



Office of Educational Assessment and Accountability

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NEW PRINCIPAL'S PRIMER

Congratulations on your new role as a principal! This WIDA Principal Primer is designed to give you basic information about the WIDA assessments as well as help you think about how best to plan for important assessment related activities. However, please don't hesitate to contact the Office of Educational Assessment and Accountability when questions arise at, 877-560-8378, option 5.

Acronyms

We all know that the world of education loves acronyms! Below is a list of frequently used acronyms that you may find throughout the WIDA assessment and Office of Educational Assessment and Accountability documents:

EL: English learner

ELL: English language learner

LEP: Limited English Proficient

Each of these above terms actually refer to the same group of students. For a variety of reasons (historical, federal, etc.) these terms are still in wide use in Michigan and nationally.

OEAA: Office of Educational Assessment and Accountability (formally OSA and DAS)

OES: The Office of Educational Supports

MSDS: Michigan Student Data System

CEPI: Center for Educational Performance Indicators

ESL: English as a Second Language

FEL: Former English Learner

FLEP: Formerly Limited English Proficient

Additionally, you should also know the acronyms for each EL assessment:

W-APT: WIDA ACCESS Placement Test, this is the assessment used for placing Kindergarten students into EL services

WIDA Screener: assessment used for placing students in grades 1 - 12 into EL services

WIDA ACCESS for ELLs 2.0: This is the online summative assessment used to evaluate ELs' progress towards acquiring English language proficiency (a paper/pencil form is also available)

WIDA Alternate ACCESS for ELLs: This is the paper/pencil summative assessment used to evaluate ELs', who are also students with disabilities, progress towards acquiring English language proficiency

Your Initial To-do List

There are a number of things to take care of when you first take on a leadership role that will help ensure you are receiving assessment communications and have access to everything you need to have access to. Use the list below to make sure you, and your staff, have these pieces in order:

Step 1: Educational Entity Master (EEM) Updated:

- The Center for Educational Performance Indicators (CEPI) manages a statewide database of district addresses and school information. The database also includes listings of the names and contact information of each district's superintendent, principals, assessment coordinators, and technology personnel. Each district is responsible for updating their contact information as needed, so check

with your district to find out who is responsible for making these regular updates. This is the only way to ensure communication from the assessment and accountability offices at the Michigan Department of Education go to the correct district employees.

Step 2: Sign-up for Spotlight on Student Assessment and Accountability:

- If you do not receive this weekly newsletter, you should sign up for the [Spotlight on Student Assessment and Accountability](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight). All WIDA related assessment communication from the OEAA will be sent to districts using this communication route.

Step 3 (Optional):

- If you are actually going to be taking on the role of a test coordinator in addition to your role as a principal please follow this step. The OEAA Secure Site allows you to identify students for testing, input screener scores, and complete other required testing processes. Gaining appropriate access to the OEAA Secure Site will also provide you with access to WIDA AMS. WIDA AMS is the separate online system in which you will organize students into online test sessions and order additional materials for the summative WIDA ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs. In order to administer the summative WIDA ACCESS for ELLs 2.0 or the WIDA Alternate ACCESS for ELLs you will need access to the OEAA Secure Site. You will additionally need access to WIDA AMS in order to administer the WIDA Screener Online.

Step 4: WIDA.us Secure Portal

- If you are a new assessment coordinator you will need access to the secure portal on the www.wida.wisc.edu site. Having this account will not only allow you to download/print W-APT and WIDA screener paper/pencil materials to screen students, but will provide you with access to the required online modules that must be reviewed so that you and others can administer the WIDA assessments.
- Once you have completed Step 1, go to www.wida.wisc.edu. Login using the username: michigan and the password: mitten. You will then be prompted to create your own wida.us account. Once you've created your account send an e-mail to mde-oeaa@michigan.gov with the subject line "wida.us District Coordinator Account Request". You will then be identified in this role in the www.wida.wisc.edu site and provided with access to the screener materials, test administration training, as well as other materials that may be useful to you if you are coordinating professional development activities around the WIDA assessments.

Step 5:

- Review documents and Michigan specific resources available on the [WIDA web page](http://www.michigan.gov/wida) (www.michigan.gov/wida).

