

# Workshop Series for New ESOL Teachers

11.15.21 at 3pm

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# The 'Big Buckets' of Getting Organized for ACCESS

## Training

- ❑ Review training course for all assessments being administered. (WIDA Secure Portal)
- ❑ Check in with EL Administrator & Technology Director that devices are prepared/set up for administration in advance of the window.

## Materials

- ❑ Review materials received. Organize by test session where appropriate. Include pencils and scratch paper with session materials.
- ❑ Apply student pre-ID labels where appropriate.
- ❑ Store securely.

## Students

- ❑ Confirm roster
- ❑ Check in with case managers, assign accommodations.
- ❑ Build in time for students to interact with items and tools during practice test

## Scheduling

- ❑ Review test sessions in WIDA AMS
- ❑ Identify spaces
- ❑ Establish schedule and share widely. Plan to begin as soon as possible after the window opens and build in time for makeups.

**ACCESS for ELLs  
Administration**

# Confirming the SAU Report

This report is generated based on current enrollment data, including student demographic information and EL Start Data.

District Assessment Coordinator, Data Specialist, or Director of Technology

Confirm that all English learners in Grades K-12 are included, and that there are no surprises!

Any questions about the assessment report, please reach out to Jodi ASAP – mistakes happen!

# Confirming the SAU Report



Student Data

From Maine Department of Education

Dashboard

Home

Adult Education EF-M-39

Student Reports

Home Instruction

## Student Data Reports Dashboard

Reporting Area :

Search:

Reporting Area	Report Name	Report Description	Navigation
Assessment	Alternate Assessments (MSAA/SAA/ACCESS for ELLs)	List of students who are eligible to participate in alternate assessments.	<a href="#">View Report</a>
Assessment	English Language Proficiency ACCESS for ELLs - Grades K-12	Lists students eligible to participate in the English Language Proficiency Assessment - ACCESS for ELLs or Alternate Access for ELLs.	<a href="#">View Report</a>
Assessment	ESEA Demographics Certification Report	Aggregation of students enrolled on 05/15/2021 for participation in state assessments during the 2020 assessment administration. This report includes student demographic categories for assessment and accountability purposes.	<a href="#">View Report</a>
Assessment	ESEA Demographics Detail Report	Details of students enrolled on 05/15/2021 for state assessments during the 2021 assessment administration. This report includes student demographic categories for assessment and accountability purposes.	<a href="#">View Report</a>
Assessment	NWEA Mathematics & Reading – Grades 3-8, 2nd & 3rd year HS	List of students that are eligible to participate in the NWEA Mathematics & Reading – Grades 3-8, 2nd & 3rd year HS.	<a href="#">View Report</a>
Assessment	Science General Assessment		



# Considerations for Setting Up Sessions

Safety guidelines

Recommended size groupings

Space

IEP accommodations if applicable

What sets students up for success?

# Create Test Sessions

## GENERAL INFORMATION

General Information

## SCORING AND REPORTING

Report Delivery

Screener Scoring

## TECHNOLOGY

Central Office Services

## TEST ADMINISTRATION

User Management

Student Management

Materials

Test Management



Welcome to the

Navigating the Site

WIDA AMS is the website for the WIDA ELLs suite of assessments and WIDA Screener Online. The [WIDA AMS User Guide](#) contains detailed information.

- User Management
- Materials Management
- Student Management
- Test Management
- Reporting
- Screener Scoring

System (AMS)

WIDA AMS is the website for the WIDA ELLs suite of assessments and WIDA Screener Online. The [WIDA AMS User](#)

# Create Test Sessions

WIDA AMS will have students available for test setup from 11/30/21 – 3/4/22

Session

Domain

Assessment

Show Sessions

Print All Tickets

Sessions

Status Summary

[+ Instructions](#)

### Session Detail

Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	Augusta Public Schools	Cony Middle School	Generic Grade 8	Writing Gr 6-8	Completed	1/11/2021	4/16/2021	
<input type="checkbox"/>	Augusta Public Schools	Cony Middle School	Generic Grade 7	Writing Gr 6-8	Completed	1/11/2021	4/16/2021	
<input type="checkbox"/>	Augusta Public Schools	Cony Middle School	Generic Grade 8	Speaking Gr 6-8	Completed	1/11/2021	4/16/2021	
<input type="checkbox"/>	Augusta Public Schools	Cony Middle School	Generic Grade 7	Speaking Gr 6-8	Completed	1/11/2021	4/16/2021	
<input type="checkbox"/>	Augusta Public Schools	Cony Middle School	Generic Grade 8	Reading Gr 6-8	Completed	1/11/2021	4/16/2021	
<input type="checkbox"/>	Augusta Public Schools	Cony Middle School	Generic Grade 7	Reading Gr 6-8	Completed	1/11/2021	4/16/2021	

