Test Administrator Manual

2023-2024

ACCESS for ELLs

Kindergarten ACCESS for ELLs · ACCESS for ELLs Paper · ACCESS for ELLs Online · WIDA Alternate ACCESS

Contents

How to Use This Manual

As an administrator of any ACCESS for ELLs test, you need to read the entirety of Part 1 of this manual. In addition, read the sections in Part 2 that are relevant to each test you'll administer. The Appendices contain scoring tools for Kindergarten ACCESS for ELLs, WIDA Alternate ACCESS, and the Speaking domain of ACCESS for ELLs Paper. These are all individually administered and scored by the test administrator.

This manual is your in-depth reference document for test administration processes and procedures. Read the relevant parts once, carefully, and then refer to this manual as needed throughout your testing window. This manual is updated annually. When ACCESS for ELLs testing time comes again next year, you'll be able to use it to see what's changed and to refresh your memory on any steps that you complete only once a year.

Critical Contact Information

When issues arise, refer to this manual, visit your member/state page of the WIDA website (wida.wisc.edu), and work with your test coordinator to resolve them. If you still have questions after consulting those resources, we're here to help! WIDA Client Services Center staff are experts in accessing WIDA materials and administering WIDA tests. Our technology and test processing partner, Data Recognition Corporation (DRC), can address concerns about managing student data and test materials.

Topic of Concern	Contact
• WIDA AMS and WIDA Secure Portal accounts • ACCESS for ELLs training certification • Scheduling and material logistics • Material ordering and management • Test irregularities and potential security breaches • Test invalidations	Your test coordinator Name: Email: Phone: Website:
• WIDA Secure Portal and ACCESS for ELLs training • Test administration procedures • Accommodations and accessibility procedures • Understanding score reports	WIDA Client Services help@wida.us 866-276-7735
• Test registrations in WIDA AMS • Accessing score reports in WIDA AMS • Online testing in DRC INSIGHT • Test booklet labels • Damaged test booklets	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615 TTY: 763-268-2889

New Test Administrators

Welcome to WIDA and the ACCESS for ELLs suite of assessments! WIDA is committed to supporting students, families, educators, and administrators with high-quality, research-based tools and resources. We hope you'll have a chance to visit the WIDA website and take advantage of the wealth of professional development, classroom, and assessment resources available to you as a WIDA Consortium member.

Returning Test Administrators

Welcome to another year with ACCESS for ELLs! As always:

- Review the ACCESS for ELLs Checklist on your member/state page of the WIDA website for a complete list of your responsibilities. Some things may have changed, and you might not need to re-complete all of the training that was initially required.

- Skim the table of contents of this manual and refresh your memory on any test administration procedures you're not fully confident about performing.

- If you use the WIDA Assessment Management System (WIDA AMS, wida-ams.us), remember that your WIDA AMS account is separate from your WIDA Secure Portal (portal.wida.us) account! Contact your test coordinator if you have trouble accessing WIDA AMS.

- Review your testing procedures. A key responsibility of all testing staff is to ensure students are actively monitored during testing and doing their own work. To help ensure this is the case, WIDA recommends that you do not allow students to take any internet-connected devices, such as cell phones, smartwatches, or Bluetooth headsets, into the testing room. Copied or plagiarized responses can result in a student's score being invalidated.

- Keep this manual for reference throughout the testing window.

New for the 2023–2024 School Year

- We have made improvements to WIDA AMS, including refreshed student and test management applications, new locations for score reports, and a new way to import student information. **Users should allow extra time to time to become familiar with new menu designs and new student and test management processes.** For more information, visit:

    - WIDA AMS

    - WIDA Assessment Management System (WIDA AMS) User Guide (portal.wida.us/resource/detail/ed1ba2d1-da7d-eb11-a2dd-0050568beee8)

    - Get ready for 2023-24 updates to WIDA AMS and DRC INSIGHT (wida.wisc.edu/about/news/get-ready-2023-24-updates-wida-ams-and-drc-insight)

- The DRC INSIGHT Secure Student Browser has also been refreshed, for a more accessible student experience. This includes changes to navigation buttons, magnification and color contrast tools, and a simplified microphone check process.

    - Refreshed ACCESS training courses will launch in September 2023, to cover improvements to WIDA AMS and DRC INSIGHT.

- WIDA has updated test security information to clarify devices that students are not allowed to use during testing. See Section 2 of this manual, and look for updated language in ACCESS test administrator scripts.

- Alternate ACCESS for ELLs has been updated! After much test development work, we are proud to launch the new WIDA Alternate ACCESS assessment!

    - Test administrators will need to get recertified to administer the new WIDA Alternate ACCESS (hereafter *Alternate ACCESS*) via the brand-new training course. The new training course goes live on September 1, 2023.

- Alternate ACCESS materials will be recognizable by their new name as well as by the image of our Alternate ACCESS guide dog, Cando!

- The new Alternate ACCESS test forms include an Individual Characteristics Questionnaire (ICQ). ICQ information will be reported on the individual student score report to help educators make reclassification decisions. You can even download a copy of the Individual Characteristics Questionnaire (wida.wisc.edu/resources/individual-characteristics-questionnaire) to use as you collaborate with your colleagues!

- Updated Alternate Proficiency Level Descriptors (wida.wisc.edu/resources/alternate-proficiency-level-descriptors) are here! The Alternate Proficiency Level Descriptors (PLDs) are an extension of the PLDs found in the WIDA English Language Development (ELD) Standards, 2020 Edition, and describe the continuum of language development for ELs with the most significant cognitive disabilities.

- During the 2023–2024 Alternate ACCESS administration, WIDA will be conducting an inter-rater reliability study, for which participating test administrators will be asked to transcribe student responses. This study will help WIDA make improvements to the training materials for scoring Alternate ACCESS.

- We have updated guidance for transcribing student responses. Where transcription is part of the test administration, such as with Kindergarten ACCESS and Alternate ACCESS (as well as the Alternate ACCESS inter-rater reliability study), it is not necessary to have a second person present for transcription. See Appendix B in the Accessibility and Accommodations Manual (wida.wisc.edu/resources/accessibility-and-accommodations-manual) for more information. about transcription.

- Due to standard setting for the new Alternate ACCESS, which will take place in July of 2024, the 2023–2024 Alternate ACCESS scores will be released in WIDA AMS and reports delivered to district/school sites in the fall of 2024. (Scores for ACCESS and Kindergarten ACCESS will be released according to regular reporting schedules.) See WIDA Alternate ACCESS Updates (wida.wisc.edu/altaccessupdates) for up-to-date information about Alternate ACCESS.

- **Looking ahead:** Revised ACCESS for ELLs (wida.wisc.edu/revisingaccess) will be ready for the 2025–2026 school year. See the web page for more information and ways that you might get involved.

Part 1: Test Administration Overview

Section 1: About ACCESS for ELLs

ACCESS for ELLs is a suite of secure, large-scale English language proficiency assessments for kindergarten through grade 12 students who have been identified as English learners (ELs). The assessments are grounded in the WIDA English Language Development (ELD) Standards and given annually in WIDA Consortium member states to monitor student progress in acquiring English language proficiency in academic contexts. For more information on WIDA assessments, visit WIDA assessments (wida.wisc.edu/assess).

English language proficiency is a measure of the language students use in their interactions with peers and teachers in both instructional and social settings. Language and cognition develop over multiple years, and the path of each individual varies depending on many factors, including age, educational experiences, and personality. With this in mind, and to target distinct spaces along the development continuum, the ACCESS for ELLs assessments are divided into grade-level clusters.

Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Grade 1	Grade 2 / Grade 3 — Grades 2–3		Grades 4–5	Grades 6–8	Grades 9–12
	ACCESS for ELLs Online	Grade 1	Grades 2–3		Grades 4–5	Grades 6–8	Grades 9–12
	WIDA Alternate ACCESS	Grades K–2		Grades 3–5		Grades 6–8	Grades 9–12

Each test, across all grade-level clusters, assesses the four language domains of Listening, Reading, Writing, and Speaking. In the Listening and Reading domain tests, students are presented with items to which they respond by making a selection from limited options. In the Writing and Speaking domain tests, students are presented with open-ended tasks and construct unique responses. To give students the best opportunity to show what they can do with English language in academic contexts, the tests are organized into thematically linked groups of items. This structure minimizes the cognitive leaps students must make as they move from item to item through the test.

Each ACCESS for ELLs assessment has some form of built-in adaptivity, giving students the chance to respond to test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all. In ACCESS for ELLs Paper, this adjustment to a student's abilities is accomplished with a tiered test structure. ACCESS for ELLs Online pairs the tiered structure with an adaptive test engine that responds to a student's performance. Kindergarten ACCESS and WIDA Alternate ACCESS give students multiple opportunities to respond to test items and provide multiple points at which test administrators can stop testing as students reach the extent of their current language abilities.

Section 2: Roles and Responsibilities

Successful test administration depends on many things:

- Coordination at the district and school levels.

- Educators who are well prepared to serve as test administrators and, often, test scorers.

- Strong technology support.

WIDA envisions these tasks distributed among three roles: the test coordinator, the test administrator, and the technology coordinator. Depending on the size and setup of your school and district, you might handle the responsibilities of more than one of these roles.

This manual focuses on the responsibilities of the test administrator. As a test administrator, you'll be in the room as students take ACCESS for ELLs. You'll set a positive tone for the test experience, ensure the testing environment is quiet and free from distraction, actively monitor testing to ensure students do their own work, and assist test takers as needed.

When students take Kindergarten ACCESS for ELLs, WIDA Alternate ACCESS, or the ACCESS for ELLs Paper Speaking test, you'll evaluate and score student responses. Otherwise, central scoring is completed by DRC.

This manual and WIDA's online training go through the processes of administering and scoring ACCESS for ELLs tests, managing test materials and maintaining test security throughout the testing window, and documenting student data critical to receiving accurate test scores. If your students take the online format of the test, you'll also become familiar with the platforms used to manage student data and provide students with practice sessions so they can learn the test technology.

A key responsibility of all staff involved in testing is to ensure students are actively monitored during testing and do their own work. Ensure students don't use internet-connected devices, such as cell phones, smart watches, or Bluetooth headsets while testing. Follow your state's or district's test security policies and, whenever possible, have students leave personal devices, including headsets and earbuds, outside the testing room. **The use of unapproved devices during testing or the submission of copied or plagiarized responses can result in student scores being invalidated.**

Resources for Test Administrators

In addition to this manual, there are some key resources to review and understand before you administer ACCESS for ELLs:

The ACCESS for ELLs Checklist

The first place to look for information on ACCESS for ELLs testing is your member/state page of the WIDA website. On that page you'll find the ACCESS for ELLs Checklist, which contains a complete list of your responsibilities as well as test administration and material handling guidance specific to your state. The checklist is your go-to reference on all the tasks you'll complete before, during, and after testing. The checklist can also give you insight into the steps assigned to test coordinators.

The WIDA Secure Portal

The WIDA Secure Portal is the home of the ACCESS for ELLs training courses you need to complete to become a certified ACCESS for ELLs test administrator. In the WIDA Secure Portal, you also have access to secure resources like recorded webinars, and test materials for some WIDA assessments.

> All WIDA Secure Portal users are subject to the terms and conditions outlined in the nondisclosure and user agreement that you are prompted to agree to when you first log in.

To access the WIDA Secure Portal:

1. Go to https://portal.wida.us

2. Enter your username and password. Contact your test coordinator if you do not have a WIDA Secure Portal account.

3. Click Login.

ACCESS for ELLs Training

If possible, go through training 2–3 weeks before you administer the test. **Plan on spending anywhere from 3–5 hours to complete a training course and explore related resources.** The time you actually need depends on how quickly you move through the material and how in-depth you want to go in learning about WIDA assessments. You can start and return to the courses as needed, so consider setting aside an hour or two at a time for training.

Visit your member/state page on the WIDA website or consult your test coordinator to determine which training courses you need to complete and when. Keep in mind that you might need to complete multiple training courses. For example, if you know you'll administer both the paper and online formats of ACCESS for ELLs, you need to complete both training courses, even though there are similarities in how you administer the different formats of the test. The ACCESS for ELLs Checklist includes a list of the training elements that are essential to your role as a test administrator.

Each training course includes at least one quiz, which test administrators must pass in order to complete the course. There are no restrictions on when you can take the quiz, but WIDA recommends taking the quizzes immediately after reviewing the content in the training course. After you complete the course, you will be able to view your certificate of course completion.

The District and School Test Coordinator Manual

In addition to completing ACCESS for ELLs training, read the District and School Test Coordinator Manual (portal.wida.us/resource/detail/7e3f94f0-2076-eb11-a2dd-0050568beee8) if you have test coordination responsibilities.

The Accessibility and Accommodations Manual

WIDA is committed to providing an assessment that is accessible to every eligible English learner, including those with disabilities. The ACCESS for ELLs suite of assessments incorporates Universal Design principles that increase access through test design elements like embedded scaffolding and task modeling. As a test administrator, you can offer any student a variety of administrative supports, such as short breaks during testing or verbal reinforcement of on-task behavior. As allowed under your state's testing policies, you can also ensure students have access to some of the learning tools they typically use in the classroom, such as highlighters or scratch paper. (A digital version of most of these tools is embedded in the online test platform.)

Keep in mind, however, that some supports students are offered on content assessments are not appropriate to a test of English language proficiency. For example, students cannot use a bilingual dictionary while taking ACCESS for ELLs, even if they would typically use one during a language arts or science assessment.

Accommodations
Targeted supports available only to students with documented disabilities

Universal Tools
General supports available to all students

Administrative Considerations
Specific test procedures available to all students

Universal Design
General principles applied in all test development
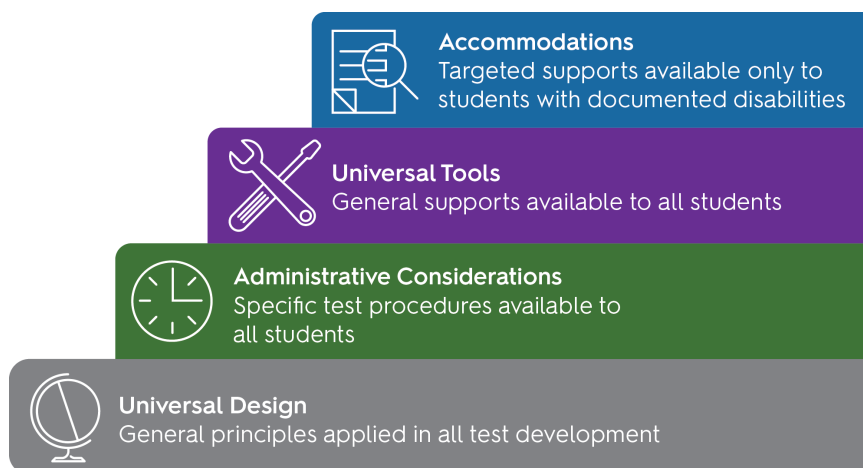
Check your member/state page of the WIDA website for any state-specific guidance on providing accessibility support, and refer to the Accessibility and Accommodations Manual (wida.wisc.edu/resources/accessibility-and-accommodations-manual) for more details on accessibility supports available to students taking ACCESS for ELLs.

Beyond the supports available to all students, individuals with disabilities documented in Individualized Education Programs (IEPs) or 504 Plans can be offered a variety of accommodations. The Accessibility and Accommodations Manual describes the questions you need to consider as you work with support teams to determine which accommodations effectively allow students to demonstrate their English language abilities while maintaining the validity of the test. Consult the Accessibility and Accommodations Manual, your member/state page of the WIDA website, and your test coordinator as you plan testing accommodations.

WIDA Assessment Management System

The WIDA Assessment Management System (WIDA AMS) is the online platform for material and technology management and test coordination. The primary users of WIDA AMS are test coordinators at the school and district levels, but you might use WIDA AMS to view student or testing information.

States and districts determine whether test administrators have WIDA AMS accounts. Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for detailed information on your role and whether your responsibilities include using WIDA AMS.

If your responsibilities as a test administrator include using WIDA AMS to maintain student information, set up registrations, or print test tickets, your test coordinator must give you access. Contact your test coordinator and then follow the instructions in the email that you receive. Detailed instructions for completing tasks in WIDA AMS are available in the WIDA AMS User Guide.

> All WIDA AMS users are subject to the terms of use outlined in WIDA AMS. You will be prompted to agree to the test security policy when you first log in.
>
> **Your WIDA AMS account is separate from your WIDA Secure Portal user account!**
> You need different login information to access these separate sites.

Test Monitoring Application

Users with the appropriate permissions can conduct online monitoring of a student's in-school testing experience using the Test Monitoring Application (TMA). The TMA provides real-time details, including active status within the test and the student's progress through the assigned test. For more information, see WIDA AMS and the WIDA AMS User Guide.

Section 3: Test Security and Materials Management

Test Security

ACCESS for ELLs is a secure test. Store all test material where only the appropriate staff can access it, and keep all test material under supervision during testing. Do not photocopy test materials, and do not share any specific information about the content of the test with students or their families, even after testing. **Any breaches of test security can invalidate student scores.**

Always keep login information secure and follow your state's test security policies and procedures. If you suspect test security has been compromised in any way, immediately contact your test coordinator to determine next steps.

- Keep personal information and test material secure.

- Ensure test material is kept confidential. Do not allow paper test materials to be left unattended before or after testing. Do not allow online test content to remain on screen unattended before or after testing.

- Collect test material at the end of each testing session and keep it in locked storage.

- Do not destroy any secure test material. The only exception is soiled materials that cannot be returned. Contact your test coordinator if you have questions about materials that cannot be returned.

- Check your member/state page of the WIDA website and follow any state-specific security procedures that apply to ACCESS for ELLs testing.

Material Management Documents

Test materials are delivered before the start of your testing window, either to a single district site or to individual schools. All materials are shipped securely and must be signed for upon delivery. Visit your member/state page of the WIDA website to check delivery dates and determine the shipping process for your site:

- **Ship-to-school:** Test materials are shipped directly to individual schools. A calculated amount of overage material is included in each school's shipment. Additional overage is shipped to a district site for distribution as necessary throughout the testing window.

- **Ship-to-district:** Each school's test materials are packaged separately and shipped to a single district site. A calculated amount of overage material is included in each school's boxes. Additional overage is shipped in district-specific boxes. Use the School Box Range Sheet (described below) to separate the boxes by school and confirm that you received the correct number of boxes.

Use the following documents to inventory test materials when you receive and return them. Photocopy these forms as needed and keep them for your records.

- **Packing List:** A summary of the shipped materials, including a range of security barcodes for each type of material. Ship-to-school sites receive a School Packing List. Ship-to-district sites receive both a District Packing List and a set of school-specific School Packing Lists.

- **Security Checklist:** A list of every security barcode associated with a piece of test material assigned to the district or school. Ship-to-school sites receive a School Security Checklist.

Ship-to-district sites receive both a District Security Checklist and a set of copies of the school-specific School Security Checklists. Use these checklists to track the individual test administrator or student associated with each piece of test material.

- **School Box Range Sheet:** A list of the boxes assigned to each school. Provided only to ship-to-district sites. Use to inventory the boxes received at a district site and to ensure each school site receives the correct boxes.

- **Material Return Instructions:** Directions for packing materials and shipping them. This packet includes the return shipping labels you'll use to return materials as well as information about arranging return shipping.

For additional detail on ordering, inventorying, distributing, and returning materials, see the District and School Test Coordinator Manual.

Marking Test Booklets

A key test administrator responsibility is ensuring that test booklets are marked correctly with complete student information. Even if most of your students take the online format of ACCESS for ELLs, those who are in the lower grades, those who handwrite rather than type responses to the Writing test, and those who take Kindergarten ACCESS for ELLs or WIDA Alternate ACCESS will all use paper test booklets. (See the test-specific topics in Part 2 of this manual for a full list of materials for each test.)

- Before you begin a testing session, check each test booklet, and verify that it has the correct label.

- If the booklet label does not include student information, verify that the student information has been filled in as detailed below.

- When you test, verify that each student uses a test booklet that is correctly labeled and, if necessary, marked with the student's unique identifying information.

- After each session, collect all test materials and confirm again that the information on each test booklet is correct and complete.

Incorrect or missing student information on a test booklet can result in late or missing student scores! In addition, testing research conducted by WIDA and other organizations can only be as accurate as the student data reported on test booklets. Correct and complete information is critical, not only to individual students, schools and districts, but also to the whole field of language testing. Better data means better research, and better research means better resources for test developers, educators, and English learners.

Test Booklet Labels

There are three types of test booklet labels: Pre-ID, District/School, and Do Not Process. **Only booklets with Pre-ID or District/School labels are processed. Missing labels and incomplete or inaccurate student information can result in late or missing student scores.**

Place labels only in the box indicated on the front cover of a test booklet. Do not place a label anywhere else on the booklet. If you need to cover an incorrect Pre-ID label or apply a Do Not Process label to a used test booklet, place the new label directly over the originally applied label. Do not attempt to remove or cut out an incorrect label. **Never write on a booklet label, print your own label, or copy a label.**

Do not return unused labels with your test materials. Securely destroy unused labels following the guidance in the ACCESS for ELLs Checklist on your member/state page of the WIDA website. If you have unused Pre-ID labels, verify that the students in question completed all required testing.

