WIDA ACCESS for ELLs & WIDA Alternate ACCESS

Michigan-Specific Test Administration Manual

Spring 2024

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Part 1:

ACCESS for ELLs

Test Administration Overview

INTRODUCTION

About the ACCESS for ELLs Suite of Assessments

The ACCESS for ELLs suite of assessments comprises secure large-scale English language proficiency assessments administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). The assessments are given annually in Michigan to monitor students' progress in acquiring academic English and include Kindergarten ACCESS for ELLs, ACCESS for ELLs (online and paper-based), and Alternate ACCESS for ELLs.

How to Use This Manual

This manual is designed to address the training needs of Test Administrators (TAs) who deliver any of the assessments in the ACCESS for ELLs suite. It is organized into two parts:

Part One: ACCESS for ELLs Test Administration Overview
Section 1: Introduction
Section 2: Getting Started: Roles, Responsibilities, and Training
Section 3: Test Security and Material Management

Part Two: Assessment-Specific Administration Guidelines
Section 4: Kindergarten ACCESS for ELLs
Section 5: ACCESS for ELLs Paper 1-12
Section 6: ACCESS for ELLs Online 1-12
Section 7: Alternate ACCESS for ELLs

All Test Administrators should read the entirety of Part One (Sections 1, 2, and 3). Part Two, Sections 4-7, cover each assessment within the ACCESS for ELLs suite of assessments. As a Test Administrator, you should review the section(s) related to the assessment(s) you will administer.

If you also have test coordination responsibilities, refer to the **ACCESS for ELLs District and School Test Coordinator Manual**.

Detailed information about WIDA Assessment Management System (WIDA AMS) and specific procedures that must be completed within WIDA AMS can be found in the **WIDA Assessment Management System User Guide**.

Who To Contact & Important Michigan-Specific Information

Refer to the following table to determine who to contact with questions and concerns.

Question or Concern	Contact
• Creation of WIDA Secure Portal and WIDA AMS Accounts • Training Certifications for ACCESS for ELLs • Scheduling and material logistics • Test Irregularities/Security Breaches • Test Invalidations	Your District/School Test Coordinator For test irregularities and security breaches, district/school test coordinators must file an Incident Report in the Secure Site. For directions, refer to the WIDA Incident Reporting document on the MDE WIDA web page (https://www.michigan.gov/mde/Services/Student-Assessment/WIDA-Assessments).
• WIDA Secure Portal Content • ACCESS for ELLs Training Course Content • Test Administration Procedures • Accommodations and Accessibility Policies/Guidelines • Score Report Interpretation	WIDA Client Services help@wida.us 866-276-7735

• All WIDA AMS Functionality
  ▪ User administration (adding and editing users in AMS)
  ▪ Materials/Additional Materials ordering
  ▪ Adding students in Test Setup
  ▪ Adding and editing test sessions and printing test tickets
• INSIGHT and COS Installation, Functionality, and Troubleshooting
• Viewing and downloading Student Reports
• Materials Receipt, Inventory, and Return
• Labeling of test booklets (Pre-ID, District-School, and Do Not Process labels)
• Unique situations regarding paper materials
  ▪ Handling damaged materials
  ▪ When to transcribe
	DRC Customer Service
	WIDA@datarecognitioncorp.com
	1-877-560-8378, Option 5

• Michigan Department of Education Secure Site	1-877-560-8378, Option 3

Note: Michigan educators do **NOT** conduct these activities in WIDA AMS:
- Pre-identifying (Pre-ID) students for testing
- ordering initial materials
- adding new students directly into AMS
- creating new WIDA AMS users directly in AMS
- updating student demographics
- conducting data validation

With the exception of updating student demographics, these activities occur in the OEAA Secure Site. Student demographic information must be updated in the Michigan Student Data System (MSDS).

WHAT'S NEW

The Test Monitoring Application (TMA) is a new application available in WIDA AMS. The TMA allows users with the appropriate permissions to conduct online monitoring of a student's in-school testing experience. The TMA provides real-time details, including active status within the test session and the student's progress through the assigned test session. For more information, see WIDA AMS and the WIDA Assessment Management System (WIDA AMS) User Guide (https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=e3f74a68-ca27-4970-95d7-137ef7c8080f).

