wida
for michigan

**WIDA ACCESS and Alternate ACCESS
for ELLs**

Frequently Asked Questions (FAQ)

Office of Standards and Assessment
Michigan Department of Education

MICHIGAN *Department of*
Education

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Contact Information

Below is a quick reference to help direct your questions appropriately so that you can get answers efficiently, but when in doubt please make OSA (Office of Standards and Assessment) your first choice when calling with assessment related questions:

Office of Standards and Assessment
1-877-560-8378, Option 7
Questions pertaining to the following:
1. W-APT/ACCESS for ELLs testing window
2. Guidance for participation criteria on the Alternate ACCESS for ELLs
3. BAA Secure Site information
4. BAA processes such as Pre-ID, Accountable Students and Test Verification has replaced the names, school's enrollment, student demographics, verify scanned answer documents and report students that did not test. This function was formerly known on the old Secure Site as Expected to Test, Tested Roster and Students Not Tested.
5. Login information (usernames/passwords) for access to the secure WIDA materials
6. Waivers
7. WIDA assessment professional development activities sponsored by OSA

Office of Field Services
517-373-6066
Questions pertaining to the following:
1. Entrance & Exit Protocol
2. Title III funding
3. Title III compliance and monitoring
4. WIDA standards professional development activities sponsored by OFS

WIDA Call Center
1-866-276-7735 or
1-877-560-8378, Option 4
Questions pertaining to the following:
1. General WIDA information about standards and assessments

ACCESS for ELLs

GENERAL

1. What is WIDA?

WIDA (World-Class Instructional Design and Assessment) is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English learners. As of November 2014, the WIDA consortium consists of 36 states and territories plus Washington, D.C.

2. What is the ACCESS for ELLs?

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (reading, writing, listening and speaking).

3. Who can administer the ACCESS for ELLs?

There are three sets of criteria that administrators of the ACCESS for ELLs must meet.

(1) Educators must fall into one of the following categories in order to administer the ACCESS for ELLs:

- Educators who are district employees – must hold current State of Michigan teaching certificate, or
- Educators who are not district employees (retired teachers) must hold current State of Michigan teaching certificate, or
- Paraprofessionals – must not be funded by Title III funds
- Substitutes

All of the above personnel must be trained and/or monitored in order to administer the assessment. Currently, student teachers may not administer any portion of this assessment.

(2) Training:

All educators who will be administering the ACCESS for ELLs MUST go through WIDA's certification process and online modules and pass each quiz with an 80% or higher. There are three modules each test administrator will need to watch which are each followed by a short quiz:

– **Group Test Administration Module**
   (approximately 20 minutes) + quiz (10 minutes)
– **Speaking Test Administration Module**
   (approximately 45 minutes) + quiz (15 minutes)
– **Kindergarten Test Administration Module**
   (approximately 45 minutes) + quiz (15 minutes)

Educators who have administered the assessment in prior years, are required to retake the Speaking Test Administration Module as well as the Kindergarten Test Administration Module if they are administering the Kindergarten level. Because the Speaking domain and the Kindergarten assessment rely heavily on educator judgment, it is necessary to review these modules on an annual basis to ensure the reliability and validity of the assessment results.

(3) Monitoring

If districts choose to include paraprofessionals and substitutes in the administration of the ACCESS for ELLs, districts must make sure that these educators are monitored during the actual assessment. Monitoring is defined as intermittent observations of the test administration by a certified teacher.

4. Who takes the ACCESS for ELLs?

Any K-12 student enrolled in a public or charter school and is designated as needing EL services must be assessed on the ACCESS for ELLs. Students who are designated as having refused EL services are still required to take this assessment. If foreign exchange students have qualified for EL services, then they are also expected to be assessed on the ACCESS for ELLs.

5. In what grades is ACCESS for ELLs given?

EL students in grades K-12 take the assessment. The ACCESS for ELLs includes five grade level spans:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

6. What are the ACCESS for ELLs tiers?

ACCESS for ELLs has three tiers within each grade level span – A, B, and C – with the exception of kindergarten. (See Chart on next page)

- Tier A contains items for English language proficiency levels 1-3, but targets the lowest levels, 1 and 2.
- Tier B covers English language proficiency levels 2-4, focusing especially on 3 and low 4.
- Tier C has items from English language proficiency level 3 to beyond 5, particularly focusing on the uppermost English language proficiency levels.

Please refer to the *Tier Placement Protocol* to aid you in determining appropriate tiers during the Pre-ID window. Districts are expected to make tier decisions for students on an individual student basis.