Pre-ID labels have individual student information in addition to school and district information. With these labels, you don't need to complete student demographic information on the front and back covers of the test booklet. **However, you must still indicate the date of testing on the front cover.**

The Pre-ID label barcode will always be processed instead of student demographic information completed on a booklet. If a Pre-ID label is incorrect, contact your test coordinator to update student demographic data in WIDA AMS.

You may continue using the label. **Do not write on the label to correct information**.

District/School labels have only school and district information. When there is no Pre-ID label for a student, use a District/School label and complete the demographic information on the front and back covers of the test booklet.

Do not use another school's District/School labels. Contact your test coordinator if you need additional District/School labels.
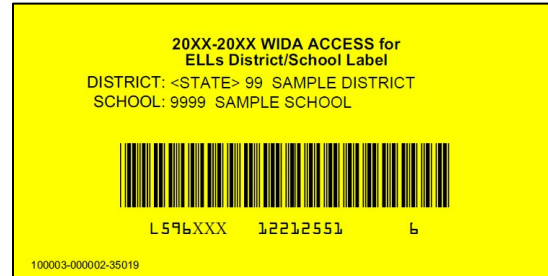
Do Not Process labels prevent the entire test booklet from being processed. Use these labels for damaged booklets or unique situations in which student responses should not be scored.

Blank test booklets do not need Do Not Process labels. Return unused booklets without any label.
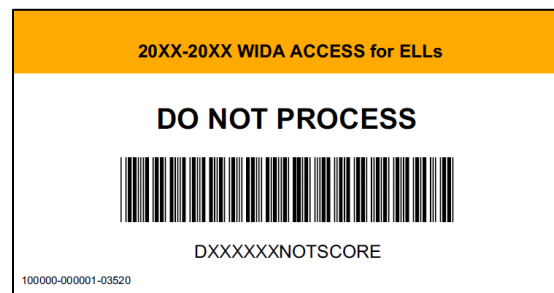
The Do Not Process label and the Do Not Score Code field on the booklet cover are different. A Do Not Process label means the booklet will not be scored at all. A Do Not Score Code means the student will receive a score report without scores for the specific indicated domains. For more information, please refer to the table of Do Not Score circumstances and codes below.

Completing Student Demographic Information

When completing student demographic information on test booklet covers, follow any guidance provided on your member/state page of the WIDA website. If you do not have the information to complete any of the student demographic fields, contact your test coordinator for guidance.

Note that Alternate ACCESS has fewer demographic information fields than ACCESS for ELLS, but those fields should be filled out as described below.

> **Writing information, such as a student's name, without filling in the corresponding circle for each letter or number can prevent the student from receiving a score.** Circles that are not completely filled in, such as those marked with check marks, slashes, or dots, can prevent the student from receiving a score.
>
> **Demographic information completed in pen, marker, or anything other than a number 2 pencil can also prevent the student from receiving a score.** Complete both the front and back covers of the booklet to record all student information.

1. Verify that a Pre-ID or District/School label is present and shows the correct District and School Code numbers. If you don't know these codes, contact your test coordinator.

2. Complete the Date of Testing field on all test booklets, regardless of whether a Pre-ID or District/School label is used. If the student tests over multiple days, record the date on which the student completes testing. If the student has transferred out of your school or district since testing, record the last day of the school's testing window.

EXAMPLE: Correctly indicating a test date of February 15, 2022.
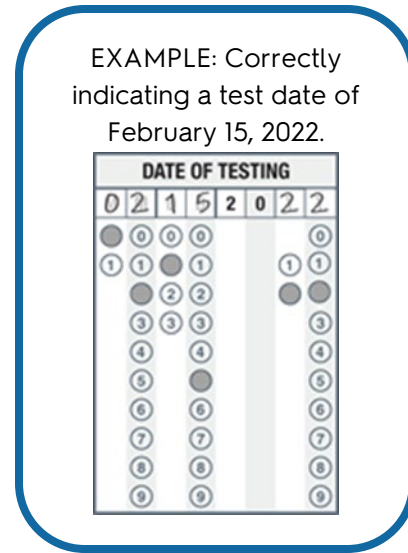
If the booklet has a District/School label:

3. Print the student's name, writing one letter in each box. Completely fill in the corresponding circle below each letter.

   - For a hyphenated name, leave a blank space for the hyphen. Do not fill in a circle in that column. If the name is too long, fill in as many characters as you can.

   - For students who test online, enter the student's name exactly as it appears in WIDA AMS. A mismatch between the booklet and WIDA AMS may result in incorrect scores.

   - Contact your test coordinator to update the information in WIDA AMS if necessary. Do not correct it by entering something different on the test booklet.

4. Print the district and school names in the indicated areas, writing one letter in each box. If the name is too long, fill in as many characters as you can, or use the district or school code.

5. Print the code for the student's native language, if required by your state, writing one letter or number in each box. If the code does not fill all the boxes, start at the left and leave any remaining boxes blank. Contact your test coordinator for your state's native language codes.

6. Print the two-letter abbreviation of your state.

7. Fill in the first circle in the Racial/Ethnic Group field if the student identifies as Hispanic or Latino. Then, regardless of whether you filled in that first circle, fill in additional circles to indicate any groups that apply.

8. In the same way you completed the Date of Testing field on the booklet's front cover, fill in circles to indicate the student's birth date.

9. In the same way you completed the Date of Testing field on the booklet's front cover, fill in circles to indicate the date the student first enrolled in a U.S. school.

10. **Carefully** fill in a circle to indicate the student's grade. A mismatch between the grade marked on the booklet and the grade documented in WIDA AMS may result in incorrect or incomplete score reports. Contact your test coordinator to update the information in WIDA AMS if necessary. Do not correct it by entering something different on the test booklet.

DISTRICT NAME 4

SCHOOL NAME 4

NATIVE LAN 5

STATE NAME ABBR 6

GRADE LEVEL
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

10

LENGTH OF TIME IN LEP/ELL PROGRAM

11

GEND 12
- M

ATUS 13

TITLE III S 14
- Y

ANT 15

504 P 16
- Y

RACIAL/ETHNIC GRO 7

Part 1—Select 1 ethnicity th
- Y Hispanic/Latino

Part 2—Select ALL races that apply.
- Y American Indian/Alaskan Native
- Y Asian
- Y Black/African American
- Y Pacific Islander/Hawaiian
- Y White

BIRTH DA 8
M M D D Y

DATE FIRST EN U.S. SCHO 9
M M D D Y

STATE STUDENT ID NUMBER 17

STATE DEFINED OPTIONAL 18

DISTRICT STUDENT ID NUMBER 19

DISTRICT DEFINED OPTIONA 20

SCHOOL USE ONLY

LIEP CLASSIFICATION 21
- EL Bilingual
- Mixed Bilingual
- EL-Specific Transition Instruction
- Mixed Classes with Native Language Support
- EL-Specific with English-only Support
- Mixed Classes with English-only Support
- No Support Provided
- Y Parental Refusal of Services

ACCOMMO 22
- BR
- EM
- ES
- IR
- RP
- LP
- MC
- RD
- SD
- SR
- WD

DETAILED INSTRUCTIONS FOR COMPLETING
- LIEP CLASSIFICATION
- ACCOMMODATIONS

CAN BE FOUND IN THE TEST ADMINISTRATOR MANUAL

Do Not Score This Section For This S 23
(See the Test Administrator Manual for detailed instructions)

	L	R	W	S
ABS	L	R	W	S
INV	L	R	W	S
DEC	L	R	W	S
SPD	L	R	W	S

11. Fill in one circle in each column to indicate the number of **complete years** the student has been enrolled in an English language support program.

12. Fill in the M or F circle to indicate whether the student is male or female. If a student does not identify as either, leave this field blank.

13. Fill in the circle if the student has a documented Individualized Education Program (IEP).

14. Fill in the circle if the student is part of the district's Title III, ESSA allocation.

15. Fill in the circle if the student has a National Certificate of Eligibility (COE) form on file and is legally defined as a migratory agricultural worker under ESSA.

16. Fill in the circle if the student has a 504 Plan to address particular educational needs.

17. Print the unique, state-assigned number for the student and fill in the corresponding circle in each column. If the ID does not fill all the boxes, start at the left and leave any remaining boxes blank. A mismatch between what is marked on the booklet and student information in WIDA AMS may result in incorrect or incomplete score reports.

EXAMPLE: Correctly indicating a student has been in an ELL program for the past 8 months.

LENGTH OF TIME IN LEP/ELL PROGRAM

18. Consult your member/state page of the [WIDA website](#) for guidance on completing the State Defined Optional Data field.

19. Print the unique, district-assigned number for the student and fill in the corresponding circle in each column. If the ID does not fill all the boxes, start at the left and leave any remaining boxes blank. A mismatch between what is marked on the booklet and student information in WIDA AMS may result in incorrect or incomplete score reports. If your district has no unique District Student ID number, leave this field blank.

20. Consult your member/state page of the [WIDA website](#) for guidance on completing the District Defined Optional Data field.

21. Fill in the circle next to the one language program classification that best applies to the student. The following language instruction educational program (LIEP) classification table provides general definitions of these categories, but consult your member/state page of the [WIDA website](#) for additional guidance on completing this field.

LIEP Classification	Definition
EL Bilingual	Students gain proficiency in both their native language and English, with at least some instruction provided in the native language. *Class composition: ELs who share a native language*
Mixed Bilingual	Approximately equal focus on English and another language, including content instruction in the non-English language. *Class composition: ELs and non-ELs share a classroom*

LIEP Classification	Definition
EL-Specific Transitional Instruction	The student's native language is used to support English proficiency acquisition, but native language proficiency is not a program goal. *Class composition: ELs only*
Mixed Classes with Native Language Support	The student's native language is used to support English proficiency acquisition, but most instruction is provided in English, either inside or outside of the regular classroom. *Class composition: ELs and non-ELs share a classroom*
EL-Specific with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. *Class composition: ELs only*
Mixed Classes with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Support is provided either inside or outside of the regular classroom. *Class composition: ELs and non-ELs share a classroom*
No Support Provided	ELs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual-certified educator.
Parental Refusal of Services	The student's parent or guardian has declined language services.

22. Fill in the circles to indicate any accommodation provided to the student during testing. The codes and accommodations are listed below, but consult your member/state page of the WIDA website for additional guidance on completing this field. Refer to the Accessibility and Accommodations Manual for detail on available accommodations for each test.

Code	Accommodation
BR	Braille
ES	Extended Speaking test response time
EM	Extended testing of a test domain over multiple days
IR	In-person human reader
RP	Repeat in-person human reader
SD	Interpreter signs test directions in ASL
LP	Large Print
MC	Manual control of item audio
RA	Repeat item audio
SR	Scribe
RD	Recording Device and Transcription
NS	Test administered in a non-school setting
WD	Word processor or similar keyboarding device

23. Use this field only in rare, special cases as described below. Filling in a circle in this field means the student will not receive a score for the indicated domain, even if the student

completes the domain elsewhere (for example, in the online test platform instead of in the paper booklet).

This field is different from a Do Not Process label. A Do Not Process label means the booklet will not be scored at all. Marking a code in this field means the student will receive a score report without scores for a specific domain.

Do not use a Do Not Score code in the following cases:

- **To change a student's mode of testing.** If a student begins testing online and should instead test on paper, contact your state education agency for guidance on how to proceed with testing.

- **If a student transfers out of your district within the same state.** Specifically, do not use the code for absence in this case. Work with your test coordinator to determine next steps.

Code	Do Not Score Circumstance
ABS	The student was absent and did not take a particular domain test.
INV	A particular domain test was invalid according to state or district policy. For example, this code might be used due to inappropriate testing practices. Consult your test coordinator before marking this code.
DEC	The student declined to take or complete a particular domain test. ACCESS for ELLs is a required annual assessment, and students cannot opt out. Use this code only after several unsuccessful attempts to engage the student in the assessment.
SPD	The student's IEP or 504 team has determined that the student should not participate in a particular domain test due to the student's special education needs. (If the decision is made after a student begins testing that the student should take Alternate ACCESS instead of ACCESS for ELLs, work with your test coordinator to determine next steps before recording any Do Not Score information.)
Always indicate the affected domains when using a Do Not Score Code. L = Listening R = Reading W = Writing S = Speaking	

Additional Student Information for WIDA Alternate ACCESS

In the Alternate ACCESS Student Response Booklet, complete the Individual Characteristics Questionnaire (ICQ). ICQ information will be reported on the individual student score report to help educators make reclassification decisions about students who take Alternate ACCESS. It is important that you complete this information accurately and completely. You are encouraged to download a copy of the Individual Characteristics Questionnaire and talk to your colleagues as needed to gather some of this information prior to administering the test.

- Fill in the Yes oval or the No oval to indicate whether the student does or will participate in alternate state content assessments.

- Fill in **one** oval to indicate the student's primary disability. Fill in one additional oval to indicate the student's secondary disability, if applicable.

- Complete the test administration questions to the best of your ability. The information you provide here appears on the Alternate ACCESS Individual Student Report (wida.wisc.edu/resources/sample-alternate-access-ells-individual-score-report). See the Alternate ACCESS Interpretive Guide for Score Reports wida.wisc.edu/resources/alternate-access-ells-interpretive-guide-score-reports) for detail on scores.

Individual Characteristics Questionnaire

Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)	Yes ○	No ○
Does the student take the alternate assessment in English language arts, math, and/or science based on alternate academic achievement standards (AAAS)?	Yes ○	No ○

Disabilities	Primary Disability (Choose 1)	Secondary Disability (Choose 1 if applicable)
Autism Spectrum Disorder (AS)	○	○
Deaf-blindness (DB)	○	○
Developmental Delay (DD)	○	○

What is the student's most recent performance on the state's annual assessment?	Performance Level			
	Emerging	Nearing Target	At or Exceeds Target	N/A
English Language Arts	○	○	○	○
Mathematics	○	○	○	○
Science	○	○	○	○

Preparing Test Materials for Return

To ensure correct processing and on-time test scores, review all test materials before you return them.

1. Verify that all responses to braille or large print format tests have been transcribed into standard test booklets. Braille and large print tests can be folded as needed and returned with standard test materials. No special shipping is required.

2. Confirm that every booklet that contains student responses has a Pre-ID or District/School label in the upper right corner of the front cover. **Any test booklet that does not have a label with a barcode in the correct place will not be processed, and the student will not receive a score.**

   - Confirm that every booklet with a District/School label has student demographic information filled in completely and correctly on both the front and back covers. In particular, check the student's name, grade, and date of testing, and **confirm that all circles are filled in completely.**

   - If student demographic information has been completed with something other than a number 2 pencil, transcribe the student responses into an unused test booklet. See the

Accessibility and Accommodations Manual for transcription guidelines. Place a District/School label on the transcribed booklet and complete the student demographic information in number 2 pencil. Place a Do Not Process label on the incorrectly marked booklet containing the student's original responses.

3. Confirm that unused test booklets and any test booklet that should not be scored **do not have Pre-ID or District/School labels.**

   - Return unused test booklets. Do not apply labels to these booklets.
   - Apply a Do Not Process Label to any used test booklet that should not be scored.

4. Remove any paper clips or sticky notes from test booklets.

> **Securely destroy all scratch paper. Only the test booklet is scored.** If you discover stray marks that might interfere with student demographic information or test response processing, such as scribbling on a booklet cover or inappropriately filled in circles in the Do Not Score Codes box, contact your test coordinator for guidance on whether you can erase these marks yourself or need to contact your state education agency for additional mitigation steps.

Common Errors and Unique Situations

For guidance on issues not covered below, consult your test coordinator and the ACCESS for ELLs Checklist on your member/state page of the WIDA website. For further assistance with rare circumstances (like one student providing responses in another student's test booklet or using another student's login information), contact DRC Customer Service.

- **Damaged booklets:** Transcribe student responses from any torn or water-damaged booklet into a new test booklet. See the Accessibility and Accommodations Manual for transcription guidelines. Return the damaged booklet as well as the new, transcribed booklet. Place a Do Not Process label on the damaged booklet. Place a District/School label on the new booklet and complete the student demographic information.

- **Soiled booklets:** Transcribe student responses from any test booklets soiled with bodily fluids. See the Accessibility and Accommodations Manual for transcription guidelines. **Do not return any soiled test materials to DRC.** Instead, document the security barcode of the soiled booklet and notify your test coordinator to have the soiled booklet noted in the Materials Accountability Form in WIDA AMS. Securely destroy all soiled test materials.

Security barcode

- **Booklets without labels:** Booklets without labels will not be processed. Place a District/School label on any unlabeled test booklet that contains student responses that should be scored and complete the student demographic information. Blank test booklets do not need Do Not Process labels. Return unused booklets without any label.
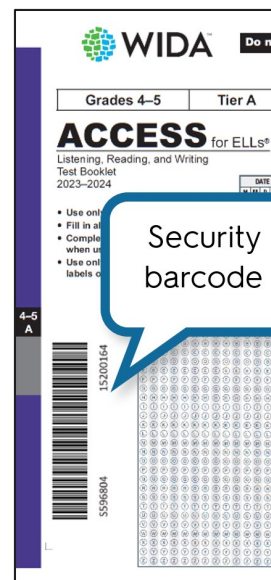
- **Booklets with modified or misplaced labels:** Do not cross out, correct, or create your own booklet labels. Place a District/School label over any modified or unofficial label and complete the student demographic information. If a booklet that should be scored has a Do Not Process label on the front cover label area, place a Pre-ID or District/School label over the incorrect label and complete the demographic information. If a booklet that should not be scored has a Pre-ID or District/School label on the front cover label area, place a Do Not Process label over the incorrect label.

- **Booklets without demographic information:** If the booklet has a Pre-ID label, you do not need to complete student demographic information on the booklet covers. The Pre-ID label barcode will always be processed instead of information completed on the booklet. If a Pre-ID label is incorrect, contact your test coordinator to make changes to student demographic data in WIDA AMS. You may continue using the label. **If the booklet has a District/School label, the demographic pages on the front and back cover must be completed using a number 2 pencil.** Incomplete or inaccurate student information, as well as unfilled circles on the demographics form, can result in late or missing student scores.

- **Multiple booklets for a single student or responses from multiple students in a single booklet:** If a student uses multiple test booklets—for example, by providing responses to the Reading domain test in one booklet and providing responses to the Listening domain test in another booklet—transcribe responses as necessary to create a single booklet for the student. See the Accessibility and Accommodations Manual for transcription guidelines. If the booklet that contains all of one student's responses does not have a correct Pre-ID label, use a District/School label and complete the student demographic information. Place a Do Not Process label on any booklet containing only some of the student's responses. Contact your test coordinator to ensure the issue and its resolution are documented.

- **Modified test materials:** As described in the Accessibility and Accommodations Manual, test materials may be modified as needed to accommodate the unique needs of students taking Alternate ACCESS. Do not modify materials for other tests. Keep all test materials together and ensure they are all returned. WIDA recommends placing all materials in a large envelope with the student's name on it. Cut out the bar code from the back cover of the Student Response Booklet and securely attach it to the outside of the envelope.

Student Transfers

> Refer to your member/state page of the WIDA website for state or district guidance on student transfer situations. If you have questions about a specific situation, contact your test coordinator.

When students enter your school, district, or state **before** the testing window opens, you can include them in testing. Follow any guidance included in the ACCESS for ELLs Checklist on your member/state page of the WIDA website. When you do not have Pre-ID label, apply a District/School label to the student's test booklet and complete all demographic information.

When students transfer in **during** the testing window, work with your test coordinator to determine whether, when, and how the incoming students will participate in testing.

When students transfer in **after** the testing window closes, wait until the next school year to test them.

Part 2: Assessment-Specific Guidelines

Section 4: Kindergarten ACCESS for ELLs

Kindergarten ACCESS for ELLs is an individually administered English language proficiency assessment designed to take an **average of 45 minutes per student**. Follow these test administration instructions to allow and encourage kindergarten students to use as much language as they can, and provide positive reinforcement to help create a positive test experience.

Test Design

Test items are thematically linked in two separate sections, one centered on a narrative story and the other on an expository text. **Always administer both sections of the test.** Administer the narrative section (Parts A–C) before the expository section (Parts D–F).

In each section, there are three parts. Each of the six parts assesses one or more of the four language domains of Listening, Speaking, Writing, and Reading. Each part is divided into five levels, which correspond with the first five WIDA English language proficiency levels. For example, Part D, Level 3 (D3) includes Listening and Speaking questions designed to assess language at proficiency level 3.

Narrative	**Part A** **Listening &** **Speaking**	A1	A2	A3	A4	A5
	Part B **Writing**	B1	B2/3/4/5			
	Part C **Reading**	C1	C2	C3	C4	C5

Expository	**Part D** **Listening &** **Speaking**	D1	D2	D3	D4	D5
	Part E **Writing**	E1 low start	E2	E3 mid start	E4/5 high start	
	Part F **Reading**	F1 low start	F2	F3 mid start	F4 high start	F5

Kindergarten ACCESS for ELLs is a semi-adaptive assessment. This means that a student is presented only with questions that the test administrator reasonably expects the student will be able to understand and respond to, based on the student's responses to questions in the previous level. Additionally, the Writing and Reading tasks in the second half of the assessment (Parts E and F) have low, mid, and high starting points. Where the student begins these parts depends on the student's performance on the previous Writing and Reading tasks (Parts B and C). **Each student is tested in all parts, although not every student is administered all levels in each part.**

As the test administrator, you'll present the test items to students using pictures in the Student Storybook, the Activity Board, and printed cards. For the Listening, Speaking, and Reading tests, you record responses in Student Response Booklets. For the Writing test, you give the booklets to the students, and the students record their responses themselves.

