



Presenter: Rebecca Carey, ESOL Consultant

## ACCESS Preparation and Administration



**Maine**  
Department of  
**Education**

# Community Agreements

- Remain muted when not speaking.
- Work to develop community by ensuring your name is properly displayed. (Indicating your school district or organization is helpful.)
- Ask questions, share resources, and contribute to the conversation through the chat. There will be time to respond to your questions and contributions at the end of the presentation.
- Respect diversity of opinion and perspective. This is a safe place to ask questions.
- Please be present and minimize distractions.
- The sessions are not recorded. The PowerPoint will be available on the Maine DOE [Multilingual Learner Professional Learning](#) page.

# Introductions

Please type in the chat where you teach, what grade levels you work with, and if you are working in one school or multiple schools. If you want to include your years of teaching multilingual learners, please do.

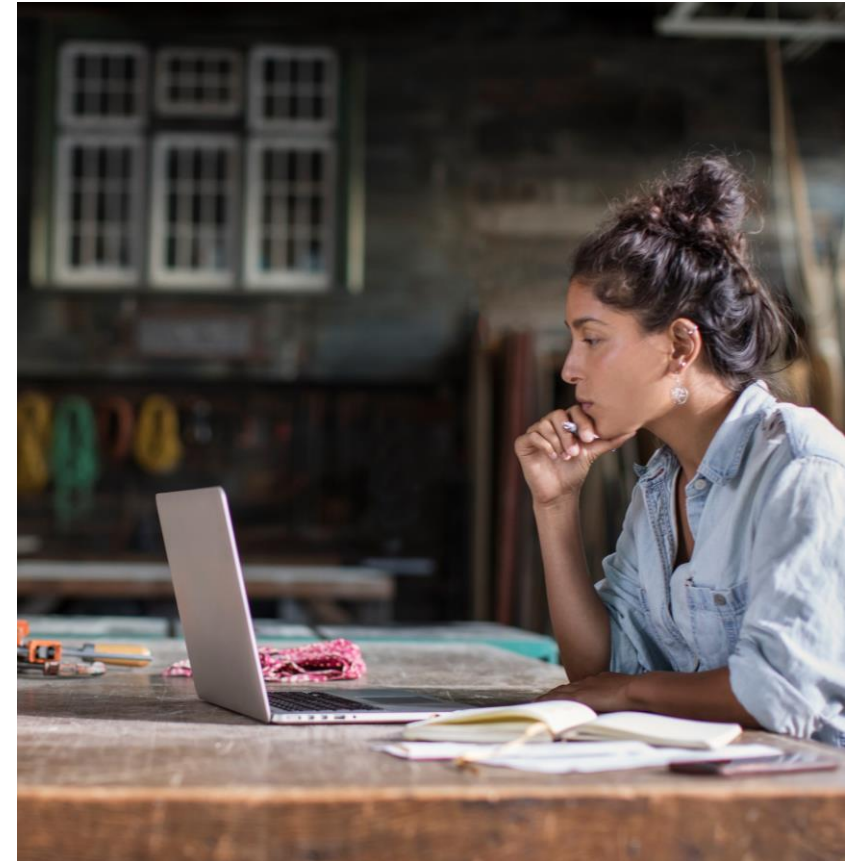
## Overview

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- Preparation for ACCESS administration with reminders, tips and discussion
  - What to do when a parent/guardian declines ESOL services: important information to share, documentation, the rights of students, and responsibilities of the school
  - Questions/Needs of the group
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# Pro tips for preparation for ACCESS administration

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- Preparation for the ACCESS season and administration of the ACCESS testing is a significant process which requires significant time.
- The work involved will impact your ability to keep your regularly scheduled student support and instruction time. Keep your administrators and fellow educators in the loop of the testing schedule and how it will impact ESOL services.
- Give yourself the time to develop a system for scheduling and organizing
- Allow for make-up testing dates
- Ask for help from administrators - they can be supportive in communicating testing information to all staff, creating a positive culture around ACCESS testing, creating a schedule, and reserving testing spaces.





# A Few Final Pro-Tips

Start off easy – there will be growing pains

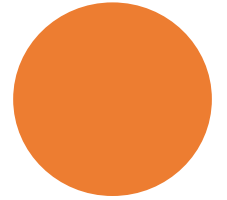
Meet with your local Tech Coordinator to ensure the devices and headsets which will be used for testing are READY.