7. How does one determine tier placement?

ACCESS for ELLs uses Tiers (A, B, or C) to maximize accuracy and validity of test results, allowing students to avoid responding to questions that are inappropriately difficult or easy. For placement into the appropriate Tier ELs must meet at least ONE of the criteria listed for the Tier. Districts MUST determine a Tier for all students. WIDA has provided a brief instructional video on how to determine tier placement: **http://www.wida.us/ assessment/ACCESS/TierPlacementTutorial/player.html**

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	

TIER A is most appropriate for English language learners who:
- have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR
- currently receive literacy instruction ONLY in their native language, OR
- have recently tested at the lowest level of English language proficiency

TIER B is most appropriate for English language learners who:
- have social language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English though have not yet reached grade level literacy

TIER C is most appropriate for English language learners who:
- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year

Level 6 - Reaching

8. Why is ACCESS for ELLs a tiered test?

The goal of the ACCESS for ELLs test is to determine ELs' level of English language proficiency and, at the same time, provide useful feedback to stakeholders. However, there are far too many model performance indicators in the English language proficiency standards to fit into a reasonable testing session. For any particular student, some of the questions on a comprehensive test might be dismissively easy, while others would be exactingly hard. In order to produce a valid test, it is important to avoid both possibilities by selecting an appropriate tier for each student.

9. What materials are included with ACCESS for ELLs material shipments?

- Student booklets
- Listening, reading and writing sections in a single, consumable booklet in which students directly respond rather than by using a separate answer document
- A reusable prop-up book for speaking; the test administrator records students' responses on a score sheet in the back of the student booklet
- Test administration manuals, including information for test coordinators

10. How will the ACCESS for ELLs be scored?

Sections of the ACCESS for ELLs will be scored in the following ways:

- Speaking: The speaking section will be scored by the test administrator as the student responds. The scores for each item will be recorded on the back inside cover of the students' test booklet and returned to MetriTech to compute overall speaking scores.
- Reading and Listening: The items for these two sections are all elected response (multiple-choice). They will be machine scored by MetriTech.
- Writing: This section contains constructed response items where students respond by writing directly on the page. These items will be scored by trained raters at MetriTech.

11. Does the ACCESS for ELLs comply with No Child Left Behind (NCLB)?

Yes. ACCESS for ELLs:

- Is anchored in state academic content standards and common English proficiency standards used within the WIDA states
- Measures progress in attaining academic and school related English across grade level clusters and English language proficiency levels up to and including full English proficiency
- Assesses each language domain (listening, speaking, reading, and writing) separately to generate individual subscale and composite scores (including comprehension)
- Meets rigorous psychometric standards for test reliability and validity for ELLs in grades K-12
- Provides relevant data for local and state accountability purposes in addition to information for classroom, bilingual, and English as a second language (ESL) teachers and administrators

12. Is ACCESS for ELLs a secure test?

Yes. Individual test administrators must be trained in its administration and have agreed to maintain the security of test questions. Tests arrive at districts or schools, are kept as secure as other state assessments, and are administered following standard procedures. Tests are promptly boxed and returned to the vendor for scoring and reporting. No photocopies of any materials are to be made. Please refer to the *Assessment Integrity Guide* **http://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf?20140730142320** for more information.

13. Will previous editions of the ACCESS for ELLs be released?

The WIDA Consortium has released Sample Test Items, **http://www.wida.us/assessment/access/access_sample_items.pdf** that are no longer in use for teacher reference and student practice. There are currently no plans to release complete editions of tests.

14. Can Title III money be used for ACCESS for ELLs?

Title III money cannot be used for anything related to the administration of ACCESS for ELLs. This includes attending training for these assessments, hiring substitute teachers to free up district teachers to give the assessment or any other costs associated with either assessment. If you have further questions regarding how you can use Title III funds, please contact the Office of Field Services at 517-373-6066.

15. Can private schools take the ACCESS for ELLs?

Yes. Please contact the Office of Standards and Assessment at 877-560-8378, option 8 for more information.

ACCOUNTS

WIDA User Accounts for Access to Secure Materials
As the 2014-2015 school year approaches, WIDA is launching a more flexible, secure, and efficient user account process. These changes will be implemented starting on August 18, 2014. Below are details about the new procedures as grouped into four main areas:
1. WIDA User Accounts Overview
2. Updating WIDA User Accounts
3. Creating New WIDA User Accounts
4. Monitoring/Managing WIDA User Accounts

(1) WIDA User Accounts Overview
There are two types of accounts. Below is a breakdown of what each user role provides access to:
- The basic account is the Test Administrator, or TA, account which allows access to the ACCESS for ELLs training test.

- The next level up is the District Test Coordinator (DTC) account; it provides greater access and management over district-level user accounts.

To gain entry to the secure materials, users may either log in to the WIDA website from the home page or any other page with the log in window in the upper right corner of the page (Figure 1). If users have not logged into the WIDA website, and attempt to access secure materials, a different log in window pops up on screen (Figure 2). Both of these log in options offer users the ability to reset their password by clicking on the **Forgot Password?** link which takes them to the Password Reset Tool shown in Figure 3 where they are asked to enter the email address linked to their account.