Test Timing

Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for information on who in your school or district is responsible for scheduling testing. Detail on scheduling is available in the District and School Test Coordinator Manual. All testing must be completed within your state's testing window.

Administering Kindergarten ACCESS for ELLs usually takes about 45 minutes. However, due to the adaptive nature of the test, high proficiency students will likely take longer, and beginning proficiency students might need significantly less time. Breaks during the test administration session (as described later in this section) are appropriate for kindergarten students, and these pauses can increase the time you'll need for testing. Adding breaks should extend the testing time to no more than 60 minutes.

This time estimate does not include convening students, material distribution, giving directions or embedded test practice.

Test Materials and Setting Up

All of the following are secure test materials. Return them to your test coordinator when testing is complete. See Section 3 of this manual for details on secure material management.

Kindergarten ACCESS for ELLs Test Materials

Material	Usage
Test Administrator Script	Keep this in front of you throughout the test and follow it exactly.
Student Response Booklet	Record scores for student responses in this booklet throughout the test. In addition, students use this booklet to record their responses to the Writing portions of the test, and you transcribe those responses.
Student Storybook	Read this with students, and refer to the pictures and graphic organizers as you ask students questions.
Activity Board	Place this in front of students and open one panel at a time as you go through the expository section and ask students questions.
Cards	Hold onto these during test administration and place them in front of students as directed in the script. Students point to, match, or move cards to respond to test items.

Setting Up for Testing

- Make or obtain from your test coordinator a *Do Not Disturb: Testing* sign to be placed outside the testing room. Consult your test coordinator for details on your state and district testing sign policies.

- Verify that you have all necessary test materials (see the Kindergarten ACCESS for ELLs Test Materials table, above).

- Confirm that each Student Response Booklet has an appropriate label and the correct information completed on the demographic sheet. See the Marking Test Booklets topic in this manual for details.

- Have at least two sharpened number 2 pencils, one for yourself and one for the student. It is helpful when both pencils have good erasers. In addition to ensuring the score sheets are completed correctly, you can use the eraser of a pencil to point to objects as instructed in the Test Administrator Script.

- Find a testing space with a large enough table to accommodate all of the test materials. Plan to seat the student to your right and sit at a right angle to—rather than across from or next to—the student in order to most easily move test materials around. The workspace must allow you to place the storybook, activity board, and response booklet where the student can easily see and reach them.

Prior to testing, familiarize yourself with the Test Administrator Script as allowed under your state's testing policies. If you can, pick up test materials prior to testing day to familiarize yourself with how to administer the test.

Consider conducting a mock administration of the test with a colleague who is also a certified Kindergarten ACCESS for ELLs test administrator.

Keep in mind that before you collect the test materials, you must complete test administrator training. While you have the test materials, store them securely in accordance with the policies of your state and district. Not all states allow test administrators to preview test material before testing day, so refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for details on your state and district test material handling policies.

Accommodations

Kindergarten ACCESS for ELLs offers several accommodations and a variety of accessibility features. Refer to the Accessibility and Accommodations Manual for detail. Keep in mind that many accommodations that are appropriate for other ACCESS for ELLs tests are not applicable for Kindergarten ACCESS for ELLs because the whole test is administered by you and is not timed. For example, accommodations related to test audio, human readers, and extended testing time do not apply to Kindergarten ACCESS for ELLs.

Administering the Test

Turning Pages

When you are ready to begin testing, place the closed Student Storybook in front of the student. Keep the Student Storybook closed as you read the introduction to the student from the Test Administrator Script. When instructed in the script, use the Student Storybook to read aloud the narrative story to the student. Using the Student Storybook requires a lot of page-turning. Instructions in the script state when to turn a page, and you can ask the student to help with this task, especially when you need a moment to score responses in the Student Response Booklet.

Using Cards

Some items require the use of cards that students manipulate as instructed. Whenever a set of cards is required for an item, take them from the corresponding section of the card pouch and use them as directed in the script.

For some test questions, cards are returned to the table after a student has selected them, either because the student selected incorrectly or because the task is designed to give the student the same number of potential response options for each question. For other test questions, you present one card at a time to the student and collect the card after the student responds.

As long as students are on-task and responding appropriately, it doesn't matter how they use the cards. If students hold cards upside down, there's no need to correct them. If students pick up cards and hand them to you instead of pointing to the cards as instructed, that's fine too. Only score the student's response as incorrect if the student has identified the incorrect card.

Demonstrating Sample Items

There are sample items within the test that have you demonstrate how the student should complete the task or item. When demonstrating a sample item, perform it exactly as the student would.

Providing Instructions

If the student correctly anticipates a task before all instructions are provided, let the student continue with the task. Repeat the instructions only if the student misinterprets the task.

Scoring

Score student responses as they are given, and keep in mind that the order of student responses can vary when a task uses cards. **Mark all student responses by filling in the oval completely in number**

2 pencil. Using check marks, slashes, or dots to indicate a student response can prevent the student from receiving a score.

Administer and score all items in a level of a part of the test before deciding whether to continue to the next level of that part or to stop that part and move on to the next part. For example, once a student has completed all of A3, use the responses to determine whether to move on to A4 or to Part B. The "Moving on" boxes in the Test Administrator Script provide guidance on this decision point.

Moving on	
➡ **Good job. Now let's turn the page.** Turn to A2 in the Student Storybook and Script.	🛑 STOP **Good job. Let's close the book now.** Close Student Storybook. Go to Part B1 in Script.

If a student cannot successfully complete the level you've started to administer, do not go back to a previous level. Score the student's responses and continue the test. See the Winding Down topic for guidance on avoiding frustration when the test items are beyond the student's current skills.

> **You are the only person who evaluates and scores the student's responses!**
>
> When you return test materials for analysis, the scores you mark are used to generate the student's score report. Before returning materials, ensure that all scores for each part of the test are marked correctly and completely.

Encouraging Students

It's important to give kindergarten students some positive reinforcement on the test, especially if they look to you for confirmation that they're on task. Examples of appropriate feedback include "nice job" and "very good." **Remember that your feedback will not depend on the accuracy of the student's response.** Give positive reinforcement to both correct and incorrect responses to encourage students' efforts and to keep the test administration flowing smoothly.

Students should have the opportunity to be successful on every task presented to them. When necessary, encourage student participation by clarifying a task as indicated in the script. However, exercise caution in encouraging students too strongly. Move on after one or two attempts at motivating the student to respond.

Taking Breaks and Restarting

While the test is designed to be administered in one session, kindergartners will likely need breaks throughout the test administration. Keep these breaks brief and take them at the end of a level or a part of the test.

If you must divide a test administration into two sessions, use the planned break after Part C as the stopping and starting point. **There can be no more than two consecutive school days between testing sessions.** For example, if you administer Parts A, B, and C to a student on a Monday, continue with Part D no later than Thursday of that week. In the rare case that a student is sick or otherwise unable to return to school for longer than two consecutive days, continue the test as soon as possible after the student returns.

At the top of Part D, you will mark whether the test was administered in one or two sessions.

Part D: Listening & Speaking

Indicate below how the test was administered. (Choose only one.)

☐ One session, no break ☐ One session, stretch break ☐ Two sessions

Winding Down

It's important that students leave feeling positive about their test-taking experience. No task should result in a strong, negative reaction that affects performance in other areas of the test. When students reach the point at which they are no longer able to respond to the tasks, mark the item you're administering Incorrect, and then help the student respond to the question. For example, if the student is becoming frustrated while attempting to read words, offer to help and proceed to model the task as you did with the practice items. Sound out the words and let the student point to the appropriate picture.

When reviewing the script and preparing to administer the test, think about how you'll approach winding down at various spots in the test. Remember to mark Incorrect any item that you present but then help the student complete. Do not score items that you do not administer. After you wind down, check the Stopped Here box on the score sheet and move on to any remaining parts of the test.

Listening and Speaking Test

The kindergarten assessment differs from other ACCESS for ELLs assessments in that the Speaking tasks are administered in conjunction with the Listening tasks in Parts A and D.

- Listening tasks elicit closed-ended responses. That is, students can respond nonverbally by pointing (which you will cue them to do according to the script) or by shaking or nodding their heads. Some tasks may ask the student to select a card and place it in a specific location. Students might respond verbally as well or instead of pointing, but a verbal response is not required. **If a student offers a correct verbal response and no physical response, the response is correct. If a student offers conflicting verbal and physical responses, score the physical response.**

- Speaking tasks sometimes include a model of the language the student is expected to produce, and they typically include several questions, identified in the script as "Q1," "Q2," and so on.

Because the test is adaptive, you must score student responses as they are given so you know when to continue to the next level of the test and when to end a particular part and move on to the next one.

Administering the Listening and Speaking Test

Keep the following in mind when you administer the Listening and Speaking Test.

- Read the script exactly as printed. Read only the blue and black text that is in bold type. Do not read aloud the instructions that guide administration, such as "Point to _____ ," or "If necessary." Emphasize words that are underlined.

- When the script presents options for an item ("Can you tell me anything else?" (OR) "Can you give me more details?"), choose the wording that flows best in the particular situation. Feel free to use multiple options when appropriate.

- Read items marked "If necessary" only when the student's responses leave some doubt about what score to give. That is, ask an "If necessary" question only when you need more information to assign a rating. Do not ask "If necessary" items when you have no doubt about what score the student earned based on the initial response.

- Never use a language other than English when administering the test, and never write out scripted parts of the test for the student.

- **Do not repeat Listening tasks** unless a significant disturbance or interruption occurs, such as an announcement over the loudspeaker or a lawn mower going by an open window of the testing room while you are reading an item.

- If a student asks you to repeat a **Speaking** item, repeat it **one time only**. To clarify when necessary, use the rephrasing options contained in the script. Ask a student to repeat a Speaking response only when the student's response is inaudible.

Scoring the Listening and Speaking Test

To record scores, fill in the ovals in the Student Response Booklet. Remember to always fill in the ovals completely using a number 2 pencil.

		Listening Level 5			Speaking Level 5			
D5	#	**Key**	Correct	Incorrect	**Meets**	**?** N/A	**Approaches**	**End of Part D.**
	1	school bus in the sink	⬤	⭕	⭕		⬤	
	2	orange in the water	⭕	⬤				
	3	rain jacket under the table	⭕	⬤				

Note that some Listening items require two actions as part of a single response. For example, a student might be asked to select a card and place it in a specific location. Such tasks are scored Correct **only when both** actions are completed correctly.

Similarly, Speaking tasks are rated holistically. In other words, you'll give one score to a student's response to **all** of the questions at any given level, evaluating the speech the student produces as a whole rather than evaluating the responses to each question separately. You'll score a student's response to each Speaking task as Meets, ?, or, Approaches. (In the case that a student does not respond at all, record a score of Approaches.)

Your evaluation is based on the expectations defined in the WIDA Speaking Rubric—Kindergarten, included in Appendix A of this manual, which contains proficiency-level expectations for each task within each part of the Speaking test.

Take time to get to know the rubric and become familiar with the expectations at each proficiency level before you administer the test. During test administration, watch for the EXPECT boxes included in the Test Administrator Script. These boxes give a short description of the language of a response that earns a score of Meets. Follow these guidelines to determine whether the student meets or does not meet the task-level expectations, and consult the rubric for more detail as necessary.

Speaking

Q1. (Point to ERIKA) What do you think Erika is doing here?

Q2. What else does Erika need to do to get ready?

Q3. (If necessary) Can you tell me more?

EXPECT	Comprehensible simple and expanded phrases Some use of details possible

Descriptions in the EXPECT boxes don't always match descriptions in the rubric exactly. For example, at Level 3, the rubric calls for sentences, while the EXPECT box mentions phrases. The boxes provide general guidance as to the speech you can expect kindergarten students to produce at a given level of the test. The boxes summarize and adapt the detailed descriptions of proficiency level language expectations for the specific context of the Kindergarten ACCESS for ELLs assessment.

In some cases, it's difficult to determine whether a student's response warrants a score of Meets or a score of Approaches. In this situation, as long as there is a task at the next higher proficiency level, check the box in the question mark column and move on to the next level. When you score the next Speaking response, do one of two things:

- If you score the student's response as Meets, go back, erase your check mark, and fill in a score of Meets at the previous level.

- If you score the student's response as Approaches, go back, erase your check mark, and fill in a score of Approaches at the previous level.

Do not check the question mark box at two consecutive levels. After administering the Speaking task that follows the one with a question mark rating, always go back and change the score on the previous task. When you administer the last task in a level, you must assign a score of Meets or Approaches.

As long as a student scores Meets on the Speaking tasks or responds correctly to more than one Listening task, proceed to the next level and continue with the items in the part you're administering. If a student scores Approaches on a Speaking task and zero or one on a Listening task for a particular level, check the Stopped Here box and move to the next part of the test using the wording in the script.

> The Listening and Speaking parts stop only when students reach their ceilings in both domains. Checking the Stopped Here box indicates that you did not administer the next level or that the student completed the final level before moving on to the next part of the test.

Writing Test

For Parts B and E of Kindergarten ACCESS for ELLs—the Writing test—students record their own responses directly in the Student Response Booklet. In Part B, students are directed to write their names. If they can write their first names or nicknames (inventive spelling is acceptable as detailed in the scoring section below), go on to the rest of Part B. If a student can't produce a written name, wind down the administration of Part B and go on to Part C. Students' starting point in the second half of the Writing test, Part E, is determined by their performance on Part B. See the test design chart on page 21 for descriptions of the test parts.

Administering the Writing Test

- Read the script exactly as printed. Read only the blue and black text that is in bold type. Do not read aloud the instructions that guide administration, such as "Point to_____," or "If necessary."

- Read prompts or directions marked "If necessary" only if the student needs additional information, directions, or help from the test administrator. Do not follow "If necessary" guidance when the student does not need additional encouragement or clarification.

- Scaffold the open-ended Writing tasks (Parts B2–5 and E4/5) as appropriate to the student's proficiency level. The script includes some suggested prompts. Remember that the Writing test does not include a speaking task. Don't persist in prompting students to reply verbally. As soon as students pause in their speech, encourage them to write down what they said.

- For Parts B2–5 and E4/5, record what students tell you they have written. Follow the script and transcribe the language students produce. Transcription can help you understand the sound-symbol correspondence in students' responses that might not be obvious otherwise.

- For the items in E3, you say the beginning and end sounds of some words. This is indicated in the script using a "/" before and after the letter, as in "/g/" for the sound the letter "g" makes. It is important to be familiar with letter sounds and, when reading the script, to say the sound the letter makes in the relevant word rather than the name of the letter.

Part B

1. Following the script, start B1 by handing the student the Student Response Booklet. If the student writes a name, proceed to B2–5. Work with the student to produce a sample of writing associated with a retelling of the narrative text. Follow the script and record a transcription of the language the student produces.

2. After the student completes, as much as possible, the levels of Part B, score any writing sample produced using the rubric (discussed in the Scoring the Writing Test topic) to determine where the student will start Part E.

3. Check the Started Here box in the Student Response Booklet for the level at which the student will start Part E.

4. Continue the test administration with Part C and D.

Part E

Following the script, start Part E at the level you indicated in step 4 above.

- When a student begins at E1 or E3 and is unable to complete the task, responds to only one item correctly, or does not respond to any items correctly, check the Stopped Here box, end the Writing test, and go on to the Reading test. Do not go back to a previous level in Part E!

- When a student begins at E1 or E3, score each response the student produces. As the student completes a level successfully, move on to the next level, following the script.

- When a student begins at E4/E5, give the student time to write their response, continue the test administration with Part F, and then score the student's response after the test administration is complete.

Scoring the Writing Test

To record scores, complete the score pages for Parts B and E in the Student Response Booklet. Always fill in the ovals completely using a number 2 pencil.

Inventive spelling is acceptable in all Writing responses. The important thing to determine is whether students show an understanding of the typical relationships between sounds and letters. Arbitrary letters or made-up written marks do not indicate meaning, but inventive spelling and developing letter formation are expected hallmarks of kindergarten writing.

As you score a student's writing, consider monosyllabic words as consisting of a beginning, a middle, and an end sound. Look for students approximating these sounds—especially the vowels—with a letter or letter combination other than what appears in regular spelling, such as "k" for "c" or "ai" for "i." These kinds of substitutions show the student has some understanding of sound-symbol correspondence.

Word	Beginning Sound	Middle Sound	End Sound
dog	"d"	"aw"	"g"
bike	"b"	"ai"	"k"
tree	"tr" or "ch"	———	"ee"

Inverted letters are acceptable, so long as the inverted letter is a close approximation of the intended letter, such as "d" for "b" or "q" for "d." Expect that students will omit letters, especially when the letters of the regularly spelled word have no one-to-one sound correspondence in English. For example, "lac" is an acceptable misspelling of "like." See Appendix A for other examples of inventive spelling.

With typical features of young learner writing in mind, you'll evaluate student writing on Kindergarten ACCESS for ELLs against a grade-level specific rubric developed by WIDA. Take time to get to know the WIDA Writing Rubric—Pre-K—Kindergarten, included in Appendix A of this manual, and become familiar with the expectations at each proficiency level before you administer the test.

To help you make quick decisions during test administration, the guidance contained in the full rubric is summarized in the EXPECT boxes that appear in the script for Part B and E1–3. Use the guidance in the EXPECT boxes to score the student's writing during the test and to determine the level at which the student will start Part E. Use the rubric to score the student's response to the E4/5 task, after the test administration is complete. See Appendix A for scoring examples for Part B and Part E.

Reading Test

Tasks on the Kindergarten ACCESS for ELLs Reading test use cards to engage students. The Reading test focuses on high-frequency and easily decodable words. The activities in Parts C and F begin with pre-literacy skills and increase in difficulty across WIDA proficiency levels that focus on increasingly complex reading skills:

- **Level 1:** Matching pictures and shapes, matching words and word shapes

- **Level 2:** Recognizing beginning sounds of words

- **Level 3:** Decoding single, high-frequency words

- **Level 4:** Reading two- to three-word phrases of high-frequency, easily decodable words

- **Level 5:** Reading short sentences of high-frequency, easily decodable words

Students are not required to read out loud, although you may encourage them to do so. **Score students on whether they correctly identify a picture, not on whether or what they read aloud.** A student who doesn't read a word, phrase, or sentence correctly might still be able to use what they do understand to make meaning, identify the correct picture, and earn a score of Correct.

Just like the Writing test, students' starting point in the second half of the Reading test, Part F, is determined by their performance on the first half of the Reading Test, Part C.

Administering the Reading Test

Read the script exactly as printed. Read only the blue and black text that is in bold type. Do not read aloud the instructions that guide administration, such as "Point to _____," or "If necessary."

Most of the tasks on the Reading test incorporate cards with words, shapes or pictures on them. **Before each test administration, verify that all the cards are in the card pouch!** The Test Administrator Script includes instructions on card use and layout.

- A pointing hand icon indicates card orientation.

- A hand icon in the script indicates that you'll hold the cards.

- Gray shading in the script indicates that you'll place the card face down on the table. Word cards are always placed face down, while other cards are usually placed face up.
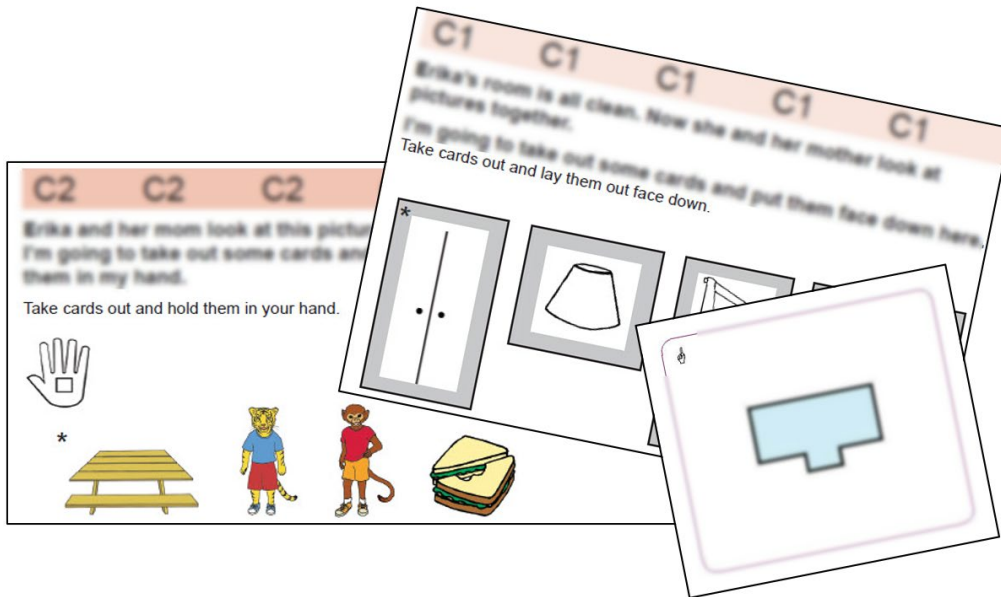
- The order of cards in the script indicates the order in which you'll place the cards on the table.

- Cards used in an example task you model for the student are marked with an asterisk (*). You'll put these cards away after you model the task, and they won't be used by the student.

