



Preclusion Request ACCESS Suite of Assessments

Domain preclusion and Less Than 4 Domain Scoring

COLORADO DEPARTMENT OF EDUCATION
Assessment Division

The ACCESS Suite of Assessments include:

WIDA ACCESS

- Online
- Paper*

ACCESS for Kindergarten

Alternate ACCESS

Throughout this presentation when referring to all English language proficiency assessments they will be referred to as “ACCESS”.

*including accommodated forms (e.g. large print and braille)

Assessing Multilingual Learners Under the ESEA

ESEA requirement Under the Elementary and Secondary Education Act (ESEA), the US Department of Education states that all English learners must be annually assessed for English proficiency (Sec. 1111(b)(2)(G)).

Disability exception If an “English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency (ELP) assessment such that there are no appropriate accommodations for the affected domain(s), a State must assess the student’s English proficiency based on the remaining domains in which it is possible to assess the student.”

34 CFR § 200.6(h)(4)

Who Are These Students?

- 1 Identified Multilingual learners who have a disability that precludes their participation in one or more domain on an ACCESS assessment.
- 2 No appropriate accommodations exist that would allow these students to meaningfully participate on a given domain.
- 3 The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption.
- 4 A very small number of students statewide.

Examples of Students



Deaf

A student who is deaf may be eligible for preclusion on the Speaking and Listening domains.



Blind

A student who is blind may be exempt from visually dependent domains.

Common thread

Each student has a documented disability that makes a domain, even with accommodations, impossible to assess; not just difficult.

What Evidence Should Be Kept on File?

RECOMMENDED DOCUMENTATION FOR PRECLUSION REQUESTS

Requests must be submitted annually

- Standardized or curriculum-based assessments used to monitor progress towards IEP goals relevant to developing English language proficiency
- Classroom observations of students' language use
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an ML
- Review of ELD services across multiple years to ensure receipt of adequate English language development support for an extended period of time

Less Than 4 Domain Scoring

The baseline All four domains — listening, speaking, reading, and writing — must be completed to calculate an Overall Composite Proficiency Level (OCPL).

The workaround With Less Than 4 Domain (LT4D) scoring, CDE will calculate an OCPL for approved students.

AN OCPL SUPPORTS

Showing growth year to year

Demonstrating possible growth from year to year.

Counting toward ML Progress

Included in the calculation for ML Progress in accountability.

Redesignating from ML services

Students can redesignate from NEP/LEP status when scores support it.

Examples of Less Than 4 Domain Scoring

Example 1 — precluded from Speaking

	Listening	Speaking	Reading	Writing	Overall
Scale Score	334	X	382	354	362
Redistributed Weights	18%	X	41%	41%	
Proficiency Level	4.1	X	6	4.1	4.7