Figure 1. Log In and Password Reset - WIDA Website   **Figure 2.** Log In and Password Reset – popup

Figure 3. Password Reset Tool

*(Note: If the account user cannot log in using his or her user name and password, and no longer has access to the email address linked to the account, that user will need to contact the District Test Coordinator to verify the user's identity. DTCs then send the user's name and email address to the WIDA Client Services Center at **help@wida.us**.)*

(2) Updating WIDA User Accounts

What if I Had a WIDA Login during the 2013-14 school year?

All current accounts remain active. Once users have a WIDA account, they keep that same account forever and can update information without the need to create a new account. Except for the account user name, users may update their own information whenever they have

changes (see Figure 4 "My Account Info"). This includes name changes, email changes, school changes, and district changes. If users need to change their account type from Test Administrator to District Test Coordinator, they can use the new account management options that are described later in this document.

Figure 4. WIDA User Account Information

(3) Creating New WIDA User Accounts

Here are three ways to create a new WIDA user account:
1. DTCs can use the Account Creator Tool to set up new accounts in their district.
2. DTCs can send a list of approved users that includes first and last names plus email addresses, to the WIDA Client Services Center. (The template will be distributed with this document and is available from WIDA.)
3. WIDA can provide temporary account credentials so that users can go directly to the Account Creator Tool to set up their own accounts. (As the name suggests, the Account Creator Tool has one purpose: to create an account for an individual user.)
   The process involves two main steps:
   1. Setup of basic account information such as the user's name, state, school district, school, position type, email address, and new account password (see Figure 5 on next page).
   2. Receipt of a confirmation email message and log in to the WIDA website using the new account credentials.
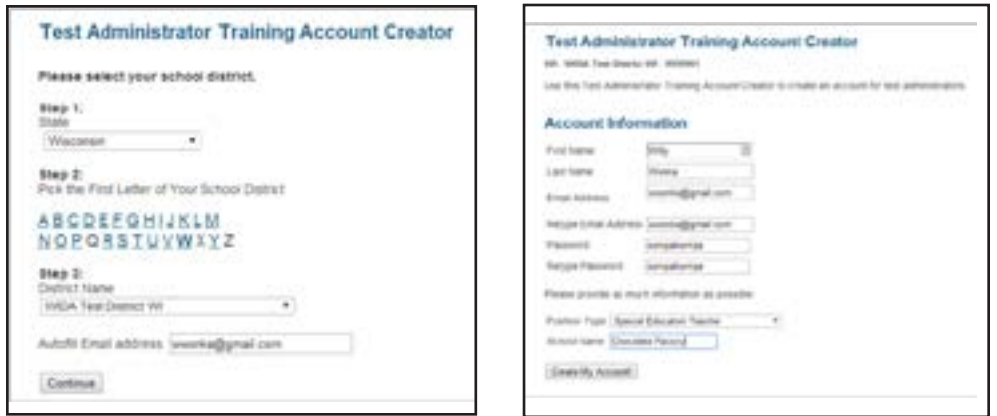
Figure 5. User Account Creator Tool Screens 1 and 2.

The system is designed to allow only one user account per email address. If someone tries to set up a duplicate account with an email address already in the system, he or she will be directed to reset the account password instead. Remember, individual users can update their own information whenever they log in to the WIDA website. So if a user moves to a different school, or district they can log in using their current credentials and then update their account with the new information. The only thing they cannot change is their account user name because it is assigned by the system as a unique ID.

(4) Monitoring/Managing New WIDA User Accounts

District Test Coordinators may monitor and manage WIDA user account roles within their assigned district. DTCs will be able to monitor and manage user accounts using the WIDA user account Role Management Tool as displayed in Figure 6.

Begin with a user search and then manage user roles by clicking on the appropriate box to either allow permission (checked box) or rescind permission (unchecked box) for the various roles: ACCESS Training, W-APT Test Forms, District Test Coordinator account, Data Dashboard, etc.

Figure 6. WIDA User Account Role Management Tool

DTCs will continue to be able to monitor WIDA user account quiz scores using the different viewing options as displayed in Figure 7.

Figure 7. Quiz Scores in District View (DTCs)

I am a new district test coordinator and I need a login for the WIDA website. What do I do?

If you are a new district test coordinator, be sure to do the following:

Identify who is responsible for maintaining your districts contact information in the Educational Entity Master (EEM). Be sure that your name and contact information are updated in this repository. Please contact the Center for Educational Performance and Information (CEPI) for guidance on updating this information: 517-335-0505 or **cepi@michigan.gov**.

Ensure that you are receiving the regular BAA Thursday e-mails. These communications include announcements and important reminders and updates about the WIDA as well as other assessment and accountability related information.

Review W-APT materials, watch OSA and WIDA webinars, and practice scoring writing and speaking responses to prepare for administering the W-APT.

I have my username and password, but the system still does not allow me to log in.