If a student responds to a task by giving you both a word card and a picture card, take only the word card and put the picture card back on the table.

There are no criteria for stopping the test after C1 and F1. Always move on to level two, regardless of the number of correct responses the student provides.

Following the scoring guidance in the Student Response Booklet and Test Administrator Script, score the student's responses to Part C and check the Started Here box in the Student Response Booklet for the level at which the student will start Part F. When a student is unable to complete a task in Part F, check the Stopped Here box and follow the script in the "Moving on" box to end the test. **Do not go back to a previous level in Part F!**

	Started Here	Reading Level 4				STOP IF:	Stopped Here
F4 High	✓	#	Key	Correct	Incorrect	Correct = 0 or 1	✓
		1	go to bed	○	◉		
		2	I run	○	◉		
		3	in the tub	○	◉		

Winding down from Reading tasks is important! Reading is a developmental skill for all kindergartners, and being unable to successfully complete a reading task can be a source of

frustration. Record Incorrect scores for tasks students can't complete on their own, and then offer to help students decode the words and complete the task to provide a positive test experience.

Scoring the Reading Test

To record scores, fill in the ovals in the Student Response Booklet. Remember to always fill in the ovals completely using a number 2 pencil.

After Testing

After the student has left the testing room, review the Student Response Booklet and make sure all parts of the test have been scored. If you haven't scored the E4/5 task, score it at this time. Verify that the student demographic sheet and the score sheets are filled out correctly and completely in number 2 pencil. **Using slashes, check marks, or dots instead of filling in ovals completely can prevent the student from receiving a score!**

Keep all of the test materials you initially received, both the used and unused test booklets. Securely store all test materials until you return them to your test coordinator. See Section 3 of this manual for details on storing and returning test materials.

Section 5: ACCESS for ELLs Paper

Test Design

ACCESS for ELLs Paper is an English language proficiency assessment for students in grades 1–12 that tests the four language domains of Listening, Reading, Writing, and Speaking. The pencil-and-paper format of the test is available for students who are unable to test online, for example due to learning support needs outlined in an Individualized Education Plan (IEP) or 504 Plan. Some states use the paper format test more widely. Visit your member/state page on the WIDA website for details on what test format your state uses.

ACCESS for ELLs Paper is divided into grade-level cluster tests that are each then divided into two tiers. Each test administration is specific to a single grade-level cluster and tier. The Speaking test is always delivered individually.

Proficiency Level				
1—Entering	2—Emerging	3—Developing	4—Expanding	5—Bridging
Tier A				
	Tier B/C			

Tier A is most appropriate for ELs who	Tier B/C is most appropriate for ELs who
• Have arrived in the U.S. or entered school in the U.S. within the current academic school year without previous English instruction • Currently receive literacy instruction **only** in a language other than English • Have recently tested at a beginner level of English language proficiency	• Have social language proficiency and are beginning to approach or have acquired academic language proficiency in English • Have acquired some literacy in English or are approaching grade level literacy in English • Will likely meet the state's exit criteria for support services by the end of the current academic year

In addition to the guidance above, consider how the following circumstances might apply to any individual student:

- **Noteworthy Progress:** Some students who earn Entering or Emerging proficiency level scores demonstrate significant growth between initial testing and the time when materials are ordered for the next round of testing. If the Tier B/C test is most appropriate to the student's current English language proficiency level, use that test even if the student's previous scores suggest Tier A.

- **Literacy Development:** Students who have emerging English literacy skills can find the Tier B/C Writing test challenging, and younger students, particularly those in grade 1, can find the Reading test challenging. If Tier A is most appropriate to the student's current literacy skill level, use that test even if the student's previous scores suggest Tier B/C.

For the convenience of going through the Test Administrator Script in order, WIDA recommends students take the Listening test first, followed by the Reading test, then the Writing test, and finally the Speaking test. However, the tests can be administered in any order.

ACCESS for ELLs Paper Testing Groups for Listening, Reading, and Writing

Grade 1	Grade 2	Grade 3	Grades 4–5	Grades 6–8	Grades 9–12
Tier A	Tier A	Tier A	Tier A	Tier A	Tier A
Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C

ACCESS for ELLs Paper Testing Groups for Speaking

Always administered individually.

Grade 1	Grades 2–3	Grades 4–5	Grades 6–8	Grades 9–12
Tier A	Tier A	Tier A	Tier A	Tier A
Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C

The tier structure helps ensure students see test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all. Educators determine which tier is most appropriate for each student before test materials are ordered. To determine the test tier, WIDA recommends beginning with the English language proficiency level score the student earned on previous ACCESS for ELLs or WIDA Screener assessments. Then, consider how much time has elapsed since the student received that score and how much the student's proficiency has grown since then. For more information on understanding and using student scores, refer to the interpretive guides for score reports.

As always, refer to your member/state page of the WIDA website for any specific guidance from your state or district on tier placement. If you have questions about tier placement for your students, contact your test coordinator.

Test Timing

Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for information on who in your school or district is responsible for test scheduling. Detail on scheduling is available in the District and School Test Coordinator Manual and the ACCESS for ELLs Paper training course. All testing must be completed within your state's testing window.

ACCESS for ELLs Paper Estimated Test Timing				
These are timing estimates. They are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting test materials, and going over test directions. See the domain-specific topics below for details of in-seat test administration times and visit your member/state page of the WIDA website for additional local timing guidance.				
Domain	Administration	Description	Estimated Time	Scoring
Listening	Group administration	You play a CD* and students mark responses in a paper test booklet.	Approximately 60 minutes	Centrally scored by

ACCESS for ELLs Paper Estimated Test Timing				
Reading		Students read passages and mark responses in a paper test booklet.	Approximately 70 minutes	scanning machine
Writing		Students handwrite responses in a paper test booklet.	Grade 1, Tier A: approximately 40 minutes Grades 2–12, Tier A: approximately 75 minutes Grades 1–12, Tier B/C: approximately 80 minutes	Centrally scored by trained raters
Speaking	Individual administration	You play a CD* and students respond verbally. You mark scores in a paper test booklet.	Approximately 45 minutes	Locally scored by the test administrator
*In the rare event that a student requires a human reader as an accommodation, you read from the Human Reader Accommodation Script. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. For the Listening and Speaking tests, consider scheduling two test administrators for each test so that the adults can read the scripted dialogue between an example student and the primary test administrator.				

Each test administration is specific to a single grade-level cluster and tier, and the Speaking test is always delivered individually. You score only the Speaking test. Returned materials for the Listening and Reading tests are processed with a scanning machine and Writing tests are scored by trained raters before a score report is generated.

Because ACCESS for ELLs is designed to measure a student's English language proficiency level at a specific point in time, schedule test administrations as close as possible to one another. WIDA does not require all domains be administered within a specific time frame, but states and districts may provide guidelines on test scheduling.

Administer each language domain test in a single test administration session. Do not split a domain test across multiple days or multiple testing sessions within a single day. Be sure to schedule plenty of time for students to complete the test. Plan ahead so that students don't stop in the middle of a domain test for recess, lunch, or the end of the school day.

You can schedule more than one domain test on one day. However, to allow students to show their best work, WIDA does not recommend scheduling all testing for any given student consecutively on one day. **Never administer different domain tests to a single testing group at the same time in the same room.** For example, don't have one student take the Listening test while another student takes the Reading, Writing, or Speaking test.

Additional test scheduling best practices include the following:

- Keep testing groups to about 15 students or fewer. Larger groups are more difficult to monitor. Split a single tier and grade-level cluster into multiple testing groups if necessary.

- To simplify scheduling and material management, consider administering the Listening and Reading domain tests as back-to-back test administrations, particularly when you're testing older students with high levels of English proficiency who have the focus and attention span to complete two domain tests in a row.

- Students at the beginning stages of English language development are likely to do their best in small testing groups or in individual testing sessions. For example, depending on how many students you have, consider scheduling separate test administrations for Tier A fourth graders and Tier A fifth graders even though these students fall into a single grade-level cluster and could test together.

- To more easily manage materials, keep student groups the same across test administrations. For example, if you administer the Listening and Reading tests to a group of 15 students on Monday, administer the Writing test to that same group of 15 students on Tuesday. If you have the same group of students, you'll be able to collect test booklets after the first session, store them all together, and bring them all to the second session to redistribute to the students. Domain tests can be administered in any order, so even students who miss an administration and need a make-up test can continue scheduled testing with the assigned group.

Test Materials

All of the following are secure test materials. Return them to your test coordinator when testing is complete. See Section 3 of this manual for details on secure material management.

ACCESS for ELLs Paper Test Materials

Material	Usage
Test Administrator Script	Contains everything you'll say to guide students through all four domain tests. Follow the script exactly.
Listening and Speaking CD	Played from a CD player or computer during the Listening and Speaking test administrations.
Speaking Test Booklet	Contains the pictures and prompts the student sees during the Speaking test administration. This is a reusable item. Students do not write in this booklet.
Listening, Reading, and Writing Test Booklet	Used by students to record their responses to the Listening, Reading, and Writing tests. Used by test administrators to record student's scores for the Speaking test. This booklet must be labeled, distributed to students during test administration, collected, verified as having been completed correctly and completely, and returned for central scoring.

Accommodations

ACCESS for ELLs Paper offers several accommodations and a variety of accessibility features. Refer to the Accessibility and Accommodations Manual for detail. Note that Alternate ACCESS is a separate, paper-format assessment designed specifically for students with significant cognitive disabilities who participate in alternate state content assessments. See Section 7 of this manual for details on the Alternate ACCESS assessment.

The following items are available only for students who are eligible for specific, relevant testing accommodations:

- The **Human Reader Accommodation Script** substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. To order this item, collect the information you have about the student for whom this accommodation applies. Then, work with your test coordinator to contact DRC Customer Service (WIDA@datarecognitioncorp.com) and order this item during your additional materials ordering window.

- The **Large Print Test Materials Kit** and the **Braille Test Materials Kit** include each of the materials noted in the Test Materials table above.

    - Note: if you have a student who uses large print or braille test forms, their writing responses must be transcribed into a standard sized booklet.

Preparing for Testing

Visit the Preparing for ACCESS Testing (wida.wisc.edu/assess/access/preparing-students) for details on the steps you can take and the resources you can use to prepare yourself and your students for ACCESS for ELLs testing. ACCESS Test Practice and Sample Items

(wida.wisc.edu/assess/access/preparing-students/practice) can give you and your students a good sense of what to expect on the test.

In addition, be aware that each domain test of ACCESS for ELLs Paper begins with several practice items. You'll follow the Test Administrator Script to walk students through these items and ensure they understand the format of the test.

When students are completing practice items:

- Answer content-related questions.

- Rephrase test directions. If allowed under your state's testing policy, it's okay to translate test directions and the practice items into the student's home language.

- Don't interrupt those who are working independently.

- Don't confirm or correct students' responses except as directed in the Test Administrator Script.

Planning for test day facilitates a smooth test administration and helps give your students a positive test experience. Here are a few best practices for test planning:

- Identify a testing space with desks that can comfortably accommodate the number of students you'll test. Be sure you can see all the students and move around the room, and confirm that students will have enough space that they won't be able to see each other's test booklets.

- Cover any posters that could assist or distract students during testing and make or obtain from your test coordinator a *Do Not Disturb: Testing* sign that you can place outside the door during testing. Consult your test coordinator about any additional testing room setup requirements that apply in your state or district.

- Obtain enough sharpened number 2 pencils, with good erasers, for students being tested. Have extra sharpened pencils available, as sharpening pencils during testing could be distracting to students. Plan to re-sharpen pencils as needed between test administrations.

- Have a plan for students who finish early. Arrange for reading material, drawing supplies, an adult to take students back to their classrooms, or another strategy in accordance with local policies to minimize disruptions for students who are still working.

- Make sure you'll have a functioning watch or clock in the testing room so you can follow the guidance in the Test Administrator Script on pacing the test.

- Make sure the speakers you'll use when you play the Listening and Speaking CD allow students to hear the audio from wherever they sit in the room.

Administering the Test

Keep the following in mind as you administer the test.

- **Follow the Test Administrator Script exactly.** Always read from a place in the room where all students can see and hear you clearly.

- Do not pass out test materials until all students are seated.

- When distributing test booklets, confirm that each student receives the correct booklet. For details on correctly labeling and recording student information on test booklets, see Section 3 of this manual.

- Make sure each student has at least one sharpened number 2 pencil with a good eraser.

- Ensure students completely fill in ovals to indicate their responses to the Listening and Reading tests.

- Ensure students do not make marks in the test booklet anywhere other than the indicated response spaces. Stray marks can prevent scanning and scoring of the test booklet.

- In the Test Administrator Script, read only the parts that are printed in bold type on a white background. The instructions students hear are black and bold, and the scored test items are blue and bold. Anything that is in regular (not bold) type is not read aloud. Regular type text helps guide you through the test administration.

- Answer all students' questions before you begin the test, and let the students know that you will not be able to answer questions after the test begins.

- **Do not encourage students to guess.** Although there is no penalty for guessing on ACCESS for ELLs, simply encourage students to do their best.

- Before, during, and after administration, ensure test materials are stored and handled appropriately. For detail on test security practices, see Section 3 of this manual.

When students are completing scored test items:

- Monitor the room to ensure students are working independently and not using cell phones or other electronic devices.

- Provide encouragement to students who are having difficulty progressing.

- Answer test procedure questions.

- Help students turn pages (especially during the Speaking test and when students are in lower grades).

- Rephrase test directions. If allowed under your state's testing policy, it's okay to translate test directions into the student's home language.

- Don't rephrase, read aloud, or translate test items or response options.

- Don't interrupt those who are working independently.

- Don't confirm or correct students' responses. Never provide or change a response for a student.

Breaks

Allow students to take brief breaks as needed between domain tests. For example, a restroom or stretch break between the Listening and the Reading tests is appropriate. Avoid interruptions during

testing. Take breaks in the middle of a domain test only in emergencies, according to your professional judgment.

Unique Situations

If there is an emergency event or disruptive situation during test administration, such as a student illness, an announcement over the loudspeaker, a fire drill, or a loud noise outside, pause the test administration, stopping the CD if applicable. When the situation has been resolved, resume the test from the beginning of the last test item that was being administered. Refer to the Track List in the Test Administrator Script to find your place on the CD.

If you experience technical difficulties during the Listening or Speaking test, resume testing as soon as possible from the beginning of the last item (for Listening) or page of the test booklet (for Speaking) that was being administered. If the issue, such as a malfunctioning CD or CD player, cannot be immediately resolved, note the CD track you stopped on, let students know they'll continue the test at a later time, and work with your test coordinator to reschedule the testing session. When you resume administration of the Listening or Speaking test after any interruption of 15 minutes or more, resume testing from the beginning of the part that you were administering when the interruption occurred.

Make every attempt to administer all four domain tests (Listening, Reading, Writing, and Speaking). In a few rare situations, you might judge it best to pause administration and allow the student to try again at a later time or to discontinue the domain altogether. For example, if a student is having an unusually difficult time during administration, perhaps refusing to respond or write in the test booklet, you can stop testing and attempt to administer the domain test the student struggled with at a later time. Consult your test coordinator on when it is appropriate to attempt to resume the administration of the domain test. If a second attempt fails, you may discontinue the administration of that domain test and move on to administer the next domain test.

When you discontinue a test after administration has begun, simply leave the remaining response spaces blank. Confer with your test coordinator on next steps.

Listening Test

Listening Test Materials

Have the following materials ready:

- Test Administrator Script
- Test booklets
- At least one sharpened number 2 pencil, with a good eraser, for each student to mark responses.
- Listening and Speaking Test CD. In the rare event that a student requires a human reader as an accommodation, you'll read from the Human Reader Accommodation Script instead of playing the CD.
- Speakers. Do not have students use headphones when you administer the Listening test.
- A CD player or computer that can play the CD.
    - Test the CD player by playing the entire Listening test audio before administering the test when no student is present.

- Verify the CD player is not set on "shuffle" or "random." Play the tracks of the CD in the order they appear on the track list.

- Scratch paper. Provide students with scratch paper if they request it and as allowed under your state's testing policies.

Listening Test Administration

If allowed under your state's test security policies, practice administering the test. Listen to the practice items, and practice starting and pausing the CD as indicated in the script. If you are administering more than one grade-level cluster, listen to and practice each test separately.

Before you administer the test, make sure your materials are ready by verifying that the grade-level cluster and tier on the CD label match the grade-level cluster and tier of the test booklets and Test Administrator Script. Play a few seconds of the CD before students arrive and adjust the volume so that all students taking the test can hear the audio clearly.

Students typically need 15 to 30 minutes to complete the scored Listening items. The length of the test increases in the higher tier and at higher grade-level clusters. For example, the test for grades 6-8 takes a little bit longer than the test for grades 4–5, and any Tier B/C Listening test takes longer to administer than the Tier A test for the same grade-level cluster.

Plan a testing time of about an hour. In addition to actual testing time, you need time to convene students, take attendance, distribute and collect test materials, go over test directions, and allow students to complete practice items. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

The Listening test begins with a scripted walkthrough of practice items that allows students to understand the format of the test. Play and pause the CD as indicated in the Test Administrator Script. Be sure to use the Pause button and not the Stop button. Pausing ensures you will resume the CD from the correct point.

Gray shaded boxes in the script contain a transcript of the recorded practice items so you can follow along with the recording. Never read the contents of the gray shaded boxes aloud. Transcripts are provided only for the practice items. Transcripts are not provided for test items.

After the practice items, continue following the script to administer the Listening test.

- Allow each track to play only one time.

- Do not read response choices aloud. Some response choices include words, phrases, or sentences. These are deliberately written at a lower reading level than the listening level being assessed.

- Do not pause the CD except as indicated in the script. The tracks include silent time during which students mark responses in their test booklets. **Allow each track of the CD to play through, and do not stop, pause, fast forward, or skip during the test.**

- Five seconds before each item begins, a tone lets students know to finish marking their responses and prepare to listen to the next item.

- Track 13 includes a 45-second check-in period. Use this time to move around the room and make sure each student is following along in the test.

- If a student has a question or a nonemergency issue during test administration, attend to the student quietly without stopping or pausing the audio or disturbing other students who are taking the test.

Once the Listening test audio has played in its entirety, stop the Listening and Speaking test CD. **The Listening and Speaking test audio are on the same CD and it is important that you do not let the Speaking test audio play during the Listening test.**

Reading Test

Reading Test Materials

Have the following materials ready:

- Test Administrator Script

- Test booklets

- At least one sharpened number 2 pencil, with a good eraser, for each student to mark responses

- Scratch paper. Provide students with scratch paper if they request it and as allowed under your state's testing policies

Reading Test Administration

Students typically need about 35 minutes to complete the scored Reading items. The length of the test increases in the higher tier and at higher grade-level clusters. For example, the test for grades 6–8 takes a little bit longer than the test for grades 4–5, and any Tier B/C Reading test takes longer to administer than the Tier A test for the same grade-level cluster.

Plan a testing time of about an hour. In addition to actual testing time, you need time to convene students, take attendance, distribute and collect test materials, go over test directions, and allow students to complete practice items. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

The Reading test begins with a scripted introduction, after which you can move around the room to monitor students and ensure they're progressing through the test. The Reading test also includes scripted check-in points indicated by stop signs in the test booklets. These check-ins are your opportunity to help guide students in lower grades and at the beginning stages of English language development through the test. Check-ins also allow you to encourage students to do their best.

There are two types of check-ins on the Reading test: whole-group and individual.

- During whole-group check-ins, you explain the next part of the test to all students. You see this type of check-in after most of the parts of the Tier A Reading tests for grade 1 and grade 2. Instruct students who finish a part of the test to wait for the whole-group check-in before continuing.

- During individual check-ins, check in with students as they raise their hands to indicate they've reached a stop sign. Verify students have completed each part before instructing them to go on to the next part (or to stop when they reach the end of the Reading test). There are individual check-ins at the end of every test and about halfway through the following tests:

  - Grade 1 and grade 2, Tier B/C

  - Grade 3 and grades 4–5, all tiers

  - Grades 6–8 and grades 9–12, Tier A

In rare situations, you may use your professional judgment to determine that a student needs more than the estimated time to complete the Reading test. When students are working productively and would benefit from an extended testing session, give them as much time as they need to finish, as permitted by your state and district polices.

Writing Test

Writing Test Materials

Have the following materials ready:

- Test Administrator Script

- Test booklets

- At least one sharpened number 2 pencil, with a good eraser for each student to write responses

- Scratch paper. Provide students with scratch paper as allowed under your state's testing policies.

Writing Test Administration

The time students need to complete the Writing test varies widely, depending on the grade-level cluster and tier of the test the student takes. Students taking the grade 1 Tier A test usually take about 25 minutes to complete the four scored tasks of the Writing test. All other Tier A students and all Tier B/C students complete three tasks that take about an hour. Students work at their own pace on the grades 4–12 Tier B/C tests, so the time they spend on each task will vary. Monitor students and encourage them to move along so they have enough time to do their best on the longest task at the end. The Test Administrator Script provides guidance on how to encourage students to pace their writing as they respond to each task.