Step 6:

- Obtain a copy of the Office of Educational Support's Entrance & Exit Protocol. Please go to the [MDE Title III website](http://www.mde.state.mi.us) to access the [Entrance & Exit Protocol](#).

What do I do with my new students?

You will want to make sure that you have a good understanding of your enrollment processes and that the following things are in place for all students at the time of enrollment:

- Home Language Survey Questions: All students' enrollment forms must have the following state required questions on them:
 - Is your child's native tongue a language other than English?
 - Is the primary language used in your child's home or environment a language other than English?
- Refer to the OES [Entrance and Exit Protocol](#) Document:
 - Based on the criteria found in this document, you and possibly the team of educators with whom you work will need to make a decision about whether to enter a student into EL services or not.
- Ensure student is appropriately identified as needing EL services in MSDS:
 - You will want to work with those responsible for updating student level information and sending it to the state. Inappropriate identification can lead to loss of funding opportunities as well as other assessment and accountability issues. You should review the English Learner (EL) Assessment & Accountability Pitfalls FAQ document available on the [WIDA web page](#) (www.michigan.gov/wida). Ensure that all students who are identified as needing EL services take the summative WIDA ACCESS for ELLs 2.0 or the WIDA Alternate ACCESS for ELLs.

How do I learn how to administer the W-APT and the WIDA assessments?

Although you might not be administering the WIDA assessments yourself, your staff has quite a few options for learning how to administer the WIDA assessments. It is strongly recommended that you and your district's assessment coordinators take advantage of resources available on the www.wida.wisc.edu as well as MDE [WIDA web page](#) (www.michigan.gov/wida) However, please note that anyone actually administering any of the WIDA assessments must have completed all online modules and passed associated quizzes through their WIDA.us Secure Portal account. Please refer to the Michigan [WIDA Screener & W-APT Policy Manual](#) on the [WIDA web page](#) for these requirements.

And as always, as you review this information, please don't hesitate to contact the OEAA with any assessment related questions at, 877-560-8378, option 5.

People to Know In Your District

As you think about creating your internal processes for enrollment and W-APT administration, you will want to know and/or specifically identify who should be responsible for each of the following steps in your process. If no one is currently responsible for these activities, you should consider identifying who should be responsible.

- **Enrollment:** Who actually enrolls students initially? Who updates the enrollment forms?
- **Test Administrators:** Who will be administering each of the WIDA assessments in your district?
- **MSDS:** Who is responsible for entering student information into your Student Information System? Who is responsible for making sure that the student information is uploaded correctly to MSDS?

- **EEM:** Who is responsible for updating the district's personnel list on a regular basis?
- **District Administrator:** How do we obtain a WIDA.us Secure Portal Account password or extra WIDA ACCESS for ELLs 2.0 materials, who can add my WIDA W-APT role in the OEAA Secure Site so I can add W-APT test scores, etc.?

How do I know which students are supposed to take the summative WIDA ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs?

Any student who is identified as needing EL services, will need to be assessed on the summative ACCESS for ELLs 2.0 or the Alternate ACCESS for ELLs for those ELs who are also students with significant cognitive disabilities. Additionally, students who are not identified in MSDS as needing EL services will not receive scores on the summative assessment. There will be a number of webinars and information posted to the OSA website to help provide your assessment coordinators with information about how to prepare for pre-id, receipt and return of materials, as well as the Students Accountable & Test Verification window, and reporting.

Designated Supports and Accommodations for ELs

There are a number of linguistic and other designated supports or accommodations available for ELs for each of their assessments. As districts move towards computer based assessments, districts will want to consider documenting ELs accommodation needs in an electronic format. The future of assessments and accommodations will pose some new opportunities for students and districts related to identification of these supports in test delivery engines. It is possible that districts will have an opportunity to upload accommodations needed for all students prior to the administration of an assessment. Please be sure to always refer to the OSA's Supports and Accommodations Table as your staff begins to identify appropriate in-classroom accommodations that students may also use for assessment purposes. You will find many resources under each of the appropriate Michigan assessment pages under the Student Supports and Accommodations section. For example, if you have students taking the M-STEP assessment please go to the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) and look for the Student Supports and Accommodations section.