Improvements have been made to WIDA AMS, including refreshed student and test management applications, new locations for score reports, and a new way to import student information. **Users should allow extra time to become familiar with new menu designs and new student and test management processes.** For more information, visit WIDA Assessment Management System (WIDA AMS) User Guide (https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=e3f74a68-ca27-4970-95d7-137ef7c8080f).

Get ready for 2023-24 updates to WIDA AMS and DRC INSIGHT (https://wida.wisc.edu/about/news/get-ready-2023-24-updates-wida-ams-and-drc-insight). The DRC INSIGHT Secure Student Browser has also been refreshed for a more accessible student experience. This includes changes to navigation buttons, magnification and color contrast tools, and a simplified microphone check process. Refreshed ACCESS training courses will launch in September 2023 to cover improvements to WIDA AMS and DRC INSIGHT.

WIDA has updated test security information to clarify devices that students are not allowed to use during testing.

Alternate ACCESS for ELLs has been updated. All test administrators will need to get recertified to administer the new WIDA Alternate ACCESS (hereafter Alternate ACCESS) via the brand-new training course. The new training course went live on September 1, 2023. Alternate ACCESS materials will be recognizable by their new name as well as by the image of the Alternate ACCESS guide dog, Cando.

The new Alternate ACCESS test forms include an Individual Characteristics Questionnaire (ICQ). ICQ information will be reported on the individual student score report to help educators make reclassification decisions. You can even download a copy of the Individual Characteristics Questionnaire (https://wida.wisc.edu/resources/individual-characteristics-questionnaire) to use as you collaborate with your colleagues. Please note that usage of the ICQ is optional for Michigan educators.

Updated Alternate Proficiency Level Descriptors (https://wida.wisc.edu/resources/alternate-proficiency-level-descriptors) are now available. The Alternate Proficiency Level Descriptors (PLDs) are an extension of the PLDs found in the WIDA English Language Development (ELD) Standards, 2020 Edition, and describe the continuum of language development for ELs with the most significant cognitive disabilities.

Updated guidance for transcribing student responses is now available. Where transcription is part of the test administration, such as with Kindergarten ACCESS and Alternate ACCESS (as well as the Alternate ACCESS inter-rater reliability study), it is not necessary to have a second person present for transcription. See Appendix B in the Accessibility and Accommodations Manual (https://wida.wisc.edu/resources/accessibility-and-accommodations-manual) for more information about transcription.

GETTING STARTED: ROLES, RESPONSIBILITIES, AND TRAINING

Roles in Administration of ACCESS for ELLs

Before, during, and after Michigan's testing window, educators have various roles in ensuring all tasks are carried out for successful test administration. These roles include Test Coordinators at the district and school level, Test Administrators, and, for online administration, Technology Coordinators.

Responsibilities of the Test Administrator

The Test Administrator administers and monitors the test and is also responsible for managing student data prior to, during, and after testing. As the Test Administrator, you have the following responsibilities:

All Test Administrators

- Read Part 1 and applicable sections in Part 2 of this manual.
- Review Michigan's Checklist for a full understanding of the tasks you are responsible for.
- Complete all test administration training and certification requirements.
- Maintain test security throughout the testing window.
- Receive and inventory test materials from the Test Coordinator.
- Provide and document appropriate accommodations for students.
- Administer the test and actively monitor student progress.
  - Set a positive tone for the students prior to administration.
  - Ensure pre-labeled test booklets are provided to the correct student.
  - Ensure the testing environment is quiet and free from distraction.
- Collect booklets and review all student demographic information to ensure label accuracy.
- Return test materials to the Test Coordinator.

Online Test Administrators Only

- Become familiar with the WIDA AMS User Guide to learn how to manage student data details (as applicable, see WIDA AMS section of this manual on page 13-14).
- Familiarize students with the online Test Demos and Test Practices; also review both for your own understanding.
- Confirm the student information on test rosters and test tickets is accurate.
- Monitor students to verify that they can successfully navigate the test in INSIGHT.

Training Resources for Test Administrators

Michigan's ACCESS for ELLs Checklist

WIDA has worked directly with Michigan to develop the ACCESS for ELLs Checklist. This list highlights all tasks that need to be completed within a school or district before, during, and after testing; it also outlines which tasks are assigned to Test Coordinators (at the district and school level) and to Test Administrators. The list provides additional guidance that your state expects you to follow as you prepare for and administer the ACCESS for ELLs suite of assessments.