Plan a testing time of about 40 minutes for grade 1 Tier A students. Plan about an hour and 15 minutes for all other Tier A students, and plan about an hour and 20 minutes for all Tier B/C students. In addition to actual testing time, you need time to convene students, take attendance, distribute and collect test materials, go over test directions, and guide students through the sample writing tasks. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Writing Test Design

Grade/Tier	Part	Estimated Timing
Grade 1, Tier A	Part A	5 minutes
	Part B	5 minutes
	Part C	10 minutes
	Part D	10 minutes
		Approximately 30 minutes
Grade 2, Tier A Grade 3, Tier A Grades 4–5, Tier A Grades 6–8, Tier A Grades 9–12, Tier A	Part A	15 minutes
	Part B	15 minutes
	Part C	15 minutes
		Approximately 45 minutes

	Part	Estimated Timing
All grades, Tier B/C	Part A	10 minutes
	Part B	20 minutes
	Part C	30 minutes
		Approximately 60 minutes

> **ACCESS for ELLs is not a timed test.** If students are working productively, use your professional judgment to give them as long as they need to complete the test.

The Writing test has students demonstrate in writing their English language proficiency for academic contexts by responding to a set of tasks in the test booklets. Move around the room during test administration to monitor students and ensure they're progressing through the test. The Writing test includes scripted check-in points indicated by stop signs in the test booklets. These check-ins are your opportunity to help guide students through the test and encourage students to do their best.

There are two types of check-ins on the Writing test: whole-group and individual.

- During whole-group check-ins, explain the next part of the test to all students. You see this type of check-in before each part of the Tier A tests and before each part of the grades 1–3 Tier B/C tests. Before letting students work independently, remind them to stop when they see the stop sign at the end of the task. When the time suggested in the script has passed, check in again with the students, according to the script. If all students have completed the task before the suggested time has passed, move on to the next part or, on the last part, finish the test according to the script.

- During individual check-ins, check in with students as they raise their hands to indicate they've reached a stop sign. Verify students have completed each part before instructing them to go on to the next part (or to stop when they reach the end of the Writing test). There are individual check-ins after each part of the grades 4–12 Tier B/C tests.

- Make sure students begin on the correct page. You might need to help students locate the beginning of the test.

- If students are using scratch paper (as allowed by your state's policy), make sure they are writing their response in the booklet. Only responses in the booklet will be scored.

- Watch the time and be prepared to encourage students to move forward when appropriate. If necessary, you can prompt students who are lagging behind the suggested timing by saying: "Make sure you save enough time for the other parts."

- Student responses are evaluated as first drafts for scoring. A lack of "polish" doesn't count against the student when scoring.

- If students are surprised by the amount of space provided for writing, remind them to follow the directions and address the task as completely as they can. There is no requirement that they use all the space provided. There is no exact or minimum number of words, sentences, or paragraphs that makes a good response.

- If a student fills the response space provided in a booklet and isn't finished writing, verify the student is responding to the task appropriately. Assure the student that a cut-off response will not impact their score, and have the student move on to the next task.

- Encourage students who have extra time after completing a writing task to go back and correct, revise, or expand their responses.

Speaking Test

Speaking Test Preparation

The ACCESS for ELLs Speaking test is an individually administered, standardized test. It is the only portion of ACCESS for ELLs Paper that the test administrator scores. Remember to fully complete the Speaking Test Scoring Sheet at the end of the Listening, Reading, and Writing Test Booklet by filling in the ovals completely.

You are the only person who evaluates and scores the student's Speaking responses!

When you return test materials for analysis, the scores you mark are used to generate the student's score report. Always mark scores using a number 2 pencil and fill in ovals completely. Using slashes, check marks, or dots instead of filling in ovals completely can prevent the student from receiving a score!

You monitor students as they take the test and score their responses during the test administration. Before you administer the test, complete the appropriate ACCESS for ELLs training course in the WIDA Secure Portal. Courses include resources that prepare you to confidently and accurately evaluate students' Speaking responses according to the expectations described in the Speaking Scoring Scale and scoring rules.

Speaking Test Materials

Have the following materials ready:

- Test Administrator Script

- Listening, Reading, and Writing Test Booklet. **The Speaking Test Scoring Sheet and Speaking Scoring Scale are included at the end of the Listening, Reading, and Writing Test Booklet.**

- Speaking Test Booklet. The Tier A and Tier B/C tests are combined in a single, reusable booklet.

- Listening and Speaking Test CD. In the rare event that a student requires a human reader as an accommodation, you'll read from the Human Reader Accommodation Script instead of playing the CD.

- A CD player or computer that can play the CD.

    - Test the CD player by playing the entire Speaking test audio before administering the test when no student is present.

    - Verify the CD player is not set on "shuffle" or "random." Play the tracks of the CD in the order they appear on the track list.

- Speakers. Do not have the student use headphones to take the Speaking test.

- Scratch paper. Provide students with scratch paper if they request it and if allowed under your state's testing policies. WIDA does not recommend this practice. While some students may benefit from writing down a few key words to help them organize their thoughts and produce a clear verbal response, the Speaking test is intended to measure spontaneous oral responses rather than planned, written responses that are read aloud.

Speaking Test Administration

If allowed under your state's test security policies, practice administering the test. Read the Test Administrator Script in its entirety and practice starting and pausing the CD as indicated in the script. Review all Speaking tasks and model student responses by listening to the audio in its entirety and following along in the Speaking Test Booklet. If you are administering more than one grade-level cluster, listen to and practice each test separately.

Before you administer the test, make sure your materials are ready by verifying that the grade-level cluster and tier on the CD label match the grade-level cluster and tier of the test booklets and Test Administrator Script. Play a few seconds of the CD before your student arrives and adjust the volume so that the student taking the test can hear the audio. Check the Speaking Test Recording Track List in the Test Administrator Script and verify that you're ready to begin the test on the correct track.

Students typically need 15 to 30 minutes to complete the scored Speaking tasks. The length of the test increases in the higher tier and at higher grade-level clusters. For example, the test for grades 6-8 takes a little bit longer than the test for grades 4–5, and any Tier B/C Speaking test takes longer to administer than the Tier A test for the same grade-level cluster.

Plan a testing time of about 45 minutes. In addition to the test administration time, you need a few minutes to welcome the student, distribute and collect test materials, and go over test directions. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Test in a quiet room free of distractions. Seat the student at a table in front of the Speaking Test Booklet. Position yourself to clearly see the Speaking Test Booklet and hear the student's response.

Place the computer speakers or CD player where both you and the student can clearly hear the audio and where you can control the audio as needed. It is important that the student and test administrator can clearly hear the Speaking test audio in order to respond to prompts, monitor test progress, and score the test effectively. When using a computer to play the CD, use external speakers, not headphones.

Keep the Test Administrator Script and the Listening, Reading, and Writing Test Booklet, which includes the Speaking Test Scoring Sheet, directly in front of you, away from view of the student.

Speaking Test Design				
WIDA English Language Development Standard			**Tasks***	
Tier A	Part A	Social and Instructional Language	Task 1: Proficiency Level 1	Task 2: Proficiency Level 3
	Part B	Language of Language Arts Language of Social Studies		
	Part C	Language of Mathematics Language of Science		
			Total number of tasks: 6	

Tier B/C	Part A	Social and Instructional Language	Task 1: Proficiency Level 3	Task 2: Proficiency Level 5
	Part B	Language of Language Arts Language of Social Studies		
	Part C	Language of Mathematics Language of Science		
			Total number of tasks: 6	

*A task is one or two related questions

The Speaking test has students demonstrate their proficiency with spoken English language for academic contexts by responding to thematically grouped tasks delivered with recorded audio provided on the Listening and Speaking Test CD. To support students' understanding of Speaking test tasks, the test is multi-modal. Students hear audio and see text in the Speaking Test Booklet.

The audio recording provided on the Listening and Speaking Test CD includes two voices: a virtual test administrator and a model student.

- The virtual test administrator guides your student through the test and asks questions designed to elicit language at targeted proficiency levels. While the virtual test administrator will instruct and guide your students throughout the Speaking test, you might need to help your students navigate test materials, for example by turning pages as prompted or encouraging them to respond when directed to do so by the virtual test administrator.

- Each task on the Speaking test is preceded by a model student task and response. The questions posed to the model student are intended to elicit language at the same proficiency level as students are expected to produce in response to the tasks you score. In other words, each model student response demonstrates expected language use at a given proficiency

level so that you can evaluate your student's response relative to the model student's response. The model questions are parallel to but not exactly the same as the questions presented as scored tasks.

Questions for the student are presented in a blue speech bubble in the test booklet.
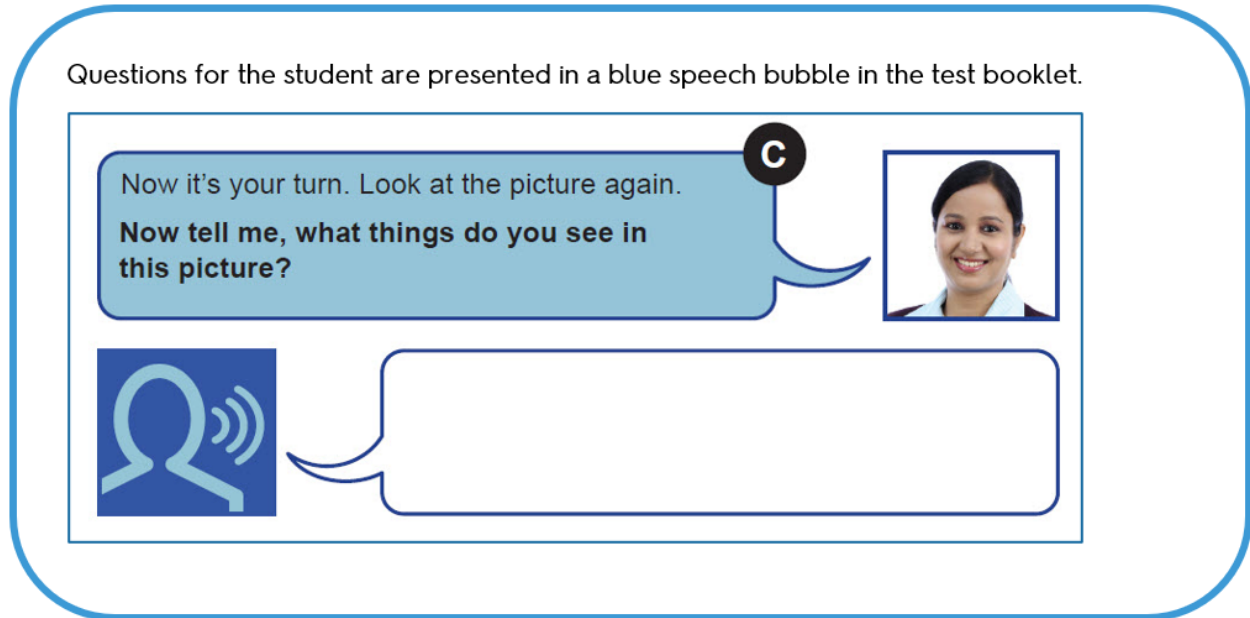
Begin the test by reading the Test Administrator Script aloud to the student. Start the CD at the first Speaking track as indicated in the script to begin the Directions and Practice. Follow along with the student and pause the CD as indicated in the script at the end of the Directions and Practice. Follow the same procedure to start the test. Evaluate student responses immediately as students respond to each task, and record a score on the Speaking Test Scoring Sheet in the Listening, Reading, and Writing Test Booklet before the next audio track begins.

- Allow each track to play only one time. The student may not listen to tracks again or look back at previous pages of the Speaking Test Booklet.

- Do not pause the CD except as indicated in the script. The tracks include silent time during which students respond. The amount of time varies because it is specific to the grade-level cluster, tier, and proficiency level of the task. Students have anywhere from 15 to 50 seconds to respond, which means they have time to think before they speak, and you have time to score before the audio begins again. **Allow each track of the CD to play through, and do not stop, pause, fast forward, or skip during the test.**

    - Five seconds before the end of each response time, a tone lets students know to finish their thought and prepare to listen again. Students do not need to speak for the entire response time. When they finish speaking, they can simply wait for the next audio file to begin playing.

- As necessary, you can prompt the student to respond or expand upon an initial response using the language provided in the Test Administrator Script. **Do not rephrase questions or otherwise help the student with test content.**

Speaking Test Scoring

> In addition to reading the information below, visit the WIDA Secure Portal to complete the appropriate training course(s) related to Speaking test scoring.

Each task on the Speaking test is designed to elicit spoken language at one of three WIDA English language proficiency levels: level 1, level 3, or level 5. (See the Speaking Scoring Scale below and in Appendix B: Speaking Scoring Scale for ACCESS for ELLs Paper) The expectations for the task level are exemplified by the model student response. For example, in response to tasks designed to elicit language at proficiency level 1, the model provides words and short phrases. In response to tasks designed to elicit language at proficiency level 5, the model provides an extended, elaborated spoken response that would earn the highest possible score point.

In some cases, a Speaking task may contain two questions, labeled "a" and "b." For example, a student may be asked to give a response and then explain their thinking. In these cases, score the two responses together, taking into account the whole performance across both response opportunities. As you'll see on the Speaking Scoring Sheet located at the end of the Listening, Reading, and Writing Test Booklet, these related questions receive a single score.

WIDA English Language Proficiency Level	Speaking Task Expectations
1: Entering	Identify individual items in a picture by producing words or short phrases.
3: Developing	Describe, give opinions, or compare and contrast by drawing information from graphics or personal experience and producing full sentences.
5: Bridging	Explain, recount, or argue by producing extended oral responses that include elaborated and sophisticated language as well as precise content-area vocabulary. Responses earning the highest score point feature multiple complex sentences in which each idea is joined appropriately to the previous thought. These responses are well-formed internally and expressed clearly in grade-level appropriate speech that is clear, automatic, and fluent.

You do not assign numeric scores to a student's speaking performance. Instead, you assign a descriptive rating from the Speaking Scoring Scale, which captures differences in student performances relative to the task level and the model student response. This scale describes features of spoken language at five possible score points, using the model student responses as a benchmark for comparison. The first bullet points on the Speaking Scoring Scale address the extent to which a student's response compares to that of the model student. When applying the Speaking Scoring Scale, be sure to listen to and keep in mind the model student response.

The five score points of the Speaking Scoring Scale are Exemplary, Strong, Adequate, Attempted, and No Response. At the highest level, Exemplary, student responses may be comparable to the model student response or go beyond it. For Speaking tasks that target proficiency level 1, the possible scores are simplified to: Adequate and Above, Attempted, and No Response.

In order to efficiently administer and accurately score the ACCESS for ELLs Paper Speaking test, it is crucial to internalize the expectations described in the Speaking Scoring Scale. For a student's

response to earn a particular score point on the scale, the response must meet all of the criteria outlined in the response characteristics column. If the response does not meet all three criteria of a score point, assign the score point below. The Speaking Scoring Scale also contains guidance for scoring off-task and off-topic responses.

This scale appears in each Listening, Reading, and Writing Test Booklet next to the Speaking Scoring Sheet, so it is easily accessible during test administration and scoring. This page of the test booklet also provides guidance for scoring off-task and off-topic responses.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

Apply the following procedures to score student responses to Speaking test tasks. Record scores on the Speaking Scoring Sheet at the end of the Listening, Reading, and Writing Test Booklet.

1. Select the score point that best describes the overall student response relative to the qualities of the model student response and the Speaking task expectations.

2. Review the bullet points in the row of the Speaking Scoring Scale for the score point that you've selected, and verify that the response meets all the criteria.

3. If the response does not meet all the criteria for the score point you selected, assign the score point one level below. For example, if the response does not meet all of the criteria for the Strong score point, record a score of Adequate on the Speaking Scoring Sheet.

The task number on the Speaking Scoring Sheet corresponds to the task number printed in the Speaking Test Booklet. The model student question and part of the model response for each task are also printed on the Scoring Sheet to help you compare your student's response to the model student's response. Assign one score for each task immediately following the student's response by completely filling in the oval for the score you select.

- Before you administer the Speaking test, complete the appropriate ACCESS for ELLs training course and learning modules via the WIDA Secure Portal.

- Do not pause the CD except as indicated in the script. The tracks include silent time during which students respond.

- Assign a score of Attempted in all of the following scenarios:

  - Your student repeats or reads from the task question and produces no original oral language.

  - Your student responds with "I don't know," and produces no additional original oral language.

  - Your student responds without demonstrating any understanding of or interaction with the task.

- Assign a score of Adequate and above whenever your student responds to a level 1 task with more than one word in English. The response can be as simple as an article and a noun (for example, "a chair") or verbatim repetition of the model student's response.

- Never penalize students for using language from the model student's response. Students may always echo the language they've heard, even on personal-preference tasks, so long as they include additional original oral language in their responses.

- Never penalize students for speaking with an accent. Some languages do not include the same sounds as English, so always score comprehensible, accented responses exactly as you would score a response that did not reflect a first-language accent.

- When students misinterpret tasks and produce responses that are related but not directly relevant or on-topic, the highest score they can earn is Adequate.

After Testing

After your students have completed the tests for all four domains (Listening, Reading, Writing, and Speaking), gather all of the test materials you initially received, both the used and unused test booklets. Review each test booklet and make sure all scoring is completed and that ovals are filled in completely in number 2 pencil. Verify that booklets are labeled correctly, and student demographic data is filled out, as necessary, correctly and completely. Securely destroy all scratch paper. Securely store all test materials until you return them to your test coordinator. See Section 3 of this manual for details on storing and returning test materials.

Section 6: ACCESS for ELLs Online

Test Design

ACCESS for ELLs Online is an English language proficiency assessment for students in grades 1–12 that tests the four language domains of Listening, Reading, Writing, and Speaking. The online format of the test is semi-adaptive, meaning the test platform tracks student progress in the Listening and Reading tests and presents test items based on students' previous performance. When students finish the Listening and Reading tests, the test platform evaluates their performance to assign them to the appropriate tier of the Speaking and Writing tests. Students are placed into one of three tiers for Speaking (Pre-A, A, or B/C) and one of two tiers for Writing (A or B/C). Students then complete all tasks in the non-adaptive Speaking and Writing domain tests.

WIDA recommends students take the Listening test first, followed by the Reading test. However, Listening and Reading can be administered in either order, followed by Speaking and Writing in either order.

ACCESS for ELLs Online Testing Groups for Listening, Reading, and Speaking		
Grade 1 all tiers	Grades 2–3 all tiers	Grades 4–12, all tiers (There are separate tests for the 4–5, 6–8, and 9–12 grade-level clusters.)
All grades and tiers can test together for **Listening** and **Reading**. However, the groups above reflect the available Test Administrator Scripts. If you test across grade-level clusters (for example, if you test third and fourth graders together), use the script for the lowest grade-level cluster, as that script uses simpler language to explain the test. Test times vary, so have a plan to dismiss students who finish early. See the Test Timing topic for details. **Administer Tier Pre-A Speaking tests individually.** For other Speaking tests, consider dividing the grades 4–12 students by tier so you can provide additional support to students taking the Tier A test. **Always keep testing groups small (no more than five students).** Ensure students have plenty of space in the testing room so they can listen and speak without distraction from other students.		

ACCESS for ELLs Online Testing Groups for Writing				
Grade 1 Tier A	Grade 1 Tier B/C	Grades 2–3 Tier A	Grades 2–3 Tier B/C	Grades 4–12, all tiers (There are separate tests for the 4–5, 6–8, and 9–12 grade-level clusters.)
State policy determines whether students in grade 4 and grade 5 handwrite Writing responses in a test booklet or type responses into the online test platform. In grades 6–12, students always type responses by default, but they may be allowed to handwrite responses when necessary. Consult your test coordinator if you're not sure which response method your students will use, and consider whether you need to assess any student's typing skills prior to testing.				

Identifying Speaking and Writing Tier

After students complete the Listening and Reading tests, you or your test coordinator must look up the students' tier placements in WIDA AMS. See the WIDA AMS User Guide for instructions.

It is critical that you access the exported file before students log in to begin the Writing and Speaking tests. It shows which test booklets you'll need for students who will handwrite responses to the Writing test, and it shows which students will take Tier Pre-A of the Speaking test and need an individual test administration session.

When exporting the details of a registration, you can view the tier of the Writing and Speaking tests that each student will take. Students who will type their Writing test responses and students who will take the Tier A or Tier B/C Speaking test can log in to the test platform right away after completing the first two domain tests, and the system will automatically launch the appropriate tier of the Writing or Speaking test.

Test Timing

Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for information on who in your school or district is responsible for test scheduling. Detail on scheduling is available in the District and School Test Coordinator Manual and the ACCESS for ELLs Online training course in the WIDA Secure Portal. All testing must be completed within your state's testing window.

ACCESS for ELLs Online is administered in four testing sessions, one for each domain. **In general, testing groups can include multiple grade-level clusters and tiers. However, grades 1 and 2–3 must be grouped according to grade cluster and tier for Writing. Keep testing sessions small enough that you can comfortably monitor and assist students as needed.**

Keep all Speaking testing groups to five students or fewer to ensure students have enough space and privacy to feel comfortable speaking aloud into a headset.