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- ACCESS testing should be a school-wide effort, not a one-person show.

If at all possible, recruit an assistant for testing sessions. The assistant can be a great help with the logistics of set up, gathering students, leaving the room for unforeseen needs, etc.



# Review of ACCESS information shared by Jodi Bossio-Smith

# 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 Dates.

District Assessment Coordinator, Data Specialist, or Director of Technology

Confirm that all multilingual 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!

**Student**

Menu **Find**

Student Name: School:

**Demographics** Parent/Guardian Enrollment Enrollment History Special Ed Economic Status Attendance Truancy Discipline CTE

Last Name First Name Middle Name Suffix State Student ID Grade Sex Non-Binary Gender Retired

**Student Information**

Alias Social Security Number Birth Date

Email Phone

US School Entry Date ☐ Important

EL Start Date EL Exit Date

**Language Information**

Native Language Translation/Interpretation Needed Language 2 Translation/Interpretation Needed Language 3

# Create Test Sessions

The screenshot shows the DRC INSIGHT WIDA MY APPLICATIONS dropdown menu. The menu is divided into three main sections: GENERAL INFORMATION, SCORING AND REPORTING, and TEST ADMINISTRATION. The TEST ADMINISTRATION section is highlighted with a white arrow pointing to the 'Test Management' option. A mouse cursor is also visible near the bottom of the menu.

**DRC INSIGHT™ WIDA MY APPLICATIONS ▼**

- GENERAL INFORMATION**
  - General Information
- SCORING AND REPORTING**
  - Report Delivery
  - Screener Scoring
- TECHNOLOGY**
  - Central Office Services
- TEST ADMINISTRATION**
  - User Management
  - Student Management
  - Materials
  - Test Management**

On the left side of the page, there is a 'Welcome to the' message and a 'Navigating the Site' section. The 'WIDA AMS is the website' section mentions a 'WIDA AMS User Guide' and lists several features: User Management, Materials Management, Student Management, Test Management, Reporting, and Screener Scoring.

On the right side of the page, there is a 'System (AMS)' section and a paragraph mentioning '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

(All) 

Assessment


(All) 

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 multilingual 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.*

# What to do when a parent declines ESOL services

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- Important information to share
- The rights of students
- Responsibilities of the school
- Documentation



# Share with Parents/Guardians and the LAC

- If a parent or guardian declines ESOL services for their student, it will be important to inform them on the following:
  - What this decision will mean for the student
  - The student is still identified as a multilingual learner
  - The student must still take the ACCESS for ELLs ELP Assessment or the Alternate ACCESS
  - The student's English language development and academic needs must still be met by the school, even if not participating in the ESOL program





The student is still identified as a multilingual learner

The student  
remains identified  
as an ML in student  
data systems

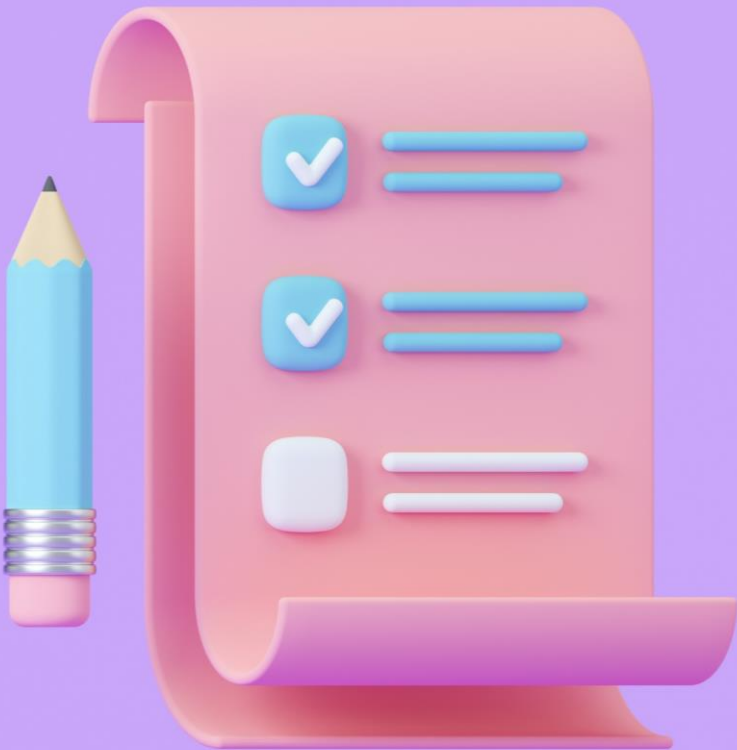
The student  
remains on the  
school/district ML  
count