Make sure you are logging into the correct website **www.wida.us**. If it does not work, contact WIDA through WIDA Help help@wida.us or call at 1-866-276-7735 to request assistance.

BAA SECURE SITE ACCOUNTS

16. How do I get access to the BAA Secure Site?

There are two methods to gain access to the BAA Secure Site. NOTE: Users will need to know their MEIS ID, MEIS login and password to access the BAA Secure Site. A user can go to **https://cepi.state.mi.us/meis/ login. aspx/** to access their MEIS login, MEIS ID, reset their password or create a MEIS account if they do not already have one. If you had a MEIS account previously, please do not open a new account – use the self-help features available at **https://cepi.state.mi.us/MEIS/Login.aspx** or get help- desk assistance to re-activate your existing account.

1. Users can log in to the Secure Site with their MEIS login and password. If they do not already have access to the site, the "Request Access" link will display and allow the user to request access to the Secure Site.

2. A user can contact the designated district administrator directly to request access to the BAA Secure Site. The district administrator will log into the Secure Site and click on "Security-Manage User Profiles" under the Admin Functions menu and create access for the user. The user will need to provide the district administrator with their MEIS ID (starts with an "A") in order for the district administrator to create access in the Secure Site. The user will get an email at the email address listed in the MEIS system (again, please make sure it is up-to-date), confirming access has been granted.

NOTE: Each district will need to establish one or more District Administrators for the BAA Secure Site. The District Administrator will then be responsible for establishing all other needed users accounts/profiles for the district and for schools within the district. The process for establishing a new District Administrator is: Complete the District Administrator User ID form at, BAA Secure Site (the form will be near the bottom of the Announcements page after secure login).This form is ONLY for District Authorized Users and must be signed by the District Superintendent. Do not complete this form unless you want the individual listed to have full access, including establishing/removing district and school users. The designated district administrator will receive an email from the system indicating that a request to access the site has been made. The email will go to the email address on the MEIS profile (please make sure it is up-to-date). The district administrator will then log in to the Secure Site and go to the "Security-Manage System Requests" under the Admin Functions menu to review and approve/deny access. The user will get an email at the email address listed in the MEIS system (again, please make sure it is up-to-date), confirming the request was accepted or denied.

If a user already has access to the Secure Site and would like to re- quest additional access, they will go to the "Request Access" link under the Security menu after logging into the BAA Secure Site.

17. Is the ACCESS training account the same as the W-APT account?

No, the ACCESS for ELLs training course and W-APT accounts are independent of each other. Each district is given one login for W-APT. However, each person who will be administering the ACCESS for ELLs must have his or her own unique login for the ACCESS online training course. The district test coordinator can use the *WIDA Account Creator* to create individual accounts for themselves and those administering the ACCESS for ELLs assessment.

18. What if I had a WIDA Login during the 2013-14 school year?

All current accounts remain active. Once users have a WIDA account, they keep that same account forever and can update information without the need to create a new account. Except for the account user name, users may update their own information whenever they have changes (see Figure 4 "My Account Info"). This includes name changes, email changes, school changes, and district changes. If users need to change their account type from Test Administrator to District Test Coordinator, they can use the new account management options that are described later in this document.

19. What does my ACCESS for ELLs account give me access to?

The district test coordinator (DTC) will have access to all of the ACCESS for ELLs training and quizzes. Please refer to the 2013-2014 WIDA Professional Development Plan and Calendar at **www.michigan.gov/wida** for more information about requirements for training.

20. How do I delete or update previously registered ACCESS for ELLs test administrators whose information is incorrect?

If you provide WIDA with the account information you'd like added or deleted through *WIDA Help*, please email WIDA at **help@wida.us** they can take care of it for you. Each individual user also has the ability to modify his or her own account information (i.e. email address, district affiliation, position type, and password) by logging in and clicking on "My Account" in the green menu on the left side of the page.

21. I have never received the login information for the ACCESS for ELLs. What should I do?

If you think that you have been registered but have not received your enrollment email, please check your spam or junk mail folders or contact your district IT staff. Meanwhile, make sure that you have your spam filter inactivated or ensure that your filters will accept mail from **help@wida.us** and **widahelp@wcer.wisc.edu**. If you created your own account but did not receive the enrollment email, you can still try logging in with the username and password you submitted. If that doesn't work, contact WIDA through *WIDA Help* or by calling the help desk at 866-276-7735 to request assistance.

22. I have my username and password, but the system still does not allow me to log in.

Make sure you are logging into the correct website (**www.wida.us**). If it does not work, contact WIDA through *WIDA Help* or by calling the help desk at 866-276-7735 to request assistance.

23. I lost my username and/or password. What should I do?

Users may look up their passwords by typing their email addresses into WIDA's **password lookup form**. This system will generate an email to you which contains your usernames and password. If this system does not work for any reason, please email WIDA at **help@wida.us** with your first name, last name, district name, school email address, and phone number. WIDA will contact you to remind you of your login information within one business day.