ACCESS for ELLs Online Estimated Test Timing				
These are timing estimates. They are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting test materials, and going over test directions. See the domain-specific topics below for details of in-seat testing time, and visit your member/state page of the WIDA website for additional local timing guidance.				
Domain	Group Size	Timing	Description	Scoring
Listening	No more than 15 students	Approximately 65 minutes	You read a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.	Centrally scored
Reading	No more than 15 students	Approximately 60 minutes		

ACCESS for ELLs Online Estimated Test Timing				
Writing	No more than 15 students	Approximately 70–90 minutes	For students in grades 1–3, you read a script while students view test items and handwrite responses in Writing Response Booklets. For students in grades 4–12, you read a brief, scripted introduction as students log in to the online test platform, where they view test items. Students either type responses in the online test platform or handwrite responses in Writing Response Booklets.	Centrally scored
Speaking	No more than 5 students	Approximately 50 minutes	You read a brief, scripted introduction as students log in to the online test platform, where they view test items and record their spoken responses.	Centrally scored

Because ACCESS for ELLs is designed to measure a student's English language proficiency level at a specific point in time, schedule test administrations as close as possible to one another. WIDA does not require all domains be administered within a specific time frame, but states and districts may provide guidelines on test scheduling.

Administer each language domain test in a single test administration session. Do not split a domain test across multiple days or multiple testing sessions within a single day. To avoid this scenario, allow plenty of time in the test schedule for students to complete the test. Plan ahead so students don't stop in the middle of a test for recess, lunch, or the end of the school day.

You can schedule more than one domain test on one day. However, to allow students to focus and show their best work, WIDA does not recommend scheduling all testing for any given student consecutively on one day. **Never administer different domain tests to a single testing group.** For example, don't have one student take the Listening test while another student takes the Reading, Writing, or Speaking test.

Additional test scheduling best practices include the following:

- Keep group testing groups to about 15 students or fewer. Larger groups are more difficult to effectively monitor. Split a single tier and grade-level cluster into multiple testing groups if necessary. If you test in larger groups, consider scheduling an additional trained proctor to help you monitor student progress and ensure test security. Adults who assist in this capacity must complete the ACCESS for ELLs Online training course in the WIDA Secure Portal.

- Students at the beginning stages of English language development are likely to do their best in small testing groups or individual testing sessions. For example, depending on how many students you have, consider scheduling separate test administrations for Tier A fourth graders and Tier A fifth graders even though these students fall into a single grade-level cluster and could test together.

- When you test across grade-level clusters, keep adjacent clusters together to avoid testing students at very different levels of language development in a single session. For example, it's fine to schedule a testing group that includes both students taking a grades 2-3 test and

students taking a grades 4-5 test. However, avoid creating a testing group that includes both students taking a grade 1 test and students taking a grades 4-5 test.

Test Materials

Except where noted, the following are **secure** test materials. Return them to your test coordinator when testing is complete. See Section 3 of this manual for details on secure material management.

ACCESS for ELLs Online Test Materials

Material	Usage
Student Test Roster	Summarizes registration information and lists the students who are assigned to the domain test, along with any accommodations they've been assigned. See the WIDA AMS User Guide for instructions on editing and printing rosters.
Student Test Ticket	Test tickets contain student, test, and login information. Students need a unique test ticket for each domain test. See the WIDA AMS User Guide for instructions on editing and printing tickets.
TMA Code	Code a student uses during the login process that will allow the TA to see student's progress in the Test Monitoring Application (TMA), if using. Test administrators can get these codes in the TMA.
Test Administrator Script - Grade 1 - Grades 2–3 - Grades 4–12	Contains everything you'll say to guide students through all four domain tests. Follow the script exactly. **Discard the grades 4–12 Online Test Administrator Script instead of returning it with the rest of your materials.**
Writing Test Booklet - Grade 1, Tier A - Grade 1, Tier B/C - Grades 2–3, Tier A - Grades 2–3, Tier B/C	Contains the pictures and prompts students see during the Writing test administration as well as space for students to handwrite their responses. All students in grades 1–3 take the ACCESS for ELLs Online Writing test in an entirely pencil-and-paper format.
Writing Response Booklet - Grades 4-5, Tier A - Grades 4-5, Tier B/C - Grades 6-8, Tier A - Grades 6-8, Tier B/C - Grades 9-12, Tier A - Grades 9-12, Tier B/C	Contains space for students to handwrite their responses to the Writing test prompts presented in the online test platform. These booklets are needed only for students who will handwrite instead of type their responses.

Each student taking ACCESS for ELLs Online needs a computer or tablet on which the DRC INSIGHT secure test browser has been installed.

In addition, students need headphones or a headset when they test on a computer or tablet. **Do not use speakers to administer the tests.** The headsets you use for the Speaking test must include a functioning microphone so that students can record their spoken responses. See the ACCESS for ELLs

Headset Specifications document in the WIDA Secure Portal for detail on WIDA-recommended device features. **To ensure test security, do not allow students to use Bluetooth headsets or personal earbuds.**

> Computers, tablets, headphones, and headsets are not needed when you administer the grades 1–3 Writing tests. All students in these grades take the ACCESS for ELLs Online Writing test in an entirely pencil-and-paper format.

Accommodations

ACCESS for ELLs Online offers several accommodations and a variety of accessibility features. Refer to the Accessibility and Accommodations Manual for detail. Note that Alternate ACCESS is a separate, paper-format assessment designed specifically for students with significant cognitive disabilities who participate in alternate state content assessments. See Section 7 of this manual for details on the Alternate ACCESS assessment.

Preparing for Testing

Visit the Preparing for ACCESS Testing webpage on the WIDA website for details on the steps you can take and the resources you can use to prepare yourself and your students for ACCESS for ELLs testing. The resources at ACCESS Test Practice and Sample Items can give you and your students a good sense of what to expect on the test.

In addition, be aware that each domain test of ACCESS for ELLs Online begins with several practice items. (These practice items are available through the webpage noted above.) You'll follow the Test Administrator Script to help students reach these items and then monitor their progress to ensure they understand the format of the test.

> When students are completing practice items:
>
> - Monitor students and help them log in or navigate the test as necessary.
>
> - Answer content, procedure, test tool, and technology questions.
>
> - Rephrase test directions. If allowed under your state's testing policy, it's okay to translate test directions and the practice items into the student's home language.
>
> - Help students adjust audio volume, position headphones and headsets, and follow the on-screen directions to record their responses on the Speaking test.
>
> - Don't interrupt those who are working independently.
>
> - Don't confirm or correct students' responses.

Planning for test day facilitates a smooth test administration and helps give your students a positive test experience. Here are a few best practices for test planning:

- Identify a testing space with enough devices for the number of students you'll test. Verify chargeable devices are fully charged or, ideally, can be plugged in throughout the test. Be sure you can see all the students and move around the room, and confirm that students have enough space that they won't be able to see each other's screens or test booklets. Give

students extra space for the Speaking test so they don't feel the need to talk over their neighbors as they take the test.

> It is especially important to let students practice the Speaking test. The more opportunities students have to interact with the test platform and become familiar with speaking into a headset, the more comfortable they will be on testing day.

- Test the internet connection on each testing device as well as the audio on all the headphones and the microphones on all the headsets students will use.

- Cover any posters that could assist or distract students during testing and make or obtain from your test coordinator a *Do Not Disturb: Testing* sign that you can place outside the door during testing. Consult your test coordinator about any additional testing room setup requirements that apply in your state or district.

- Have a plan for students who finish early. Arrange for reading material, drawing supplies, an adult to take students back to their classrooms, or another strategy in accordance with local policies to minimize disruptions for students who are still working.

- Make sure you'll have a functioning watch or clock in the testing room so you can follow the guidance in the Test Administrator Script on pacing the test.

- For the Writing test, make sure students have enough room for booklets and scratch paper, as applicable. Obtain enough sharpened number 2 pencils, with good erasers, for students being tested. Have extra sharpened pencils available, as sharpening pencils during testing could be distracting to students. Plan to re-sharpen pencils as needed between test administrations.

- Review the Student Test Roster and verify that you have a test ticket for each student scheduled to test. Verify that all of the information on each test ticket is correct, including the listed accommodations. Work with your test coordinator if you need to correct student information or move a student from one registration to another in WIDA AMS and reprint test tickets. Cut apart test tickets and keep them in a secure location until testing day. **Do not test until the students all have correct test tickets.** Securely destroy any incorrect tickets.

- Work with your test coordinator or technology coordinator to complete a System Readiness Check to ensure all DRC INSIGHT test engines are ready for testing. See the DRC INSIGHT Technology User Guide for details on this process.

Administering the Test

Keep the following in mind as you administer the test.

- Refer to the Test Materials topic above and verify that all students have everything they need to test.

- Do not pass out test materials until all students are seated.

- When distributing test booklets, confirm that each student receives the correct booklet along with at least one sharpened number 2 pencil with a good eraser. For details on correctly labeling and recording student information on test booklets, see Section 3 of this manual.

- **Distribute test tickets, verifying as you do that each test ticket is given to the correct student and that all information on the ticket matches the test plan for the student.** For

example, confirm a Writing test ticket includes "Writing HW" when appropriate to indicate that the student will handwrite responses in a test booklet instead of typing responses in the online test platform.

- Confirm that the Accommodations line shows accommodation codes as appropriate. N/A indicates that the student has not been assigned any accommodations.

WS ACCESS for ELLs - 2023-2024 Online Test Ticket
Reading Gr 4-5

First Name: Andrea
Last Name: Granso
Date of Birth: 4/4/20XX

Registration Name: Generic Grade 09
State Student ID: 123456789
Accommodation(s): EM, MC

This student will be eligible to extend testing of a domain over multiple days. They will also be able to control when the audio plays and will type a Writing response in the online test platform.

Username: agranso
Password: 248005

- **Follow the Test Administrator Script to guide students through the process of launching and logging in to the test.** Always read from a place in the room where all students can see and hear you clearly.

    - Help students log in as necessary. Consider planning to type in usernames and passwords for students in lower grades, if allowed under your state's testing policies.

    - The error message "Invalid Username or Password. Please try again." appears when students mistype their login information or attempt to log in to the wrong test. Instruct them to try a second time or enter the login information for them.

    - After students have signed in, their names and test information appear. Have them verify that everything is correct before they click Continue. If anything is incorrect, have the student exit the test and log in again. If the information is still incorrect, contact your test coordinator.

- Monitor and assist the students while they go through the practice items and encourage them to ask questions as needed. See the Preparing for Testing topic above for guidance on administering practice items.

- Make sure students understand the following basics of the test platform:

    - They cannot go back and review or change their responses to test questions. The Writing test is an exception. Students can review and edit their Writing responses before they submit them.

- The audio for each page plays automatically and will play only one time. The exception is when a student has been assigned an accommodation for repeated item audio.

- The pause button is used only with explicit test administrator instruction.

- **Do not encourage students to guess.** Although there is no penalty for guessing on ACCESS for ELLs, simply encourage students to do their best.

- Don't worry if the progress bar on students' screens suddenly jumps forward. Students must respond to each test item, enter text into the response area, or record some audio before they can move to the next screen of the test. They cannot skip questions. With the adaptive test design, the length of each student's test can vary depending on their performance on previous test items. Even if the progress bar does not move forward steadily, students are being presented with every appropriate test item.

- After students begin testing, collect the test tickets and keep them until the testing session is over. Before, during, and after administration, ensure test materials are stored and handled appropriately. For detail on test security practices, see Section 3 of this manual.

When students are completing scored test items:

- Monitor the room to ensure students are working independently and not using cell phones or other devices.

- Proactively help students who are having difficulty progressing. Watch for students who pause for a long time, and encourage those students to move on. Watch for students who click through the test rapidly, and encourage those students to do their best on each item.

- Help students adjust audio volume, position headphones and headsets, and follow the on-screen directions to record their responses on the Speaking test.

- Help students turn pages (especially students in lower grades).

- Answer test procedure questions.

- Rephrase test directions. If allowed under your state's testing policy, it's okay to translate test directions into the student's home language.

- Don't rephrase, read aloud, or translate test items or response options.

- Don't interrupt those who are working independently.

- Don't confirm or correct students' responses. Never provide or change a response for a student.

- Don't answer questions about content or language. Instead, remind students to do their best.

Breaks

Allow students to take brief breaks as needed between domain tests. For example, a restroom or stretch break between the Listening and the Reading tests is appropriate. Avoid interruptions during testing. Take breaks in the middle of a domain test only in emergencies, according to your professional judgment.

Unique Situations

In an emergency event such as a student illness during test administration or disruptive situations such as an announcement over the loudspeaker, a fire drill, or a loud noise outside, tell students to click the Pause Test button. If students are able to resume testing within 30 minutes of pausing, they will return to the test without having to re-enter their login information. If they paused the test on a screen with audio, the audio will automatically replay from the beginning. If students are not able to resume testing within 30 minutes of pausing, the test will automatically log them out. Students will need to re-enter their login credentials just as they did to begin the test originally, but the test will bring the student immediately to the place at which the test was paused.

If a test has been paused and you know the student will not return or will need to move to a different testing device, click the Exit Test button to log the student out. In this scenario, too, students need to re-enter their login credentials just as they did to begin the test originally, but the test will bring the student immediately to the place at which the test was paused.

Make every attempt to administer all four domain tests (Listening, Reading, Writing, and Speaking). In a few rare situations, you might judge it best to pause administration and allow the student to try again at a later time or to discontinue the domain altogether. For example, if a student is having an unusually difficult time during administration, perhaps refusing to respond to the test items and tasks, you can stop testing and attempt to administer the domain test the student struggled with at a later time. Consult your test coordinator on when it is appropriate to attempt to resume the administration of the domain test. If a second attempt fails, discontinue the administration of that domain test and move on to administer the next domain test. Work with your test coordinator to ensure an appropriate Do Not Score code is recorded in WIDA AMS.

Students must complete the Listening and Reading domain tests before the test platform will allow them to access the Speaking and Writing domain tests. If you discontinue the Listening or Reading domain test, work with your test coordinator to end the test in WIDA AMS so the student can access the last two domain tests.

Technology Troubleshooting

When issues arise, there are steps you can take before you contact your technology coordinator.

Error or Issue	Troubleshooting Steps
Invalid Username and Password message	Close the DRC INSIGHT browser. Re-launch the browser and verify the student is logging in to the correct test location. Re-enter the username and password.
Test Unavailable	Have the student complete the Listening and Reading tests before logging in to the Writing or Speaking test.

Error or Issue	Troubleshooting Steps
No audio	• Verify that neither the test device nor the headphones or the headset is muted. • Increase the volume level on the testing device. • Verify the headphones or the headset is connected correctly. • Close the DRC INSIGHT browser. Re-launch the browser and sign back in.
No image	Click the Pause Test button. Return to the test.
Inactive Next button	The student must respond to the item or task.
Inactive Record button	A response has been recorded. The student must continue to the next screen.
Student cannot type a Writing response	• Wait for the audio to finish playing. Students cannot type in the response area until the audio has stopped. • Check the student's test ticket and verify the Domain is Writing and not Writing HW. Students assigned to handwrite Writing responses cannot type responses into the online test platform. Give the student a booklet in which to write responses, or reassign the student to the appropriate (keyboarding) registration.

If the above steps do not resolve the issue, reboot the affected testing device and sign into the test again. If issues persist and only a few students are affected, close the DRC INSIGHT browser and have the students resume testing on different devices. If many students are affected, or if you've moved students away from devices that aren't functioning as expected, contact your technology coordinator.

Listening Test

Listening Test Materials

Have the following materials ready:

- Student Test Roster

- Student Test Tickets

- A computer or tablet for each student

- Headphones for each student

- Test Administrator Script

Listening Test Administration

Plan a testing time of about an hour. In addition to the test administration time, you need a few minutes to convene students, take attendance, launch the test platform and have students log in, go over test directions, and allow students to complete practice items. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Provide scratch paper only if students request it and if allowed under your state's testing policies.

Reading Test

Reading Test Materials

Have the following materials ready:

- Student Test Roster

- Student Test Tickets

- A computer or tablet for each student

- Headphones for each student

- Test Administrator Script

Reading Test Administration

Plan a testing time of about an hour. In addition to the test administration time, you need a few minutes to convene students, take attendance, launch the test platform and have students log in, go over test directions, and allow students to complete practice items. Visit your member/state page of the [WIDA website](#) for any state and district test timing guidance that applies to your students.

Provide students with scratch paper only if they request it and if allowed under your state's testing policies. Remind students that headphones are required only during the Reading test directions. After the students have listened to the test directions, they can take the headphones off. **There is no audio for the rest of the Reading test.**

Writing Test

Writing Test Materials for Grades 1–3

Have the following materials ready:

- Test Administrator Script. There is one Test Administrator Script for grade 1 and another script for grades 2–3. Each script contains both Tier A and B/C test scripting.

- Writing Test Booklets. **Be sure to use the correct booklets! The Writing Test Booklets are specific to ACCESS for ELLs Online. Do not use the Student Response Booklets, which are specifically for ACCESS for ELLs Paper.**

- At least one sharpened number 2 pencil, with a good eraser, for each student.

- Scratch paper, if allowed under your state's testing policies.

Writing Test Materials for Grades 4–12

Have the following materials ready:

- Student Test Roster

- Student Test Tickets

- A computer or tablet for each student. Even if students will handwrite their responses, they will listen to directions and view test content on screen. Ensure these students have enough space to look at the testing device and write in their response booklets.

- Headphones for each student

- Test Administrator Script. There is one Test Administrator Script for grades 4–12. This script is available in the WIDA Secure Portal.

- Writing Response Booklets for students who will handwrite their response rather than type in the test platform.

- At least one sharpened number 2 pencil, with a good eraser, for each student who will handwrite their response rather than type in the test platform.

- Scratch paper, if allowed under your state's testing policies.

> **Do not use ACCESS Paper materials for students who take ACCESS Online but handwrite their responses for the Writing domain.**
> The Paper test items and prompts do not match the Online test.
>
> Be sure you are providing the Writing Test Booklet (Grades 1 and 2–3), or the Writing Response Booklet (Grades 4–5, 6–8, and 9–12), to students handwriting their responses.

Writing Test Administration, All Grades

For specific information about grades 1–3 and grades 4–12, see the topics below. The time needed to complete the Writing test varies widely, depending on the grade-level cluster and tier of the test.

Plan a testing time of about an hour and 10 minutes for Tier A students and about an hour and a half for Tier B/C students. In addition to the test administration time, you'll need a few minutes to convene students, take attendance, distribute and collect test materials, go over test directions, and guide students through the sample writing tasks. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Writing Test Timing

The Writing test has students demonstrate in writing their English language proficiency for academic contexts by responding to a set of tasks and producing handwritten or typed responses. Move around the room during test administration to monitor students and ensure they're progressing through the test.

> **ACCESS for ELLs is not a timed test.** If students are working productively, use your professional judgment to give them as long as they need to complete the test.

Grades 1–3

Grade/Tier	Parts/Items	Estimated Timing
Grade 1 Tier A	Part A	15 minutes
	Part B	20 minutes
	Part C	20 minutes
		Approximately 55 minutes

Grade/Tier	Parts/Items	Estimated Timing
Grades 2–3 Tier A	Part A	20 minutes
	Part B	20 minutes
	Part C	20 minutes
		Approximately 60 minutes

Grade/Tier	Parts/Items	Estimated Timing
Grades 1–3 Tier B/C	Part A	20 minutes
	Part B	20 minutes
	Part C	20 minutes
		Approximately 60 minutes

Grades 4–12

Grade/Tier	Time per question	Total recommended time
Grades 4–12 Tier A	5–10 minutes	**Approximately 50 minutes**
Grades 4–12 Tier B/C	20 minutes	**Approximately 65 minutes**

Writing Test Administration, Grades 1–3

Students must be tested in groups organized by grade-level cluster and tier. The timing and scripting of the grade-level clusters and tiers differs.

Make sure students begin on the correct page. You might need to help students locate the beginning of the test. Students progress through the parts of the test as a group. The Test Administrator Script provides guidance on how to pace students as they respond to each task.

The Writing test includes scripted check-in points indicated by stop signs in the test booklets. These check-ins are your opportunity to help guide students through the test and encourage students to do their best.

> **Good. Now, turn the page again. Find the stop sign at the bottom of the page. Put your pencil on the stop sign.**
>
> To support students, you may hold up a test booklet and point to the stop sign. Scan the room and make sure all students have found the stop sign.
>
> **Every time you see a stop sign, I want you to stop writing. When you stop writing, put your pencil down and look at me. Then, I will know you are finished working on that part.**
>
> **Let's practice this now. Find the stop sign, put your pencil down, and look at me.**
>
> Practice this procedure until you are confident that students understand what to do. Answer any questions as they arise.

During check-ins, follow the script to explain the next part of the test to all students. Before letting students work independently, remind them to stop when they see the stop sign at the end of the task. When the time suggested in the script has passed, check in again with the students, according to the script. If all students have completed the task before the suggested time has passed, move on to the next part or, on the last part, finish the test according to the script.

Writing Test Administration, Grades 4–12

Students view directions and tasks on their computers or tablets, and then they respond by either typing in the response area on screen or handwriting in a test booklet. States determine whether grades 4–5 students type or handwrite responses by default. Visit your member/state page of the WIDA website to check which mode is the default for your students. Grades 6–12 students type responses by default but can handwrite responses when necessary. The Student Test Roster shows which response method your students will use.

In the rare scenario that a student begins the test with a response mode of typing but expresses discomfort, concern, or anxiety, you may allow the student to handwrite responses to the Writing test instead, provided you can fit this into your testing schedule and provided this change is allowed under your state's testing policies. Have the student log out of the test platform, and consult your test coordinator to determine whether there are available materials and time in the testing schedule to change the student's response mode. The test coordinator will need to move the student in WIDA AMS to a Writing registration with handwriting (HW) assigned before the student can re-start testing with a paper test booklet.