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## The student must still take the ACCESS for ELLs ELP Assessment or the Alternate ACCESS

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- Students whose parents or guardians have declined ESOL services are still required by state and federal mandates to participate in the annual administration of the ACCESS for ELLs, or Alternate ACCESS.
- The only way for a student to exit the ESOL program and change identification on the student data system is to achieve an overall composite proficiency score of 4.5 on ACCESS for ELLs or Level P2 on Alternate ACCESS for ELLs, as applicable.



The student still has the right to an equitable education.  
The student's English language development and academic needs must still be met by the school, even if not participating in the ESOL program

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- The student's LAC team and other members of the student's educational team must create an alternative plan to ensure
  - The student's English language development and academic needs are met
  - The student is making progress in both language and content learning
  - The student is making progress toward proficiency in English.



# Documentation

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- Parent's declination of services must be documented and signed by parents. This document must be placed in the student's cumulative file.
    - An example document is available on the [Maine DOE ESOL Program Toolkit](#).
  - This document must be provided to parents in a language they can understand.



**Notice for Parent/Guardian Wishing to Decline  
English for Speakers of Other Languages (ESOL) Services**

Student Name	
State Student Identification Number	
District	
School	

On **(date)** you were notified by your child's school that your child has been identified as an English learner (EL), through a Language Use Survey administered to you upon enrollment and an English language proficiency screener administered to your child. Federal civil rights law requires schools to provide English language development services to all students who are ELs. These services support a child's English language and content acquisition so that the child may attain grade-level standards and achieve academic success.

You have expressed that you would like to decline your child's English language development (ELD) services. Note that parents/guardians have the right to decline services; however, schools maintain an obligation to ensure that the needs of ELs are met, which may include continuing to provide English language development services as deemed necessary by a child's team of educators. When a parent/guardian declines services, a student will still be administered a federally-mandated annual English language proficiency assessment until exiting by achieving proficiency.

Please complete the section below to confirm your understanding of the implications of declining your child's ELD services.

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# Coming up...Breakout Rooms for Turn and Talk

## NEXT STEPS

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- WHAT ACTIONS DO YOU WANT TO TAKE?
- WHAT SUPPORTS DO YOU NEED?





# More Professional Learning

[WIDA Self-Paced eWorkshops](#): Ten  
free courses for all Maine educators

Topics include:

- Home Languages in the Classroom
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Social Studies: Engaging Multilingual Learners through Inquiry
- Making Language Visible in the Classroom: Explore the Key Language Uses

More  
Professional  
Learning

### [ExcEL Leadership Academy:](#)

Administered by UCLA Center X  
Northeast Region: Free micro-credentials and the opportunity to earn graduate credits, as well as a \$250 stipend for each micro-credential completed!

# Resources

- [Padlet from the Maine DOE ML Office](#)
- [Maine DOE Multilingual Learner Toolkit](#)
  - Sample ILAP
  - Sample Schedule and scheduling support
  - Service provision guidelines
  - Parent communication sample forms
  - Measuring ELP Progress
  - Sample Lau Plan
- Sign up for the [Maine DOE ESOL Listserv](#) to receive a weekly newsletter with professional learning offerings and more.

# Questions??

- We will try to answer questions written in the chat.
- ESOL-related questions may be sent to April Perkins, Rebecca Carey, and/or Robin Fleck.
- [April.Perkins@maine.gov](mailto:April.Perkins@maine.gov)
- [Rebecca.Carey@maine.gov](mailto:Rebecca.Carey@maine.gov)
- [Robin.Fleck@maine.gov](mailto:Robin.Fleck@maine.gov)
- Please feel free to send any questions related to ACCESS for ELLs or Alternate ACCESS for ELLs to: Jodi Bossio-Smith, [Jodi.Bossio-Smith@maine.gov](mailto:Jodi.Bossio-Smith@maine.gov)

# Feedback Survey



# Thank You!!

Thank you for your interest and dedication to your students. These workshop sessions are designed to be of benefit to you. Our next session will be on Thursday, January 12th @ 3pm.

I look forward to meeting with you next time and plan to have time for participants to share their successes and challenges.

*See you in one month!*