TRAINING

24. Do I need to attend an ACCESS for ELLs training?

You do not need to attend an in-person training; however there are a number of pre-recorded webinars that anyone planning to administer the ACCESS for ELLs must watch. Please contact WIDA at **help@wida.us** or by calling 866-276-7735 for information on training requirements.

25. Can I print out a list of the test administrators who passed the quizzes?

Yes. You can print off the whole page, download the information as a spreadsheet, or search for them individually by name and then check their quiz grades and print their certificates. Otherwise, you can ask teachers to print out a copy of their quiz grades when they have finished and give a hard copy to you for your records. Teachers can do this by either printing off the "My Quizzes" page, or by printing the certificate. It is strongly recommended that districts keep track of those who have passed the quizzes in the event of a Title III or Assessment Office monitoring.

26. I am a test administrator for ACCESS for ELLs. I passed the quizzes, but where can I get my certificate or where can I print out the grade reports?

If you take the quizzes, you will have a grade. If you need tangible evidence, you can go to the "My Quizzes" section of the online course under "My ACCESS Training" and print out the quiz scores. This page can be printed

as proof that you successfully completed the training, or you may click the button at the top of the page that says "View Certificate." You may also print the certificate showing the dates on which you passed each quiz.

NEW STUDENTS

27. What do we do if an EL student moves to our district from a different district and the student completed some of the ACCESS for ELLs assessment there?

If a student begins, but does not finish, taking the ACCESS for ELLs assessment in one district and moves to another district during the testing window, the student's incomplete assessment should be forwarded to the new district. Please complete the necessary paper work to attach to the student's test booklet before transferring. The new district will simply need to complete the assessment and return materials to MetriTech.

28. What do we do if we receive a new EL student into our district during the ACCESS for ELLs testing window?

If the student moves in after the ACCESS for ELLs testing window has already begun, all required entry procedures must be followed. This means assessing the student with the W-APT to determine eligibility and then assessing the student with the ACCESS for ELLs if it's determined that the student is eligible for EL services.

29. What do we do if a student moves from another state and that has already taken the ACCESS for ELLs?

The student must retake the ACCESS for ELLs here in Michigan. State policies currently do not allow for student information sharing between states.

PRE-ID

30. When can I order Pre-ID labels?

The Pre-ID ordering window for 2015 is from December 1, 2014 – January 9, 2015.

31. My district did not order the Pre-ID labels in time. Is there anything to do now?

If districts do not submit data for Pre-ID labels by January 9, students will still need to be pre-identified in the Secure Site, it will be necessary to bubble in all demographic data on the test booklets. For information about hand bubbling, please refer to pages 19-23 of the **ACCESS for ELLs District & School (Grades 1-12) Test Administration Manual**. It is important to note that student barcode numbers must be bubbled in the "State Defined Optional Data" field. If the student is homeschooled, a "1" must be bubbled in the first space of the "District Defined Optional Data" field.

32. What do I do if the information on the Pre-ID labels is incorrect?

Since reports will contain student information exactly as it appears in your file, check the pre-ID labels carefully to be sure that the information provided is correct. If ANY information on the label is incorrect, DO NOT USE the label. If the label is not used, the student information sheet must be hand bubbled. Please note that you will not be able to print and affix labels from the Secure Site to WIDA materials. For information about hand bubbling, please refer to pages 19-23 of the ACCESS for ELLs District & School (Grades 1-12) Test Administration Manual.

33. What do I do with an incorrect Pre-ID label?

If you have received an incorrect Pre-ID label, simply destroy that label. You will then have to hand bubble the demographic information for that student. For information about hand bubbling, please refer to pages 19-23 of the ACCESS for ELLs District & School (Grades 1-12) Test Administration Manual.

34. What are the language codes I should use for the test booklets?

Please use the codes below to indicate students' primary language on test booklets that did not come pre-labeled.

Language Name	Language Code
Albanian	1
Arabic	2
Bengall	3
Chaldean	4
Chinese	5
English	6
Hmong	7
Japanese	8
Other	9
Serbo-Croatian	10
Spanish	11
Vietnamese	12

35. What if I need to order more test booklets for ACCESS for ELLs? Is there a deadline?

Each district will receive a 5% overage of materials, so please use all materials from the district overage before requesting additional materials from MetriTech. If additional materials are needed, you may email requests for materials to MetriTech, Inc at **wida@metritech.com** and include the district name, address, and contact person in the email. Also, specify the grade and tier level for each booklet requested, and number needed.

If additional materials cannot be ordered by email, FAX the Additional Materials Order form to MetriTech, Inc., at (217) 398-5798. Please WAIT and ORDER Materials ONCE for your district. Please also note that there is a DEADLINE for ordering test materials (generally the deadline is two weeks prior to the close of the test window). Contact MetriTech at 800-747-4868 to see if you can meet the deadline.