Communicating with Parents

As you think about ways to communicate with ELs and their families, keep in mind that most EL families have some specific needs. You should consider providing translated versions of your enrollment forms as well as offering interpreters to parents at the time of enrollment. This will aid parents, who may be new to the United States, with a level of comfort and understanding about expectations for their child.

There is one federal requirement to be aware of regarding parent communication. Federal regulations dictate notification to parents that their child is eligible for EL services once a determination has been made. You may find it useful to check with your ISD or RESA for translated materials such as these parent notification letters. In many cases, these materials are shared publicly and can be found online. For questions about providing services to students identified as EL, please contact the Office of Educational Supports at 517-241-5392.

Common Pitfalls

There are a number of issues that you might encounter as you take the lead as an assessment coordinator. Below is a list of problems and possible solutions that Michigan districts have used in order to mitigate those issues:

Enrollment Problem: You've been told by your WIDA assessment coordinator that you seem to have some students who have been identified as ELs who should not have been.

Enrollment Solution: You should convene a meeting between you and all appropriate school personnel. The purpose of this meeting would be to review the district's enrollment procedures and forms to ensure that the HLS questions are asked of all students and that those responsible for entering student level data into MSDS are doing so correctly. It is generally the case that these types of problems can be solved through communication and knowledge sharing.

Upset Parent Problem: You have a parent who is upset that their child needs to take the WIDA Screener.

Upset Parent Solution: Take time to talk to the parent about the state and federal requirements behind the screening assessment. You should consider focusing on the fact that the federal legislation attempts to provide equity and access of instruction to all students who may need it. It is the responsibility of the schools to ensure they are making attempts to allow all students to be successful.

Teacher Problem: You continue to hear from your WIDA assessment coordinator that many of the teachers are making it difficult to actually assess students on the summative WIDA ACCESS for ELLs 2.0. They are generally not releasing the student from the classroom to take the test under the WIDA assessment coordinator's supervision.

Teacher Solution: Solutions for this could vary. You could meet one-on-one with teachers to ensure that they are aware of the expectations for assessment. You could also hold a staff-wide meeting at which you discuss the federal legislation surrounding assessing EL students and review what linguistic and cultural needs EL students may have.

Pre-ID Problem: Who should I talk to if I have received materials for a student that is not listed to take the WIDA ACCESS for ELLs 2.0?

Pre-ID Solution: You should convene a meeting with your MSDS person as well as whomever is responsible for pre-id to discuss if this student has been needing EL services in MSDS and how this student could have been missed during the Pre-id process.

Accidental EL Problem: Our school accidentally identified a student as EL in MSDS, however a Student Record Maintenance was submitted to correct it; does this student still need to test?

Accidental EL Solution: You may be able to submit a False LEP Request to correct this. Please contact the Office of Educational Supports at 517-241-5392, for more information.

Materials received for a private school Problem: What do I do with materials that I received for students attending a private non-public school?

Materials received for a private school Solution: Under Title III rules, districts are obligated to annually meet with private non-public schools and offer language services to students who may be eligible. As a part of this conversation, summative English language proficiency assessments should have been

discussed as well. Please contact your Title III and EL testing coordinator to determine what your assessment processes are for your district. Please contact the Office of Educational Supports at 517-241-5392, for additional information.

General Tips

Whether you or your staff are preparing to administer any of the WIDA assessments there are some basics to keep in mind:

- review available assessment documents and attend/watch webinars
- become familiar with Speaking and Writing rubrics
- meet with all test administrators as a group and do professional development activities based on assessment administration
- create a testing schedule
- ensure availability of quiet testing environments for all students in order to provide fair and reliable assessment results
- ensure planned and efficient internal (at the district) enrollment and testing procedures
- pay attention to OEAA and CEPI (MSDS) deadlines for testing and student information uploads
- when in doubt, contact OEAA with any questions



Office of Educational Assessment and Accountability (OEAA)

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Please check the OEAA Student Assessment website frequently during the 2018/19 school year for updated materials.