

# Workshop Series for New ESOL Teachers

## Session 5: Preparing for ACCESS and Alternate ACCESS 10-27-22 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 ESOL Coordinator & 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 and secure appropriate 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!

The screenshot shows a web application interface for student information. At the top, there is a header with the word "Student" and a search bar containing "Find". Below the header, there are tabs for "Demographics", "Parent/Guardian", "Enrollment", "Enrollment History", "Special Ed", "Economic Status", "Attendance", "Truancy", "Discipline", and "CTE". The "Demographics" tab is active, showing fields for Last Name, First Name, Middle Name, Suffix, State Student ID, Grade, Sex, Non-Binary Gender, and Retired. Below this, there is a section for "Student Information" with fields for Alias, Social Security Number, Birth Date, Email, Phone, US School Entry Date, EL Start Date, and EL Exit Date. A blue arrow points to the "US School Entry Date" field. At the bottom, there is a section for "Language Information" with fields for Native Language, Translation/Interpretation Needed, Language 2, Translation/Interpretation Needed, and Language 3.

# Considerations for Setting Up Sessions

Safety guidelines

Recommended group sizes

Space

IEP accommodations if applicable

What sets students up for success?

# Create Test Sessions

GENERAL INFORMATION

General Information

TECHNOLOGY

Central Office Services

TEST ADMINISTRATION

User Management

Student Management

Materials

Test Management

SCORING AND REPORTING

Report Delivery

Screener Scoring

Welcome to the

Navigating the Site

WIDA AMS is the website for the WIDA  
[Guide](#) contains detailed

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

System (AMS)

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 11/29/22-3/3/23

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** (11/29/22 – 12/16/22)

*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** (11/29/22 – 12/16/22)

*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** (12/14/22 – 12/22/22)

*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.

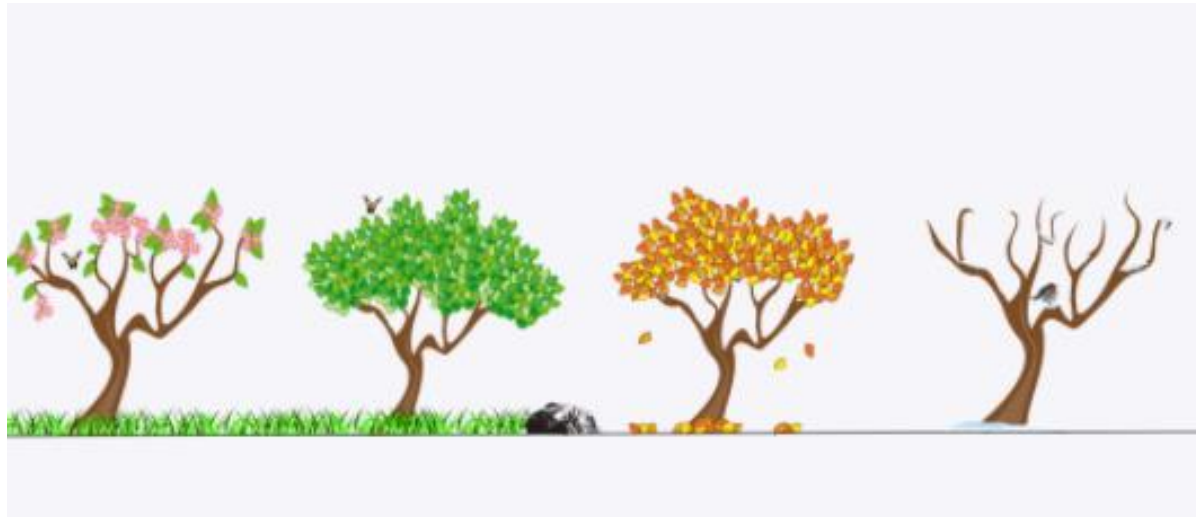
I shouldn't have to take ACCESS. I'm doing fine in all my classes.

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

In the chat record your current practices and ideas about what teachers can be doing to prepare for ACCESS all year.



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# Questions



Thank you!

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