ORDERING OF MATERIALS

36. What ACCESS for ELLs materials will we receive?

The District box (labeled Box #1) will include:

- District Packing List (plus a copy of each school's Packing List)
- District/School Test Administration Manual: 1 per district plus 1 per school
- Test Administration Scripts: 1 per 10 (classroom size groups)
- Speaking Tests: 1 per 10 (classroom size groups)
- Overage of Listening, Reading, and Writing Series 101 test booklets for each grade and tier ordered for the district
- Pre-ID Labels for each school (if ordered)
- Return Instructions Packet including:
    – Return instructions
    – UPS A.R.S label(s) for return of documents (1 per box shipped)

The Material boxes will include:

- School Packing List
- Grade/Tier Header Sheets
- Documentation of Materials Not Returned Form
- District/School Test Administration Manual
- Test Administration Scripts
- Speaking Tests
- Listening, Reading and Writing Series 101 test booklets for each grade/tier being tested (this booklet includes a score sheet in the back to record the Speaking test scores). Use the "Documentation of Materials Not Returned Form" if there is a discrepancy between the packing list and the materials that you received.

37. What if I notice a discrepancy between the Packing List and the materials I received for ACCESS for ELLs?

District test coordinator for ACCESS for ELLs: Any discrepancies between the Packing List and materials that are received must be documented on the Documentation of Materials Not Returned Form.

School test coordinator for ACCESS for ELLs: If there is any discrepancy or if additional materials are needed, notify your district test coordinator at once. Your district test coordinator for will provide the additional materials from overage.

ACCOMMODATIONS

38. Can test administrators give ACCESS for ELLs to a student in his or her native language?

No. Because ACCESS for ELLs is an assessment of English language proficiency, giving it to a student in a language other than English would change what it is measuring. Therefore, NO USE OF A LANGUAGE OTHER THAN ENGLISH for interpreting test items is allowed. However, limited use of the student's home language for giving directions is allowable. Please refer to Michigan's Assessment Accommodation Summary Table for further guidance.

39. Are EL students required to take ACCESS for ELLs even though they are receiving special education services?

Yes, they need to be included in the annual English language proficiency assessment, but they may take it with accommodations that are appropriate for the child's specific disability as written in their IEP.

40. Are the test administrators allowed to use accommodations on ACCESS for ELLs for students with disabilities?

Yes, many types of accommodations can be made to ACCESS for ELLs for students whose disabilities preclude them from participating in the assessment as it is typically administered. The key criterion for determining whether a particular accommodation is allowable is to decide whether it will compromise the validity of ACCESS for ELLs as an assessment of English language proficiency. Please consult the student's Individual Education Plan (IEP) and teachers who work with the child for guidance on which types of accommodations would be helpful to that student. Please refer to Michigan's Assessment Accommodation Summary Table for further guidance.

41. Is there a Large Print version available of ACCESS for ELLs?

Yes, a large print version is available. Simply choose that option when ordering materials in the Secure Site or through MetriTech.

42. Is there a Braille version available of ACCESS for ELLs?

Yes, a braille version of ACCESS for ELLs is available for the Reading and Writing domains for students in grades 3 – 12.

ADMINISTRATION

43. What is the first thing I should do before testing ACCESS for ELLs?

District test coordinator for ACCESS for ELLs: When materials arrive, it is imperative that you inventory each shipment. The Packing Lists should be compared with the test materials in all boxes, including School boxes, to ensure that there are no discrepancies and sufficient materials have been ordered.

School test coordinator for ACCESS for ELLs: Inventory all boxes immediately upon arrival from the district coordinator for ACCESS for ELLs and verify that there are enough testing materials. Count out test booklets for each class in your school. If pre-ID labels were not ordered or if any pre-ID label contains incorrect information, the necessary student demographic information must be hand bubbled. For information about hand bubbling, please refer to pages 19-23 of the ACCESS for ELLs District & School (Grades 1-12) Test Administration Manual.

44. What is the administration time of the ACCESS for ELLs?

- LISTENING: 25 minutes (group administered)
- SPEAKING: up to 15 minutes (individually administered)
- READING: 35 minutes (group administered)
- WRITING: 60 minutes (group administered)

ACCESS for ELLs is not a timed test; these times are approximate and vary lightly by grade level cluster, tier, and levels of English language proficiency. A tier A first grader, for example, may finish the writing section of the test within 20 minutes whereas an 11th grade student taking the tier C test would probably need 60 minutes to complete the writing section.

45. Does the test need to be administered in one sitting?

No, the test does not have to be administered in one sitting; however administration can occur in a single sitting at your discretion. At minimum, administration needs to use the following format

- Writing – Completed in one sitting

- Speaking – Completed in one sitting

- Reading and Listening – Completed in one sitting

46. Within a grade level cluster, can the tiers be combined for the group administered parts of the ACCESS for ELLs test?

