



Request for Time and a Half on ACCESS Assessments: IEP Eligibility Criteria

2026–2027 ACCESS Assessments

CDE will not have an official form to request time and a half on the WIDA ACCESS assessment.

Using the criteria below, the DAC will field those requests locally. The DAC will keep a list of the students approved for time and a half.

- For the **2026-2027 school year**, the list does not need to be submitted to CDE.
- **Beginning in 2027-2028**, the list must be submitted to CDE via Syncplicity by December 1.

Guiding Question

For all students with IEPs, is there a documented improvement in performance when provided with extended time in a testing environment?

Primary Disability Codes That Can Qualify for Time and a Half

The DAC can approve time and a half only for students whose primary IEP disability code is on the list below. The code alone does not qualify a student.

Autism Spectrum Disorder, ASD¹ – given the varying needs of students in this disability category, time and a half may be appropriate

Hearing Impairment, HI – given the additional time to interpret through sign, time and a half may be appropriate for the Listening and Speaking domains (for students who use CASE, SEE, and PSE).

Intellectual Disability, ID – these students may benefit most from the extended time within the school day accommodation, however given the cognitive delays time and a half may be appropriate.

Multiple Disabilities, MD – these students may benefit most from the extended time within the school day accommodation, however given the cognitive delays time and a half may be appropriate.

Orthopedic Impairment, OI – these students may benefit most from the extended time within the school day accommodation, however given the possibility of muscle fatigue time and a half may be appropriate on the Writing domain.

Traumatic Brain Injury, TBI – given the cognitive delays or muscle fatigue, time and a half may be appropriate.

Vision Impairment, VI – these students may benefit most from the extended time within the school day accommodation, however given the eye strain and/or tactile fatigue time and a half may be appropriate.

All other primary IEP eligibility categories are **not** eligible for time and a half on ACCESS. This includes categories such as Developmental Delay (DD), Other Health Impairment (OHI), Serious Emotional Disability (SED), Specific Learning Disability (SLD), and Speech or Language Impairment (SLI).

¹ The multidisciplinary team must have evidence to conclude that time and a half will provide the student with the most appropriate opportunity to demonstrate their English proficiency.

This guidance is founded in these three essential concepts:

1. **Distinguishing between disability and language learning is difficult.** For Multilingual Learners, the signs of educational challenges often are attributed to a disability when in fact they are part of the language learning process. Examples are slow response time, trouble with oral directions, limited vocabulary, and weak reading skills in English. Research shows that schools both over-identify and under-identify MLs for special education. The disability label alone does not necessarily require the need for more time.
2. **ACCESS measures English proficiency.** Extra time to process English could interfere with the validity of results. Resulting in a score that does not show an accurate level of English proficiency. An inflated score can affect ML program placement and redesignation decisions, and the student can lose language support that they still need.
3. **Accommodations allowed on an English language proficiency assessment remove disability barriers, not language barriers.** The eligible categories above (ASD, HI, ID, MD, OI, TBI, VI) have barriers that are physical, sensory, or cognitive. These barriers are clearly separate from English proficiency. For other categories, the line between disability needs and language proficiency is not clear enough to justify time and a half.

Students in these categories (DD, OHI, SED, SLD, and SLI) can still use the additional 15 minutes and other ACCESS accommodations in their IEP or 504 plan.

Considerations

How often does the student work on an assignment or local assessment for extended lengths of time similar to the requested 83 minutes or 113 minutes (time and a half of 55/75 minutes)?

Review last year's data (if available) related to the amount of time the student spent testing in each ACCESS domain and the score earned.

Evaluate the instructional opportunity the student will not receive while spending additional time testing.

Reminder

Due to the interactive one-on-one administration, ACCESS for Kindergarten and Alternate ACCESS are not timed. Those tests are to be administered following the built-in "go on" and "stop" procedures in the test administrator script.