Students work at their own pace in the online test platform, so the time they spend on each task will vary. If you are administering both the Tier A and Tier B/C tests in a single testing session, consider seating the Tier A students in one part of the room and the Tier B/C students in another part of the

room. Because the timing of the parts of the two tiers differs, separating the students makes it easier to monitor their pacing throughout the test. The Test Administrator Script provides guidance on how to encourage students to pace their writing as they respond to each task.

Monitor students as they read the test directions, complete the practice tasks, and work through the Writing test. Check that students are completing each task. For students handwriting responses, make sure they understand that the test platform automatically exits the test after 30 minutes of no keyboard or mouse activity. If the test platform exits the test while students are writing, re-enter the login information on the test ticket to return to the test.

- Even though **the test is not timed,** monitor students and encourage those who don't seem to be working productively or who are lagging behind to move forward. Encourage them to focus and try to write something.

- Student responses are evaluated as first drafts for scoring. Typos or a lack of "polish" don't count against the student when scoring.

- If students are surprised by the amount of space provided for writing, remind them to follow the directions and address the task as completely as they can. There is no requirement that they use all the space provided. There is no exact or minimum number of words, sentences, or paragraphs that makes a good response.

- If a student fills the response space provided in a booklet or reaches the character limit when typing a response, verify the student is responding to the task appropriately. Assure the student that a cut-off response will not impact their score, and have the student move on to the next task.

- Encourage students who have extra time after completing a writing task to go back and correct, revise, or expand their responses.

- Collect and securely destroy all scratch paper at the end of the Writing test. Be sure students understand that only what they type in the test platform or write in the designated area of the response booklet will be scored.

Speaking Test

Speaking Test Materials

Have the following materials ready:

- Student Test Roster

- Student Test Tickets

- A computer or tablet for each student

- A headset for each student

- Test Administrator Script

Speaking Test Administration

The time students need to complete the Speaking test varies widely, depending on the grade-level cluster and tier of the test the student takes. Students work at their own pace in the online test platform, so the time they spend on each task will vary.

Administer the Speaking test to small groups of no more than five students. Students need plenty of personal space in the testing room so that they can comfortably speak at a normal volume without disrupting other students. Students taking the Tier Pre-A test, which is designed specifically for newcomer students at the beginning stages of English language development, will likely need extra support from the test administrator. They are also likely to complete their test more quickly than other students, as the Tier Pre-A test has simplified instructions and fewer tasks. Administer the Tier Pre-A Speaking test to students in individual administration sessions.

Plan a testing time of about an hour. In addition to the test administration time, you'll need a few minutes to convene students, take attendance, distribute and collect test materials, go over test directions, and allow students to complete practice items. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Provide students with scratch paper only if you believe it would be beneficial to them and if allowed under your state's testing policies. WIDA does not recommend this practice. While some students may benefit from writing down a few key words to help them organize their thoughts and produce a clear verbal response, the Speaking test is intended to measure spontaneous oral responses rather than planned, written responses that are read aloud.

The Speaking test has students demonstrate their proficiency with spoken English language for academic contexts by responding to thematically grouped tasks delivered with recorded audio provided in the online test platform. The test is completed entirely within the test platform, as students record their own responses as they speak into the microphone of their headsets. To support students' understanding of Speaking test tasks, the test is multi-modal. Students hear audio and see text on screen. Questions for the student are presented in a blue speech bubble on screen.

The audio recording provided in the test platform includes two voices: a virtual test administrator and a model student.

- The virtual test administrator guides your student through the test and asks questions designed to elicit language at targeted proficiency levels. While the virtual test administrator will instruct and guide your student throughout the Speaking test, you might need to encourage your student to respond when directed to do so by the virtual test administrator or clarify instructions for recording a response.

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- Each task on the Speaking test is preceded by a model student task and response. The questions posed to the model student are intended to elicit language at the same proficiency level as students are expected to produce in response to the tasks. In other words, each model student response demonstrates expected language use at a given proficiency level so that your student can offer a response that is similar in length and complexity to the response of the model student. The model questions are parallel to but not exactly the same as the questions presented as scored tasks.

Students begin the test with a microphone check. On-screen instructions guide them through the process of recording their voices and listening to what they've recorded to ensure the system is correctly capturing audio.

If the microphone check is unsuccessful, verify that the student's headset is working and not muted. Help students adjust their headsets as necessary to ensure they're speaking directly into the microphone. Then have students repeat the microphone check. It is very important that students do not proceed to the test directions unless they have heard their voices replayed during the microphone check.

Monitor students as they listen to the test directions, complete the microphone check, and work through the Speaking test. Watch that students continue to speak directly into the microphone and

don't move during the test such that the microphone can't record their voices. A message appears on screen whenever the system fails to record any audio during a student's attempt to respond.

Remind students to think about their responses before they click Record. After the student clicks Record, there is a limited amount of time before the system automatically stops recording. Many students offering appropriate responses will not reach this limit, and it is fine for students to think silently in the middle of a recording before speaking again. However, students have the best chance of creating a good recording and a high-scoring response if they think first and are ready to speak when they click Record. There is no penalty when a student's response is cut short by the recording time limit.

- **Students have only one chance to record a response.** When the student clicks Stop or the response time runs out, any audio the system recorded is the response that will be scored. Because the Speaking test is intended to measure spontaneous responses rather than practiced or memorized speech, students cannot go back and review, change, or re-record their responses.

- The time limit for a recorded response is specific to the grade-level cluster, tier, and level of each task on the Speaking test. The response timing feature is explained in the test directions and demonstrated in the practice items. However, many students who give acceptable responses will never encounter the on-screen indicators that appear when their recording time is almost over.

- Students don't need to use the entire response time to give a good response. When they finish speaking and are satisfied with their responses, they can click Stop and move on to the next task.

Speaking Test Troubleshooting

If the system fails to pick up any audible noise when a student clicks Record, a message appears on screen prompting the student to check the microphone, speak loudly, and try recording a second time. If a second attempt is unsuccessful, a new message appears on screen prompting the student to wait for help. Clicking OK in the second message exits the test platform (all previously recorded responses are saved) so you can do the following:

- Ensure the student's headset is properly connected to the testing device.

- Ensure the student's headset is properly adjusted so that the student can speak directly into the microphone.

- Ensure the student's headset isn't muted.

- Ensure the student's headset is set as the default audio device for the testing device.

If the headset appears to be working, have the student log back in to the test. The test resumes on the task to which the student was last responding, and the student can try again to record a response and move on to the rest of the test.

If the issue persists, try these approaches:

1. Have the student use a different headset.

2. Have the student move to a different testing device.

3. Work with your technology coordinator to resolve the issue.

Monitoring Testing

Users with the appropriate permissions can conduct online monitoring of a student's in-school testing experience using the Test Monitoring Application (TMA). The TMA provides real-time details, including active status within the test and the student's progress through the assigned test. For more information, see WIDA AMS and the WIDA AMS User Guide.

Work with your test coordinator to ensure testing is progressing as scheduled and that all tests will be completed by the close of your state's testing window. You can track the domain tests that students have completed and check the status of each scheduled test session in WIDA AMS. Refer to the District and School Test Coordinator Manual for more information on this process.

> Access to the Student Status Dashboard requires specific WIDA AMS permissions. Contact your test coordinator if you can't access this feature.
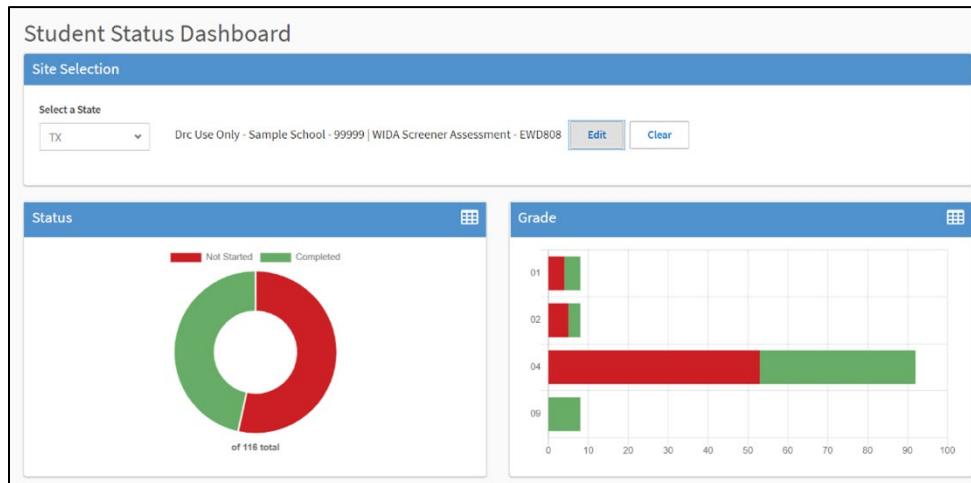
After Testing

After your students have completed the tests for all four domains (Listening, Reading, Writing, and Speaking), gather all of the test materials you initially received, both the used and unused test booklets. Verify that any used booklets are labeled correctly, and student demographic data is filled out, as necessary, correctly and completely. Securely destroy all scratch paper. Securely destroy all student test tickets. Securely store all test materials until you return them to your test coordinator. See Section 3 of this manual for details on storing and returning test materials.

Section 7: WIDA Alternate ACCESS

Test Design

WIDA Alternate ACCESS is an English language proficiency assessment for students with the most significant cognitive disabilities. It is typically appropriate for ELs who participate, or who would be likely to participate, in your state's alternate content assessments.

Alternate ACCESS assesses the four language domains of Listening, Reading, Speaking, and Writing. Items in each domain address each of the five WIDA English Language Development Standards:

1. Language for Social and Instructional Purposes

2. Language for Mathematics

3. Language for Science

4. Language for Language Arts

5. Language for Social Studies

Items target five of the six WIDA alternate English language proficiency levels: 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, and 5—Bridging. Level 6—Reaching is considered proficient in English and therefore is not assessed on the Alternate ACCESS test.

Components of WIDA Alternate ACCESS			
Domain	Standards	Tasks	Targeted Proficiency Levels
Listening	All	10	1-5
Reading	All	10	1-5
Speaking	All	8	1-5
Writing	All	8	1-5

Each individually administered domain test of Alternate ACCESS is semi-adaptive, meaning that administration ends when the student scores No Response, Incorrect, or Approaches on three consecutive tasks. The domain tests can be administered in any order, and the different domain tests can be administered on different days, with no minimum or maximum break between the administrations. Alternate ACCESS is available in four grade-level clusters.

WIDA Alternate ACCESS Grade-Level Clusters			
Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12

> **You are the only person who evaluates and scores the student's responses!** When you return test materials for analysis, the scores you mark are used to generate the student's score report. Always mark scores using a number 2 pencil and fill in ovals completely. Using slashes, check marks, or dots instead of filling in ovals completely can prevent the student from receiving a score!

Test Timing

Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for information on who in your school or district is responsible for test scheduling. Detail on scheduling is

available in the District and School Test Coordinator Manual. All testing must be completed within your state's testing window.

Alternate ACCESS is administered in four testing sessions, one for each domain. **Each domain test takes about 30 minutes.** However, due to the adaptive nature of the test and the unique abilities and behaviors of your students, actual test times can vary widely. Breaks during the test administration session (as described later in this section) are appropriate for Alternate ACCESS students, and these interruptions can increase the time you'll need for test administration.

In addition to actual testing time, you need time to welcome the student, distribute and collect test materials, and go over test directions. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Test Materials

> Remember Alternate ACCESS test materials will be recognizable by name
> as well as by the image of our test guide dog, Candoo!

All of the following are secure test materials. Return them to your test coordinator when testing is complete. See Section 3 of this manual for details on secure material management.

WIDA Alternate ACCESS Test Materials

Material	Usage
Test Administrator Script	Contains everything you say to guide students through all four domain tests.
Test Booklet	Contains the pictures and prompts students see for the Listening, Reading, and Speaking domain tests.
Student Response Booklet	Contains space to note details about the test administration, mark scores for the Listening, Reading, and Speaking domain tests, and the pictures, prompts and response space for the Writing domain test. Also includes the Individual Characteristics Questionnaire (ICQ). (See Section 3 for information about filling out the ICQ.)

As needed and appropriate for the student, you can adapt the Test Booklet by cutting it apart and presenting the graphics in another format. For example, you might attach them to an eye gaze board or mount them on foam core or blocks to give students a tactile method of responding.

- If adapting the Test Booklet, you must present the item in the same layout and order as the original booklet.

- Always keep the pieces of a disassembled booklet together and identified with the bar code from the back of the booklet. For example, you might put all the pieces in a large envelope or a small box, write the student's name on it, and securely tape on the barcode.

> **Do not adapt the Student Response Booklet!** This booklet is scanned to collect scores, and should not be disassembled or modified in any way.

Do not photocopy test materials, except for the purpose of enlarging graphics. If enlargement is necessary, erase the copier's digital memory after the test materials are copied. Consult your test coordinator for guidance on enlargement policies and procedures.

Accommodations

Alternate ACCESS offers several accommodations and a variety of accessibility features. Refer to the Accessibility and Accommodations Manual for detail. Keep in mind that many accommodations that are appropriate for other ACCESS for ELLs tests are not applicable for Alternate ACCESS because the whole test is administered by you and is not timed. For example, accommodations related to test audio and human readers do not apply to Alternate ACCESS.

Preparing for Testing

Planning for test day facilitates a smooth test administration and helps give your students a positive test experience. Here are a few best practices for test planning:

- Identify a quiet, familiar testing space with enough room to comfortably accommodate the student, yourself, and the test materials.

- If the student uses assistive technology devices, have them available in the testing room.

- Cover any posters that could assist or distract students during testing unless this change would be disruptive or distracting to your student.

- Make or obtain from your test coordinator a *Do Not Disturb: Testing* sign that you can place outside the door during testing. Consult your test coordinator about any additional testing room setup requirements that apply in your state or district.

- Verify that you have all necessary test materials (see the WIDA Alternate ACCESS Test Materials table, above).

- Bring at least one sharpened number 2 pencil, with a good eraser, for yourself. In addition to ensuring the score sheets are completed correctly, you can use the eraser of a pencil to point to objects as instructed in the Test Administrator Script.

- Ensure the student's preferred writing instrument is available for the Writing test.

- Confirm that each Student Response Booklet has an appropriate label and the correct information completed on the demographic sheet. See the Marking Test Booklets topic in this manual for details.

Instructional Supports and Augmentative Communication Devices

Individualized instructional supports that you're used to using with the student in everyday classroom instruction can be used during testing only if they do not change what is being tested. For example, do not provide graphic organizers, do not decrease the number of response choices you present to the student, and do not select or provide responses for the student. Work with your test coordinator as you plan which supports you'll use on testing day.

An Augmentative/Alternate Communication (AAC) device is considered the student's voice, for testing purposes, and does not need to be documented as an accommodation. Because it is unusual for individual sounds to be programmed into speech-generating devices, any test item for which the student is asked to produce an isolated phoneme can be correctly answered by the student indicating a letter. For example, if you ask the student to say /g/, the student could indicate the letter G. Additionally, available vocabulary may impact a student's ability to respond to specific test items.

For example, if a student is asked to identify an apple and the student does not have access to the word "apple" on their AAC, it is unreasonable to require the student to say, "apple." On multiple choice items, the student can indicate their response by indicating the letter or number of their response choice.

Never provide a special Alternate ACCESS page on a student's communication device just for the assessment. Such an arrangement would not be representative of the student's day-to-day skills with English language for academic contexts. Take care when interpreting English language proficiency scores for students who use AAC devices, as their proficiency with the device as well as available vocabulary can impact the test experience.

Administering the Test

Your rapport with students sets a positive tone for testing. Greet students as naturally as possible in accordance with whether and how well you know them. Follow the warm-up script to create a welcoming environment and to help students feel comfortable in the test setting. Pay close attention to the student throughout the test. A student having a bad day is unlikely to fully demonstrate his or her linguistic abilities. If the testing schedule allows, you might stop and resume the domain test from where you left off on a different day to ensure you capture the most valid demonstration of the student's abilities. In any case, do your best to ensure the student has a positive test experience.

In addition, keep the following in mind as you administer the test:

- **Follow the Test Administrator Script exactly.** Read only the parts that are printed in bold type on a white background. Emphasize words that are underlined. Take note of the Moving On boxes, which include scripting for either continuing or stopping the domain test. The instructions students hear are black and bold. Anything that is in regular (not bold) type is not read aloud. Regular type text helps guide you through the test administration.

- Confirm you have the correct booklet for the student. For details on correctly labeling and recording student information on test booklets, see Section 3 of this manual.

- Do not present any test materials until the student is ready.

- **Do not encourage students to guess.** Although there is no penalty for guessing on Alternate ACCESS, simply encourage students to do their best.

- You have the option to transcribe student responses for both the Speaking and Writing tests. Transcription provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

- Only fill in one response per task. If there is more than one bubble filled in, the task cannot be scored.

- Before, during, and after administration, ensure test materials are stored and handled appropriately. For detail on test security practices, see Section 3 of this manual.

Breaks

Allow students to take brief breaks as needed within domain tests. For example, a restroom or stretch break between domains is appropriate. As much as possible, avoid interruptions during testing.

Stopping

Stop each domain test when a student offers no response, an incorrect response, or an Approaches response on three consecutive tasks. Follow the scripting in the Moving On box to end the test, and mark the remaining tasks as Not Administered in the Student Response Booklet.

Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	two pennies	○	●	○	○	○	n/a
2	calculator	○	○	○	●	○	n/a
3	glue	○	○	○	●	○	n/a
4	computer	○	○	●	○	○	○
5	sunny day	○	○	○	●	○	○
6	test tube	○	○	○	●	○	○
7	sandals	○	○	○	●	○	○
8	road map	○	○	○	○	○	●
9	recycling bin	○	○	○	○	○	●
10	the desert	○	○	○	○	○	●

The student has received **only two** Incorrect scores in a row at this point, so testing continues.

The student has received **three** Incorrect scores in a row at this point, so testing ends.

Only fill in the Not Administered ovals in situations where a test administration has stopped because the student has received No Response, Incorrect, or Approaches on three items in a row. If you stop administration of a domain test for a different reason, indicate a Do Not Score code on the back of the test booklet for the relevant domain. See Section 3 of this manual for more information on Do Not Score codes.

Listening and Reading Tests

Administering the Listening and Reading Tests

Keep the tests going at a steady pace. Read clearly and don't rush, but also avoid slowing down unnaturally.

> The reading domain includes a new item type called Closed Cloze. This item type looks like a fill-in-the-blank item, but students will have wording options to choose from.

Go through the following procedure for each item, pausing after each cue to let the student respond.

1. Follow the directions in the script to read through CUE A.

2. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond, repeat CUE A.

3. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond to the repeated CUE A, read CUE B.

4. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond to CUE B, read CUE C.

5. Mark the Student Response Booklet and follow the directions in the Moving On box.

Scoring the Listening and Reading Tests

Fill in one oval per row in number 2 pencil:

- Fill in the **Cue A** oval when the student responds correctly after hearing CUE A (either the initial prompt or the repeated prompt).

- Fill in the **Cue B** oval when the student responds correctly after hearing CUE B. In this case, the student has heard CUE A twice in addition to hearing CUE B.

- Fill in the **Cue C** oval when the student responds correctly after hearing CUE C. In this case, the student has heard CUE A twice in addition to hearing CUE B and Cue C.

- Fill in the **Incorrect** oval when the student responds incorrectly to any cue **and provides no further response or an incorrect response to all additional cues**.

- Fill in the **No Response** oval when the student provides no evidence of engagement or does not respond in English, even after you present all cues.

- Fill in the **Not Administered** oval if you stop the test without administering the task.

Speaking Test

The Speaking test has eight tasks that progressively increase in difficulty from level P1 to level P5. Each task in the Speaking test is made up of three questions. You will transcribe and score student responses. The expectations of a student response at each proficiency level are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors, included in Appendix C of this manual.

Take time to become familiar with the expectations at each proficiency level before you administer the test. During test administration, take note that **QUESTION 1 of each task is aligned to the proficiency level of the item, and the proficiency level expectation for each Speaking task is listed in the Student Response Booklet**. QUESTIONS 2 and 3 offer the student additional scaffolding and support. Test administrators will score Meets for the question that the student responds to appropriately. If the student does not meet the expectation for QUESTIONS 1, 2, and 3, then the test administrator will mark Approaches or No Response. Consult the table below for expectations at each proficiency level.

Proficiency Level	Fill in the Meets oval when:
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4	The student responds with two or more simple connected statements or questions related to the task.
5	The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts.

The specific proficiency level expectations are listed in the Student Response Booklet next to the scoring bubbles.

Transcribing the Speaking Test

For both the Speaking and Writing tests, there is space provided in the Student Response Booklet for you to transcribe student responses. **Transcription is optional** and provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

Capture the student's spoken response as well as any non-verbal communication that informed how you scored that response. For example, for a non-verbal student you may write "Student used eye gaze to look at the tree" or "Student used AAC device to respond, Walk to store." If the student's speech is incomprehensible, write "Response was incomprehensible." See the Accessibility and Accommodations Manual for additional information on transcription.