Example 2 — precluded from Reading

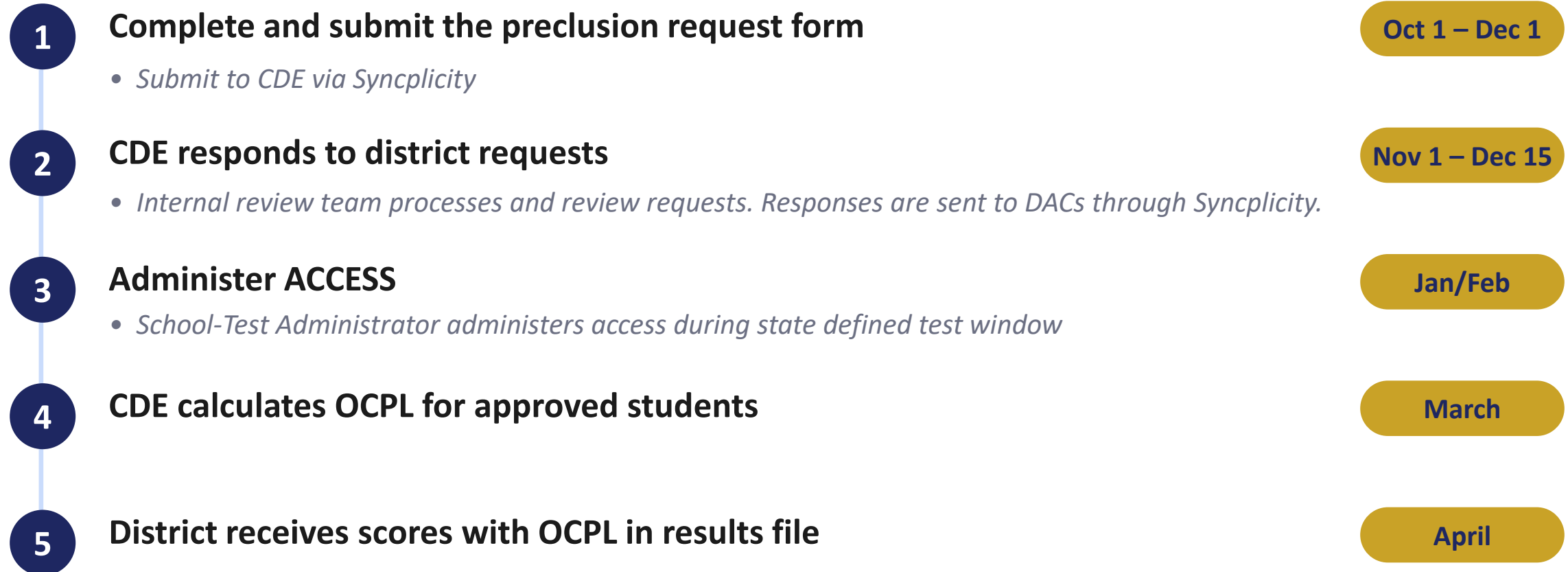
	Listening	Speaking	Reading	Writing	Overall
Scale Score	334	326	X	354	343
Redistributed Weights	23%	23%	X	54%	
Proficiency Level	4.1	3.8	X	4.1	4.0

When a domain is excluded, its weight is redistributed across the remaining domains before the Overall Composite Proficiency Level is calculated.

Process to Request Preclusion



From request to results — the annual preclusion timeline



Student Example A



My student is reading far below grade level. She is just starting to identify letters in English. Can I exempt her from the reading domain with qualification for Less Than 4 Domain scoring?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).
- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.
- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption based on data.

Is this student eligible for preclusion?

Student Example A



My student is reading far below grade level. She is just starting to identify letters in English. Can I exempt her from the reading domain with qualification for Less Than 4 Domain scoring?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).

Unknown

- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.

No

- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

A student reading below grade level is still a reader. Based on the information provided, the student is **not eligible for domain preclusion.**

Student Example B



One of our students is deaf. His IEP outlines that he speaks and speech-reads. Can we exempt him from the Listening domain with qualification for Less Than 4 Domain scoring?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).
- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.
- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

Is this student eligible for preclusion?

Student Example B



One of our students is deaf. His IEP outlines that he speaks and speech-reads. Can we exempt him from the Listening domain with qualification for Less Than 4 Domain scoring?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).

Yes

- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.

No

- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

This student *is not* eligible for preclusion. The student can access the auditory portions of the assessment with the Human Reader Script accommodation.

Student Example C



One of our students has an ocular degenerative disease and they lost their vision really quickly. Even though they have an IEP and are working with our VI specialist, the student does not know braille yet. Can we excuse the student from the test?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).
- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.
- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

Is this student eligible for preclusion?

Student Example C



One of our students has an ocular degenerative disease and they lost their vision really quickly. Even though they have an IEP and are working with our VI specialist, the student does not know braille yet. Can we excuse them from the test?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).

Yes

- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.

This request is for all domains; accommodations can allow the student to engage with some domains.

- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

This student is eligible for preclusion on the Reading domain. The student can access the Listening and Speaking domains with visual description and the Writing domain with human reader and scribe accommodations.

Student Example D



A student in my class is deaf. She uses ASL only and does not speech-read. Can we exempt her from the Listening domain with qualification for Less Than 4 Domain scoring?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).
- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.
- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

Is this student eligible for preclusion?

Student Example D



A student in my class is deaf. She uses ASL only and does not speech-read. Can we exempt her from the Listening domain with qualification for Less Than 4 Domain scoring?