# Getting Organized for ACCESS for ELLs and Alternate ACCESS for ELLs

- **Confirm the SAU assessment report**

*The ACCESS report, housed in NEO, includes demographic information for all students required to participate in the ELP assessments.*

- **Create Test Sessions** (11/30/21 – 12/15/21)

*All English learners will be automatically added to a generic, demographically appropriate grade level band test session for each domain. Create your testing groups and organize students into sessions as needed.*

- **Create a Schedule** (11/30/21 – 12/15/21)

*Plan to begin assessment ASAP in the window and allow at least a week at the end for makeups. Include testing spaces in the schedule. Share with appropriate coordinators, classroom teachers, service providers, etc.*

- **Inventory** (12/15/21 – 12/22/21)

*Review DRC shipment for all required materials. Organize by grade level bands/sessions in bins; include nonsecure materials such as scratch paper, pencils, etc. Ensure there is a locked and secure location for the materials and that if additional people are handling materials, there is a sign-out process. Order additional materials as needed in WIDA AMS.*



# A Few Final Pro-Tips

**Start off easy – there will be growing pains**

**Be transparent with students – what we think of the test influences their thinking about the test**

**Stay organized – create an internal process that works for you**

**Reach out and ask for help, whether locally or to the SEA**

# How would you respond?

I've been taking ACCESS for seven years, and I still can't pass it.

The speaking part is impossible.

Most kids who speak just English probably couldn't pass this test.

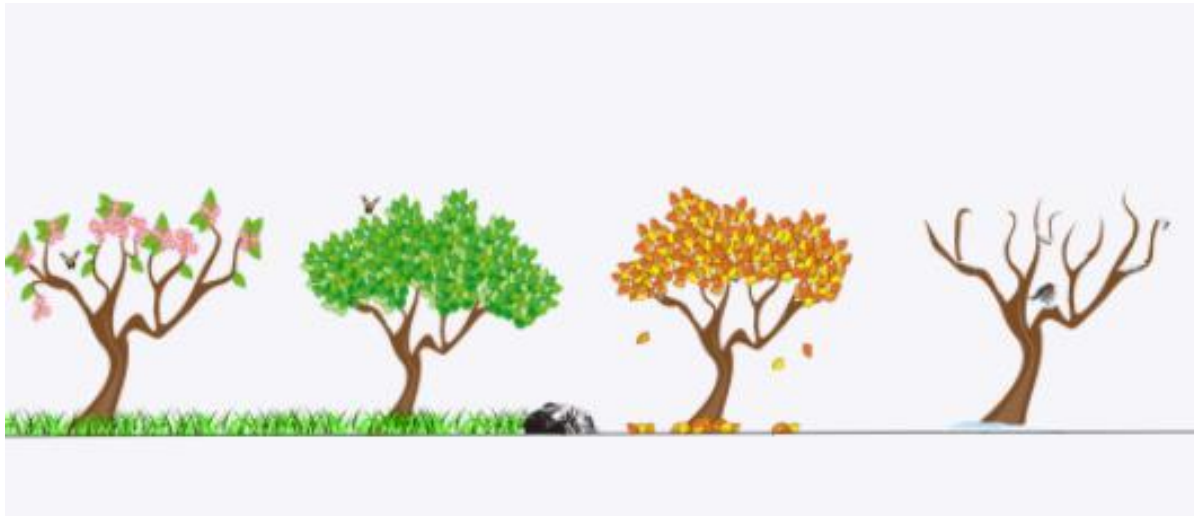
I shouldn't have to take ACCESS. I'm doing fine in all my classes.

Why don't all kids have to take this test? I feel like I'm being singled out.

Why should I care about ACCESS?

# Preparing for ACCESS Year-Round

On the [Jamboard](#), record your current practices and ideas about what teachers can be doing to prepare for ACCESS all year.



<https://jamboard.google.com/d/1hZi6ehj6i-fvFFPiX2loQOvfQEQRSyitl30rHdYeY8/edit?usp=sharing>