SPEAKING						
If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session. Fill in one bubble per task. Mark all tasks that were not administered **Not Administered**. As the student responds, transcribe the student's response verbatim in the box below the item.						
Task	Expect	Meets			Approaches	No Response	Not Administered
		Q1	Q2	Q3			
1	Q1: Chunks of language or phrases (at least 2)	◯					
	Q2: Chunks of language or phrases (at least 2)		◯				
	Q3: At least 1 intentional sound or word			◯			
					◯	◯	n/a
Transcription of student response (optional):						

Administering the Speaking Test

Students have six opportunities (QUESTIONS 1, 2, and 3 with repetition) to provide a **Meets** response to each Speaking task. If the student demonstrates the Meets scoring criteria at any point during a task administration, follow the script in the Moving On box to continue to the next task.

If a student asks you to repeat a question, do so and don't count this request as the repetition built into the standard administration procedure described below. If a student asks for an explanation of a word or phrase in the task, verify that the student understood your pronunciation. If pronunciation is not an issue, encourage the student to respond based on what they do understand of the question.

Go through the following procedure for each task. Pause after each question to let the student respond:

1. Follow the directions in the script to read QUESTION 1 and transcribe the student's response in the designated Transcription box.

2. If the student's response meets the Expect Statement for QUESTION 1 located in the Student Response Booklet, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond, repeat QUESTION 1.

3. If the student's response meets the Expect Statement for QUESTION 1, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond to the repeated QUESTION 1, read QUESTION 2.

4. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 2 or the student does not respond, repeat QUESTION 2.

5. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 2 or the student does not respond to the repeated QUESTION 2, read QUESTION 3.

6. If the student's response meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 3 or the student does not respond, repeat QUESTION 3.

7. If the student meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3, fill in the Approaches bubble. If the student does not respond, mark the No Response bubble.

8. Follow the script in the Moving On box.

Scoring the Speaking Test

Mark a score that reflects the student's best response to a task. For example, if a student provides a response that approaches the scoring criteria and then provides no further response, give the student a score of Approaches for the task.

Fill in one oval per row in number 2 pencil:

*   Fill in the **Meets** oval when the student's response meets or exceeds task level expectations. Expectations are listed in the Student Response Booklet next to the scoring bubbles.

- Fill in the **Approaches** oval after reading QUESTION 3, when the student provides a response and there is clear evidence that the demands of the task are beyond the student's current linguistic abilities. For example, if you ask for a word and the student simply vocalizes, that response is scored Approaches.

- Fill in the **No Response** oval when the student provides no verbal response in English.

- Fill in the **Not Administered** oval if you stop the test without administering the task.

Pronunciation is not evaluated in Speaking responses unless the student is providing a specific phoneme. For example, if a student says "all" instead of "ball," score the response as Meets because the student communicated a comprehensible response.

Writing Test

For the Writing test, students interact directly with the Student Response Booklet. They can use their preferred writing instrument, and they can write in the booklet, on a separate piece of paper, or on any medium they typically use during instruction, provided the tool gives the student access to all 26 letters of the alphabet. For example, a student might use a pen, a marker, a whiteboard, a keyboard, an alphabet flipbook, or an eye-gaze board instead of providing paper-and-pencil responses. Students who use symbol systems or AAC devices should use the keyboard in the device or have access to an alternate pencil when writing is required.

When a student uses an alternate device and does not write directly in the Student Response Booklet, you are allowed to scribe their responses. For example, if a student uses an assisted writing system, have the student spell each word. If you ask the student to draw or trace in the booklet and the student uses a finger rather than a writing instrument, copy the movement the student demonstrated with your pencil. See additional transcription guidelines in the Accessibility and Accommodations Manual.

> The Writing test in grades K–2 differs from the Writing test in grades 3–5, 6–8, and 9–12, as it includes additional scaffolding and modeling throughout QUESTIONS 1, 2, and 3. Often these supports include shared writing activities where the test administrator writes part of the response, and the student completes the task.
> This intentional design is intended to support early literacy and writing for early learners.

The expectations of a student response for each task are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors, included in Appendix C of this manual.

Take time to become familiar with the expectations at each proficiency level before you administer the test. During test administration, take note that **QUESTION 1 of each task is aligned to the proficiency level of the item, and the proficiency level expectation for each Writing task is listed in the Test Administrator Script by the scaffolded question.**

If meets, go to *MOVING ON* box.	
If approaches or no response, continue on next page.	
Q1 EXPECT	The student writes a single word.

QUESTIONS 2 and 3 offer the student additional scaffolding and support. Test administrators will score Meets for the question that the student responds to appropriately. If the student does not meet the expectation for QUESTIONS 1, 2, and 3, then the test administrator will mark Approaches or No Response. Consult the table below for expectations at each proficiency level.

Proficiency Level	Fill in the Meets oval when
1	The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task.
2	The student writes a single word related to the task.
3	The student writes one or more chunks of language, phrases or clauses related to the task.
4	The student writes one simple sentence related to the task.
5	The student writes at least two simple sentences or at least one compound sentence with detail related to the task.

Transcribing the Writing Test

For both the Writing and Speaking tests, there is space provided in the Student Response Booklet for you to transcribe student responses. **Transcription is optional** and provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

Transcribe any student marks that may not be easily decipherable. If you include a transcription, please put quotation marks around it, so that independent reviewers can easily identify it. See the Accessibility and Accommodations Manual for additional information on transcription.

Administering the Writing Test

Follow the script to read through the directions for the task, and if the student's response is difficult to decipher, be sure to transcribe it before moving on.

Students have six opportunities (QUESTIONS 1, 2, and 3 with repetition) to provide a **Meets** response to each Writing task. If the student demonstrates the Meets scoring criteria at any point during a task administration, follow the script in the Moving On box to continue to the next task.

If a student asks you to repeat a question, do so. Do not count this request as the repetition built into the standard administration procedure described below.

Go through the following procedure for each task, pausing after each question to let the student respond:

1. Follow the directions in the script to read QUESTION 1. Transcribe the student's response, if necessary.

2. If the student's response meets the Expect Statement in the Test Administrator Script, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement in the Test Administrator Script or the student does not respond, repeat QUESTION 1.

3. If the student's response meets the Expect Statement in the Test Administrator Script, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next

task. If the student's response approaches the Expect Statement in the Test Administrator Script or the student does not respond to the repeated QUESTION 1, read QUESTION 2.

4. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 2 or the student does not respond, repeat QUESTION 2.

5. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 2 or the student does not respond to the repeated QUESTION 2, read QUESTION 3.

6. If the student's response meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3 or the student does not respond, repeat QUESTION 3.

7. If the student meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3, fill in the Approaches bubble. If the student does not respond, mark the No Response bubble.

8. Follow the script in the Moving On box.

Scoring the Writing Test

Mark a score that reflects the student's best response to a task. For example, if a student provides a response that approaches the scoring criteria and then provides no further response, give the student a score of Approaches for the task.

> Mark a score on the bottom of **each page** of Writing section in the Student Response Booklet.

Fill in one oval per row in number 2 pencil:

- Fill in the **Meets** oval when the student's response meets or exceeds the Expect Statement for the question. Expect Statements are listed in the Test Administrator Script under the prompt for each QUESTION.

- Fill in the **Approaches** oval only after administering all three questions and when the student provides a response, but there is clear evidence that the demands of the task are beyond the student's current linguistic abilities.

- Fill in the **No Response** oval when the student provides no written response in English.

- Fill in the **Not Administered** oval if you stop the test without administering the task.

Incorrect and phonetic spelling is acceptable as long as the errors do not impede your understanding of the student's response. For example, don't lower a student's score because the response includes the word "bal" instead of "ball." However, arbitrary letters and invented marks are not scorable. For example, "bLv" and "KQ" are not words, but "plnt" instead of "plant" or "bo" instead of "boy" can be scored as part of a written response.

After Testing

After your student has completed the tests for all four domains (Listening, Reading, Speaking, and Writing), gather all of the test materials you initially received, including any materials you modified to meet a student's needs. Review each test booklet and make sure all scoring is completed and that ovals are filled in completely in number 2 pencil. Verify that booklets are labeled correctly, and student demographic data is filled out, as necessary, correctly and completely. Securely store all test materials until you return them to your test coordinator. See Section 3 of this manual for details on storing and returning test materials.

Part 3: Test Scoring and Score Reports

> Due to standard setting for the new Alternate ACCESS, which will take place in July of 2024, the 2023–2024 Alternate ACCESS scores will be released in WIDA AMS and reports delivered to district/school sites in the fall of 2024. (Scores for ACCESS and Kindergarten ACCESS will be released according to regular reporting schedules.)
> See WIDA Alternate ACCESS Updates for up-to-date information about Alternate ACCESS.

WIDA's technology and test processing partner, DRC, provides score reports for all ACCESS for ELLs testing. DRC reports a score for a domain whenever there is evidence that a student responded or attempted to respond to at least one item in the domain test.

Attemptedness criteria for English language proficiency testing must permit beginning English learners to show what they can do, and it must ensure they receive scores even if they are unable to respond in English. However, the criteria must also ensure that students who did not meaningfully engage with a test are not awarded a beginning English language proficiency score when that might not accurately represent their language abilities.

Assessment	Domain	Minimum Attemptedness Criteria
Kindergarten ACCESS for ELLs	All domains	A student response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.
ACCESS for ELLs Paper	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	One task has been scored on the score sheet.
	Writing	A mark is made in the response space for a scored (not practice) item in the booklet.
ACCESS for ELLs Online	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	The Record button was clicked and audio captured for one task.
	Writing	A visible keystroke (not a space or a line return) was captured. **or** A mark is made in the response space for a scored (not practice) item in the booklet.
WIDA Alternate ACCESS	All domains	A student response or non-response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.

When a domain test fails to meet the attemptedness criteria, a blank space appears on the score report for that domain and for any composite scores that incorporate that domain score. NA appears instead of a blank when any of the Do Not Score codes have been recorded. For more information on understanding and using student scores and score reports, refer to the interpretive guides for score reports (wida.wisc.edu/resources?keys=interpretive).

Scoring by the Test Administrator

The following appendices contain scoring tools for the ACCESS tests and domains that are individually administered and scored by the test administrator.

Appendix A: Pre-K and Kindergarten Rubrics and Examples

WIDA Speaking Rubric—Kindergarten

WIDA Speaking Rubric
KINDERGARTEN

Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic, or semantic errors that don't impeded the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of oral sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those and English proficient peer might make

WIDA Writing Rubric—PreK–Kindergarten

WIDA Writing Rubric
PREK–KINDERGARTEN

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence: Complete "Story"	• Text presents **one** clear example of a successful attempt at producing related, connected English phrases and sentences • At least **two** clear sentences are present • A logical sequence or relationship between phrases and sentences is present • Each phrase or sentence contains at least **two** "words"	• "Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately • "Words" are clearly recognizable and contain beginning, middle, and ending sounds (in longer words)	• Invented spelling and/or lack of mechanics may impede full comprehensibility of the text • Inventive spelling closely approximates standard spelling • Evidence of capitalization and punctuation may be present • No clear observable influence of native language is present
5 Evidence: "Story"	• Text presents **one** clear example of a successful attempt at producing at least **two** related or connected English phrases or sentences • At least **one** clear sentence is present • A logical or sequential word order within phrases or sentences is present • Each phrase or sentence contains at least **two** "words"	• "Words" go beyond memorized, high-frequency vocabulary • "Words" are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) • All key "words" in the related or connected phrases or sentences are attempted	• Invented spelling and/or lack of mechanics may impede comprehensibility of the text • Evidence of word boundaries is present • Observable influence of native language may be present
4 Evidence: "Phrase or sentence"	• Text contains at least **one** clear example of a successful attempt at producing an English phrase or short sentence • The phrase or short sentence contains at least **three** "words"	• At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like…,' 'I play…') • "Words" are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) • Letter sounds within words may be out of order • All key "words" in the phrase or short sentence are attempted	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the text • Attempts at word boundaries may be present • Observable influence of native language may be present

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Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	Text contains at least **two** clear, independently produced examples of successful attempts at producing English words	• At least one word goes beyond memorized, high-frequency words (e.g., 'cat', 'dog') • "Words" may be recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) • Letter sounds within words may be out of order	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the words • Observable influence of native language may be present

2
Evidence:
Sound/letter correspondence
	Text contains at least **two** clear, independently produced examples of successful attempts at producing English sound/letter correspondence	• Evidence of sound/letter correspondence may be provided by attempts at any of the following:
		  • beginning and ending word sounds
		  • beginning and middle word sounds
		  • middle and ending word sounds
		  • beginning word sounds only
		  • a single sound representing a word
		• Examples of letters may be in list form, written vertically or horizontally
		• Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present
			• Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences
			• Observable influence of native language may be present

1 Evidence: Letter copying	Text contains clear evidence of successful attempts at writing at least **two** letters, of which one may display knowledge of sound/letter correspondence	Evidence of ability to write letters may be provided by any of the following: • writing own name • copied letter(s) • random letter(s) • traced letter(s) • scribble writing	Poor letter formation quality may impede recognition of letters
0 Evidence: Letter and/or picture	• Text contains no more than one clear, independently written letter • No response	Symbols or pictures, perhaps copied from graphics, may be present	No language control is evident due to lack of text

Kindergarten Scoring Examples
Inventive Spelling

Inventive Spelling Examples			
Partial word: a single sound or two sounds represented by letters	BF butterfly		B bookbag
Word: beginning, middle, and end sounds represented by letters	babak backpack	afes office	Tak talk
Phrase: a word and a modifier with evidence of word boundaries	BONE PreBE bunny pretty		
Sentence: a phrase that includes a subject and verb, with or without punctuation or capitalization	OUT LOZ DIY HIZ DVIN PAK PKC One day David lost his backpack		

Scoring Examples for Part B

Part B Scoring Examples: High Score, starting at E4//5
Look for: Two or more recognizable words that show the student has some understanding of where one word ends and another begins. Words can be independent, in a list, or part of a phrase or sentence. At least two words must be complete.

These words show an understanding of beginning, middle, and end sounds.

Bacpak Thr
Backpack, teacher

Nrs
Nurse

Part B Scoring Examples: High Score, starting at E4//5

This phrase includes high frequency words and includes representations of the beginning, middle, and end sounds of multiple words.

BOY   CAN FAUND BAPUC

Boy can find backpack

This example shows an attempt at beginning, middle, and end sounds as well as word boundaries. There is a "Z" for an "S" in "lost" and "his," but inventive spelling is acceptable. The second letter in the first word could be an inverted "n."

OUT   DIY   OVIN
LOZ   HIZ   PAK PKC

One day, David lost his backpack.

These examples show very good sound-symbol correspondence as well as representations of beginning, middle, and end sounds.

tiCHon
DoCtor

Teacher, doctor

This example demonstrates multiple, connected words, generally good spelling and letter formation, and knowledge of word boundaries.

When He lost his
back back.

When he lost his backpack

While these examples include letter and sound substitutions ("B" for "D" and "oi" for "oy"), such writing features are normal for kindergartners. Overall, these examples show a good understanding of beginning, middle, and end sounds.

DOi   Tak
gor   lak
        DaDor

Boy, girl, talk, clock, doctor

Part B Scoring Examples: High Score, starting at E4//5

These examples show a good understanding of beginning, middle, and end sounds, even though they also include a letter reversal (the "G" in "playground" is backwards).

bacai
paeran
hras

Bookbag, playground, nurse

These words are a good example of a student writing what she hears: the word "the" is written as "du." This example shows good word spacing and a recognition of beginning, middle, and end sounds.

dy boi deret Fan jez
bubeg du hrz tod
jen tu teo du tichr
piegrad

The boy didn't find his book bag. The nurse told him to tell the teacher playground.

These words show an understanding of beginning, middle, and end sounds.

hrs   afes
techr

Nurse, teacher   office

This example includes a variety of words with spelling that approximates standard spelling.

dived los hes BakBak
he tels hes techer ed telg
de techer tel to de ners

David lost his backpack. He tells his teacher and tells the teacher to tell the nurse.

These examples show a good understanding of beginning, middle, and end sounds, even though they include inventive spelling (the /t/ sound is represented by "ch").

babak
chicher

Backpack, teacher

Part B Scoring Examples: Mid Score, start at E3

Look for: Clear evidence of sound-symbol correspondence, with at least two sounds from a single word represented (possibly using inventive spelling).

This example shows some understanding of sound-symbol correspondence, but it also demonstrates a lack of knowledge of word boundaries. In some cases, a single letter represents an entire word (for example, the word "see" is represented by the letter "s").

Alex says to the teacher where you see my backpack?

This example shows an understanding of beginning and end sounds, but the student produced only a single word.

Nurse

This example shows an understanding of beginning and middle sounds, but the final letter – likely a "u" or an "n" – does not correctly represent the end sound of the intended word.

Teacher

These examples show the student can produce multiple words, but an understanding of beginning, middle, and end sounds is clear only in the first word. The first letter of the second word could be an inverted "b," but "ll" is not an acceptable representation of the /oy/ sound in English.

Flower, boy

Part B Scoring Examples: Low Score, start at E1

Look for: No clear evidence of sound-symbol correspondence. Student might write their names but produce no other original writing.

This example shows a string of letters that does not correspond to what the student says was written. There is no evidence of the student's understanding of sound-symbol correspondence.

Teacher, backpack, doctor

Part B Scoring Examples: Low Score, start at E1

This drawing shows no evidence the student understands how to use letters to represent sounds or words.

Girl

This example suggests some understanding of sound-symbol correspondence, but the student produced only a single letter.
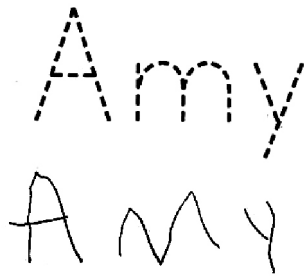
Bookbag

Scoring Examples for Part E

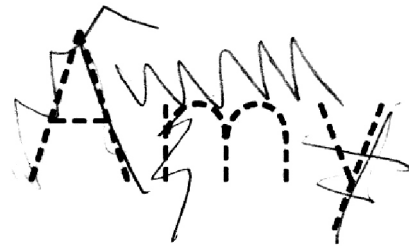## Part E Scoring Examples: E1 – Tracing Task

Correct: The student has traced the lines as directed.	**Correct:** The student has not traced the lines but has successfully demonstrated a skill (copying) that is beyond the tracing stage.	**Incorrect:** This student has not traced the lines.

Part E Scoring Examples: E2 – Copying Task

Correct: The student has copied the word as directed.	**Correct:** The student has successfully copied the word despite inverting the "v" and the "e," which is typical in young learner writing.	**Incorrect:** This student has written an assortment of letters instead of copying the word.

Part E Scoring Examples: E2 – Copying Task

Part E Scoring Examples: E3 – Beginning and End Sounds Task

Correct: The student has written the letter that represents the initial sound in the word "goose" as directed.	**Correct:** The student has inverted but successfully identified the letter that represents the initial sound in the word "goose."	**Incorrect:** The student has written a "c" and what may be an "r" or an "h." These are not the letters that represent the initial sounds in the words "goose" or "mouse."

Appendix B: Speaking Scoring Scale for ACCESS for ELLs Paper

This scale appears in each Listening, Reading, and Writing Test Booklet next to the Speaking Scoring Sheet, so it is easily accessible during test administration and scoring. This page of the test booklet also provides guidance for scoring off-task and off-topic responses.

For more scoring process information, see Speaking Test Scoring in this manual and the ACCESS for ELLs training course in the WIDA Secure Portal.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

Apply the following procedures to score student responses to Speaking test tasks. Record scores on the Speaking Scoring Sheet at the end of the Listening, Reading, and Writing Test Booklet.

1. Select the score point that best describes the overall student response relative to the qualities of the model student response and the Speaking task expectations.

2. Review the bullet points in the row of the Speaking Scoring Scale for the score point that you've selected, and verify that the response meets all the criteria.

3. If the response does not meet all the criteria for the score point you selected, assign the score point one level below. For example, if the response does not meet all of the criteria for the Strong score point, record a score of Adequate on the Speaking Scoring Sheet.

The task number on the Speaking Scoring Sheet corresponds to the task number printed in the Speaking Test Booklet. The model student question and part of the model response for each task are also printed on the Scoring Sheet to help you compare your student's response to the model student's response. Assign one score for each task immediately following the student's response by completely filling in the oval for the score you select.

Appendix C: WIDA Alternate ACCESS Proficiency Level Descriptors

Listening

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific content area language A variety of academic contexts (e.g., across content areas).
4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and increasingly specific content area language. Increasingly expanding familiar and novel contexts.
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single representations of a conveyed expression. Intentional communication in concrete, immediate contexts.

Reading

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	Specific content area language. A variety of academic contexts (e.g., across content areas).
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General and specific content area language. Increasingly expanding familiar and novel contexts.
3 Developing	Simple sentence or sentences. A familiar idea, an example.	General content words and expressions. Expanding familiar contexts.
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single representations of letters or words. Familiar contexts or in environmental print.

Speaking

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General content words and expressions. Expanding familiar contexts.
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	Chunks of language and phrases (at least two). Emerging expression of a familiar idea.	General high-frequency and content-related words. Concrete, immediate contexts.
1 Entering	At least one intentional sound or word. Intentional communication of an idea.	Single representations of a spoken expression. Intentional communication in immediate contexts.

Writing

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
3 Developing	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	The student writes a single word. Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
1 Entering	The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.