No. Items, practice items, and scripts across tiers are different, therefore students taking different tiers cannot be in a room together. Furthermore, in all language domains (sections), each tier has its own administration directions and, in many cases, the practice items that the group reviews together are not the same across tiers.

AFTER TESTING

47. The ACCESS for ELLs testing window is over. What do I do now?

School test coordinator: Collect test materials from test administrators. ALL test materials must be accounted for. Check the test booklets to be sure that the student information section of each booklet has a Pre-ID label affixed or that the student demographic information has been completed appropriately. Give all materials to the district test coordinator.

District test coordinator: Collect all test materials from the school assessment coordinators. Using the Packing List, verify that all materials have been received from the school assessment coordinators. Be sure to include the materials from the district overage. Verify that the following are accurate on each Grade/Tier Header Sheet:

- District and School Name
- Number of materials under this header
- Proper Grade and Tier recorded

MetriTech has prepared UPS Return Shipping Instructions and test booklet Return Packing Instructions for coordinators to use as they receive, distribute, collect, and return test materials (see Downloads & Products at top right). The following are specific guidelines for handling and returning materials:

- Use the same box(es) that you receive from MetriTech containing the test materials to return them.
- Return Shipping Instructions and A.R.S. shipping labels will be included in the original shipment to the district.

Return instructions from the school to the district:

- After all test booklets, scripts, manuals, and auxiliary materials have been collected, use the Security Checklist provided to verify that all serial numbers assigned to your school have been collected.
- Test materials should first be divided into scorable and Unused/Non-scorable piles.
  - Scorable is for all test booklets that need to be scored.
  - Unused/Non-Scorable is for any unused test booklets, scripts, manuals, Kindergarten ancillary kits, and completed or partially completed test booklets that should NOT be scored
- Scorable test booklets then need to be categorized by grade level cluster and tier. Each stack requires a separate School Header sheet to be placed on top. The School Header sheet should be filled out with the grade level cluster, tier, and total number of booklets for that stack.
- Unused and Non-scorable test booklets should be placed under the Unused and Non-Scorable Test Materials header sheet.

Return instructions from the district to MetriTech:

The following 7-minute video demonstrates how to pack test booklets for return shipping: **https://www.metritech.com/wida/rtmvideo.aspx**

- After receiving all materials from each school, use the Packing List to verify that all materials have been returned.
- Verify that the information on the School Header sheets match the stack of booklets under each sheet.
- Scorable test booklets should be bagged up in increments of 20 (60 for Kindergarten test booklets). If there are more than 20 test booklets for a school header sheet, complete a header sheet for the total number of test booklets and put it in the first bag. Pack the remaining books in subsequent bags, identify them with the school name and make sure they are put under the first bag containing the header.
  - More than one header with tests booklets can go in a bag. For example, a header with 10 booklets, another header with 4 booklets, and a header with 6 booklets can all go in one bag.
  - More than one school's materials can go in a bag. For example, a header for School A with 15 test booklets and a header for School B with 4 test booklets can all go in one bag.
- Consolidate the Unused and Non-Scorable Test Materials piles from each school and package them up in the last box(es).
- Complete the District Shipping Form with the number of boxes being returned and place it on top of Box 1.
- Follow the return instructions packet to arrange a UPS pickup.

SCORE REPORTS

48. Will I receive student labels?

No. Instead of a student label, districts will receive a variety of printed score reports.

49. What information is included in the score reports for ACCESS for ELLs?

No. Instead of a student label, districts will receive a variety of printed score reports.

The following reports will be issued:

- Individual student report for Parent/Guardian (translated versions are available in 32 languages)
- Individual student report for Teachers
- Student roster by grade for each school
- Frequency distribution by English language proficiency level for each school by grade

The Teacher Report will also give each student's raw scores for each standard to help them better understand their students' strengths and weakness as demonstrated on ACCESS for ELLs.

50. What do districts need to do with their ACCESS results?

Districts need to keep results in the students' cumulative folder. Additionally, districts are required to share the results with the parents. It is also strongly recommended that the results be shared with the teachers of the student.

51. Is there an interpretation guide?

Yes, there is an interpretation guide. The guide is available at **http://wida.us/get.aspx?id=25**. A reminder message will be sent to district test coordinators when score reports are shipped out.

ALTERNATE ACCESS for ELLs

GENERAL

1. What is the Alternate ACCESS for ELLs?

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.. This is not an assessment for students who need accommodations only. Please refer to the Alternate ACCESS for ELLs guidance document at, **http://www.michigan.gov/documents/mde/WIDA_Alternate_ACCESS_ for_ELLs_434258_7.pdf?20140716145336**, for more information on determining who should take this assessment.

2. Who can administer the Alternate ACCESS for ELLs?

See #3 on page 3.

