who is authorized by the district/SPCSA to EL assessment decisions), in consultation with the with the special education case manager or site counselor, classroom teacher, parent/guardian, and a site administrator will determine whether the disability is the root cause for the student's inability to access a test domain or domains of the ELPA with the appropriate accommodations applied.

If this protocol is used to **calculate an adjusted ACCESS composite overall proficiency score**, the school determines if the student has achieved the alternative, calculated composite proficiency Score of 4.5 or greater on the WIDA ACCESS, or 4.0-4.4 and has met proficiency on the SBAC or ACT ELA and Math assessments to be considered for EL reclassification.

**Pre-Assessment Determination:**

**Step I:** The EL Designee, in consultation with the student's special education case manager or site counselor, classroom teacher, parent/guardian, and a site administrator decides if the root cause for a student's disability precludes equitable access to a test domain or domains of the ELPA with the appropriate [ACCESS Accommodations](#) applied. **See Less Than Four Domains Participation Tree at the end of this protocol to support determination.**

**Note: No more than two domains may be excused to receive a calculated overall composite score.**

★ Complete Protocol Part 1: Student Information Form

**Assessment Participation Reporting to NDE:**

**Step II: Before March 31<sup>st</sup>**, the Local Education Agency's EL Data Designee will submit an Excel file provided by NDE. On the file layout, include the student's name, state unique student identification number, student date of birth, school, Local ID, and IEP/504 exemption from ACCESS 2.0 Domain(s) (listening, speaking, reading, and writing). **The excel file with student information will be submitted to NDE ADAM through Bighorn.** NDE will return calculated scale scores to the EL Designee and corresponding proficiency levels by July 15.

**Post-Assessment Determination** (Reclassification Criteria: calculated WIDA Alternative Composite Proficiency **Equals or Exceeds 4.5**, or **4.0 – 4.4 with met academic proficiency** on SBAC or ACT ELA and Math)

**Step III:** If the student meets reclassification criteria, the EL Designee, in consultation with the student’s special education case manager or site counselor, classroom teacher, parent/guardian, and a site administrator decide that the student should be reclassified from the EL program.

- ★ Complete Protocol- Part 2: EL Reclassification Determination

**Step IV:** The **Local Education Agency EL Data Designee** will update the student’s EL proficiency level and populate Domain/Overall Assessment results in IC regardless of reclassification. If reclassification criteria are met and approved by the EL Designee, special education case manager or site counselor, classroom teacher, parent/guardian, and a site administrator, the EL Data Designee will change EL Status in Infinite Campus to Exited-Alt prior to the October 1 enrollment count.

**Step V:** The **EL Designee** provides parent notification of ACCESS assessment results, including proficiency level results from the domains assessed, the calculated domains, and the overall composite score within 30 days at the beginning of the next school year.

**Protocol Part 1: Student Information Form**

Student Name: \_\_\_\_\_

State Student ID:  
\_\_\_\_\_

Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_

Teachers: \_\_\_\_\_

School: \_\_\_\_\_

Disability Category for IEP student/Disability for 504: physical or mental impairment that substantially limits a major life activity:

\_\_\_\_\_

List the specific disability-related reason(s) that the IEP/504 Team has determined which preclude(s) the student from participating in one or more domain(s) of the Annual English Language Proficiency Assessment (ELPA).

\_\_\_\_\_

\_\_\_\_\_

Identify the specific ELPA domains in which the student will and will not participate.

**Note: only one or two domains may be excused to calculate an alternate composite overall score.**

Domain	Yes	No
Listening		
Speaking		
Reading		
Writing		

Has the student's participation in the annual ELPA been defined and agreed to by the EL Designee, special education manager or site counselor, classroom teacher, parent/guardian, and a site administrator?

Yes \_\_\_\_ No \_\_\_\_

Does parent/guardian speak a language other than English? Yes \_\_\_\_ No \_\_\_\_

Is an interpreter needed? Yes \_\_\_\_ No \_\_\_\_

**Part 2: IEP/504 Team EL Reclassification Determination**

Student Name: \_\_\_\_\_

State Student ID: \_\_\_\_\_

WIDA ACCESS Calculated Composite Proficiency Score: \_\_\_\_\_

Does this student qualify for English learner reclassification?

\_\_\_\_\_ Yes, the student's overall calculated composite score on the WIDA ACCESS is  $\geq 4.5$

\_\_\_\_\_ Yes, the student's overall calculated composite score is 4.0-4.4 on the WIDA ACCESS, and one of the following:

\_\_\_\_\_ the student, grade 3-8, received a minimum score of 3 on the SBAC ELA and Math assessments

\_\_\_\_\_ the student, grade 9-10, received a minimum score of 3 on 8<sup>th</sup> grade SBAC ELA and Math assessments  
SBAC Assessment Date: \_\_\_\_\_

\_\_\_\_\_ the student, grade 11, received a minimum score of 17 on ACT ELA and a minimum score of 20 on ACT Math assessments

\_\_\_\_\_ the student, grade 12, received a minimum score of 17 on the 11<sup>th</sup> grade ACT ELA and a minimum score of 20 on ACT Math assessments  
ACT Assessment Date: \_\_\_\_\_

\_\_\_\_\_ No, the student does not demonstrate sufficient English proficiency to meet English learner Exit Criteria. Recommend continued EL Services.

Reminder: The Local Education Agency must provide a Parent/Guardian Notification Letter of English Learner Reclassification Determination

If the EL Designee, special education case manager or site counselor, classroom teacher, parent/guardian and a site administrator approve reclassification, the district staff will then flag the student in Infinite Campus as Exited-Alt and in status Monitor Year 1. Decision to reclassify occurs prior to October 1.

Signatures:

EL Designee: \_\_\_\_\_

Special Education Case Manager or Counselor: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Site Administrator: \_\_\_\_\_

**Less Than Four Domains Participation Tree  
EL Students with Disabilities**

**Note:** Decisions for this ELPA participation protocol are made by individual IEP teams that include an EL Designee (ELAD/TESL endorsed and authorized by the district/SPCSA to make EL assessment decisions).

**Step 1:** The student has been identified as an English Learner (EL) and has an IEP or 504 plan.

**Step 2:** The EL Designee, the special education case manager or site counselor, classroom teacher, parent/guardian, and a site administrator have reviewed the [ACCESS Accessibility and Accommodations Manual](#) to determine if student would benefit from accommodations.

**Step 3.** Does the student have a disability that precludes an assessment in one or two domains, such that there are no appropriate accommodations for the affected domain(s)?

**Step 4a:** If yes, the EL Designee, the special education case manager or site counselor, classroom teacher, parent/guardian, and a site administrator decide whether a student should be excused from taking one or two domains of the ACCESS 2.0

**Step 4b:** If no, student participates in grade-level appropriate ACCESS 2.0 assessment with or without accommodations.

**Step 5:** The **EL Designee** completes the Student Information Form. NDE calculates the scale and proficiency level scores from the missing domain(s) and overall composite:

- If the student meets the criteria for reclassification, the IEP team convenes to determine if the student should exit the EL program.

**Recommendations:**

- **This protocol should be used with a very small group of students.**
- **Recommend previous administration(s) prior to using this protocol, unless the disability is such that the student cannot attempt domain assessment (e.g., DHH-Listening domain).**