REQUIRED ELEMENTS FOR PRECLUSION

- ☐ The student has a documented disability (IEP or 504) applicable to the domain(s).

Yes

- ☐ Even with available accommodations, the student cannot engage with or access (precluded from) the domain.

Yes

- ☐ The 504 plan or IEP team, in consultation with the educator(s) supporting the student's English language development, have established a need for a domain exemption

This student is eligible for preclusion of the Listening and Speaking domains.

Colorado Accommodation Resources

1

Colorado Accommodations Crosswalk

	A	B	C
1	Colorado State Assessment Accommodations 2026-2027		
2	Accommodations Crosswalk	For information relating to accommodations for students with disabilities, please contact:	For information relating to linguistic accommodations, please contact:
3	CMAS	Arti Sachdeva at sachdeva_a@cde.state.co.us	Heather Villalobos Pavia at villalobospavia_h@cde.state.co.us
4	CoAlt		
5	WIDA ACCESS	Arti Sachdeva at sachdeva_a@cde.state.co.us	Linguistic Accommodations are not available on English language proficiency tests.
6	Alternate ACCESS		
7	PSAT/SAT	Arti Sachdeva at sachdeva_a@cde.state.co.us	Heather Villalobos Pavia at villalobospavia_h@cde.state.co.us
8	NAEP	Collin Bonner at bonner_c@cde.state.co.us or Arti Sachdeva at sachdeva_a@cde.state.co.us	Collin Bonner at bonner_c@cde.state.co.us or Heather Villalobos Pavia at villalobospavia_h@cde.state.co.us
9			
10	Please note: All accommodation requests for 9th and 10th grade students taking PSAT and 11th grade students taking SAT are submitted directly to the College Board SSD system by the school's SSD coordinator.		
11			

2

CDE State Assessment Accessibility and Accommodations Training

(Recording and Slide Deck Available)



WIDA Accessibility and Accommodation Resources

1

[Accessibility and Accommodations Manual 2026–2027](#)



WIDA ACCESS

WIDA ACCESS for Kindergarten • WIDA ACCESS Paper
WIDA ACCESS Online • WIDA Alternate ACCESS

WIDA Screener

WIDA Screener for Kindergarten • WIDA Screener Paper
WIDA Screener Online • WIDA Alternate Screener

Accessibility and Accommodations Manual 2026–2027

2

[ACCESS Test Practice and Sample Items](#)

Try out accommodations.

Sample Items

Sample items give students a chance to practice answering the type of questions they will see on the test at their grade-cluster level, and an opportunity to use the features and tools built in to the test platform. Suggested scripting is provided to help guide students through the sample items. Modify the suggested scripting to fit the needs of your students.

[Suggested Sample Item Script: ACCESS Online](#)

[ACCESS Online Sample Items](#)

Paper-format Writing Sample Items

Students in grades 1–3 always take the Writing test in a pencil-and-paper format, even though they complete the other domain tests in the online test platform.

- Grade 1, Tier A: [Making a Card](#)
- Grade 1, Tier B/C: [David's Idea](#)
- Grades 2–3, Tier A: [Reading Time](#)
- Grades 2–3, Tier B/C: [Pond Animals](#)

Test Demo

A test demo for each grade-level cluster is different features of the test.

[Test Demo](#)

Test Practice

When students take the test, they start with familiarize them with the test platform. Students practice items as many times as they like; that the practice items are not representative items – the test practice is simply a chance platform.

[ACCESS Online Test Practice](#) (about 5-

ACCESS Paper

Give students a chance to practice answering the type of questions they'll see and hear on the test.

[Preparing Students for ACCESS Paper](#)

Grade 1	+	Grades 4–5
Grades 2–3	+	Grades 6–8
		Grades 9–12

ACCESS Braille Accommodation

Overview

Sample test items give students a chance to practice answering the types of questions they'll get on the ACCESS assessment. Sample items come with a choice of braille codes to meet individual student needs.

Preclusion Request Forms

[Preclusion Form for Students who are Hearing Impaired/Deaf, Including Deaf Blindness](#)

[Preclusion Form for Students who have Vision Impairment/Blindness, Including Deaf Blindness](#)

DACs need to email [CDE Assessment](#) to request the submission spreadsheet.