3. In what grades is Alternate ACCESS for ELLs given?

EL students in grades K-12 take the assessment. The Alternate ACCESS for ELLs includes four grade level spans:

- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

4. Is Alternate ACCESS for ELLs a tiered test, like ACCESS for ELLs?

No, Alternate ACCESS for ELLs uses a single form per grade cluster; it is not a tiered test. Rather, it was designed to expand upon Level 1 – Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities.

5. What materials are included with Alternate ACCESS for ELLs material shipments?

- Student response booklets
- Test Booklets
- Test Administrator's Script
- Test Administration Manual

6. How will the Alternate ACCESS for ELLs be scored?

All sections of Alternate ACCESS for ELLs are scored by the test administrator. Detailed guidance on the administration and scoring of test sections is contained in Sections 6, 7, 8, and 9 of the Alternate ACCESS Test Administration Manual.

7. Does the Alternate ACCESS for ELLs comply with No Child Left Behind (NCLB)?

The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). For this reason, WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELLs with significant cognitive disabilities.

8. Is Alternate ACCESS for ELLs a secure test?

See #12 on page 7.

Will previous editions of the Alternate ACCESS for ELLs be released? The WIDA Consortium has released **sample test items**, **http://www.wida.us/ assessment/access/access_sample_items.pdf** that are no longer in use for teacher reference and student practice. There are currently no plans to release complete editions of tests.

9. Can Title III money be used for Alternate ACCESS for ELLs?

See #14 on page 7.

10. Can private schools take the Alternate ACCESS for ELLs?

See #15 on page 7.

ACCOUNTS

11. Does my ACCESS for ELLs Training Account allow me to review Alternate ACCESS for ELLs training information?

Yes. For more information on accounts, please refer back to the ACCOUNTS section beginning on page 7.

TRAINING

12. Is there training available for the Alternate ACCESS for ELLs?

Yes, training is available and required. Please refer to the Communications from OSA (Office of Standards and Assessments) document available at **www.michigan.gov/wida** for more information.

NEW STUDENTS

(Refer back to page 15. New student information is the same for Alternate ACCESS for ELLs.)

PRE-ID

(Refer back to page 15. Pre-ID information is the same for Alternate ACCESS for ELLs.)

MATERIALS

13. What Alternate ACCESS for ELLs materials will we receive?

- The District box (labeled Box #1) will include:
- Master Materials List
- School Materials List (Test Coordinator's copy, one for each school)
- Test Security Policy
- Agreement to Maintain Confidentiality
- Documentation of Materials Not Returned
- Additional Materials Order Form
- School Header Sheet (non-school specific)
- Unused and Non-Scorable Test Materials
- District and School Test Administration Manual

Return Shipping Instructions Bag
- Return Shipping Instructions/Shipping Form
- Return Materials Packing Instructions
- Returning Materials to MetriTech
- RS Shipping Labels
- Plastic Bags (12x15)

School Bags (in Box 1, one for each participating school in the district)
- School Materials List
- School Header Sheet (school specific)
- Unused and Non-Scorable Test Materials
- Pre-ID Labels (if provided)
- District and School Test Administration Manual

Box/Boxes Containing Test Materials
- Exact quantities based on State or District order

14. What if I notice a discrepancy between the Packing List and the materials I received for Alternate ACCESS for ELLs?

See #37 on page 17.

ACCOMMODATIONS

15. Can test administrators give the Alternate ACCESS for ELLs to a student in his or her native language?

See #38 on page 18.

16. Are EL students required to take Alternate ACCESS for ELLs even though they are receiving special education services?

See #39 on page 18.

17. Are the test administrators allowed to use accommodations on Alternate ACCESS for ELLs for students with disabilities?

See #40 on page 18.

18. Is there a Large Print version available of Alternate ACCESS for ELLs?

See #41 on page 18.

19. Is there a Braille version available of Alternate ACCESS for ELLs?

No, a braille version of Alternate ACCESS for ELLs is not available.

AFTER TESTING

(Refer back to page 20. After testing information is the same for Alternate ACCESS for ELLs.)

SCORE REPORTS

20. Will I receive student labels?

No.Instead of a student label, districts will receive an individual student report for Parent/Guardian and Teachers (translated versions are available in 32 languages).

21. What information is included in the score reports for ACCESS for ELLs?

One report is available for the Alternate ACCESS for ELLs, the Individual student report for Parent/Guardian and Teachers (translated versions are available in 32 languages).

22. What do districts need to do with their Alternate ACCESS results?

Districts need to keep results in the students' cumulative CA60 folder. Additionally, it is required that districts share the results with the parents of the student. It is also strongly encouraged that results are shared with the students' teachers as well.

23. Is there an interpretation guide?

Yes, there is an interpretation guide. The guide is available at **http://wida.us/get.aspx?id=571**. A reminder message will be sent to district test coordinators when score reports are shipped out.

Office of Standards and Assessment (OSA)
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Updated December 8, 2014. Please check the BAA website frequently during the 2013/14 school year for updated materials.