As a Test Administrator, it is your responsibility to review Michigan's checklist in detail prior to completing any training and to work with your district or school Test Coordinator to complete these tasks. Michigan's checklist can be found on the MDE WIDA web page (https://www.michigan.gov/mde/Services/Student-Assessment/WIDA-Assessments).

ACCESS for ELLs Training Courses—WIDA Secure Portal

In the training course on the WIDA Secure Portal (https://wida.wisc.edu/login), educators can access training to become certified to administer ACCESS for ELLs, as well as additional materials and resources to assist administrators and coordinators before, during, and after Michigan's testing window. Contact your District English Learner Assessment Coordinator if you need access to the Secure Portal.

WIDA user accounts provide access to the training courses and Facilitator Toolkit in the WIDA Secure Portal. All training course users are subject to the terms and conditions outlined in the Nondisclosure User Agreement (NDUA). Users will be prompted to agree to the electronic NDUA upon initial login.

When you log into the WIDA website, you see the following navigation options.

Figure 1: WIDA Secure Portal landing page

On this page, you can navigate to the Assessment Training Courses, professional learning options, webinars, and many other WIDA related resources.

Within the secure portal, each assessment has a separate assessment training course. Some domains such as the paper/pencil Speaking domain require a course to be completed as well. A training course may be completed in one sitting, or in as many sessions as necessary, ideally two to three weeks prior to your first administration of the test.

You only need to take Assessment Training Courses for the assessments and grade levels which you will oversee and/or administer. Michigan schools are expected to assess students in grades 1-12 online unless an online waiver for a school has been submitted. If you will administer more than one of the tests, you must complete all applicable training components.

Refer to **Michigan's ACCESS for ELLs Checklists** for more detailed information on which Assessment Training Courses you should complete as well as your to-do list if you are a coordinator or administrator. If you need help in gaining access to the WIDA Secure Portal, check with your EL District Assessment Coordinator first. New EL District Assessment Coordinators can refer to the WIDA Secure Portal chapter of the Assessment Coordinator Training Guide for information on getting set up in this new role.

Account Management

For additional help in managing your account or managing the accounts of others in your district such as reviewing Assessment Training Course completion or creating new WIDA Secure Portal accounts, you can click on the Manage button in the top right hand corner of the WIDA Secure Portal page. You can find additional information on account management by clicking on the Get Help link in the upper left hand corner of the page as well.

WIDA Assessment Management System (WIDA AMS)

WIDA AMS (www.wida-ams.us) is the online resource system used for material management and test coordination for the ACCESS for ELLs suite of assessments. The primary users of WIDA AMS are the Test Coordinators at the school and district levels.

For more information on Test Administrator functions in WIDA AMS, refer to the Test Security and Materials Management Section, beginning on the following page. The WIDA-provided complete manual for WIDA AMS, the "WIDA AMS User Guide," is found in the WIDA AMS system in the 'Documents' section.

Obtaining a WIDA AMS Account

WIDA AMS is accessible to Test Administrators who have been provided with an OEAA Secure Site account. This account is separate from the WIDA Secure Portal user account login.

If you were a Test Administrator for ACCESS for ELLs in the previous school year, you may already have a login and access to the current administration.

- If you already have access to WIDA AMS, you will receive a notification email when you receive permissions for this school year's administration. No action is needed in response to the email. If you cannot log into or see this school year's administration in the system, contact your District Test Coordinator.

- If you require a WIDA AMS account, ask your Test Coordinator to provide you the access that you need by first ensuring you have an account with appropriate access in the OEAA Secure Site. You will then receive an email from WIDA AMS with a temporary user ID and password and a link to the website. Follow the instructions on the email to log in, and read and accept the security agreement.

Accessibility and Accommodations

Detailed accommodations information can be found in the ACCESS for ELLs Accessibility and Accommodations Supplement, which is available on the WIDA Secure Portal in the Training Course.

The WIDA Accessibility and Accommodations Framework provides support for all ELs, as well as targeted accommodations for students with Individualized Education Programs (IEP) or Section 504 plans. These supports are intended to increase the accessibility for the assessments for all ELs.

To protect the validity of the ACCESS for ELLs suite of assessments, only those accessibility features explicitly identified in the Accessibility and Accommodations Supplement should be used during test administration. The use of supports that are not included could compromise the validity of the assessment and invalidate students' results.

Accommodations — ELs with a disability (IEP or 504 Plan)

Universal Tools

Administrative Considerations

Universal Design — All ELs
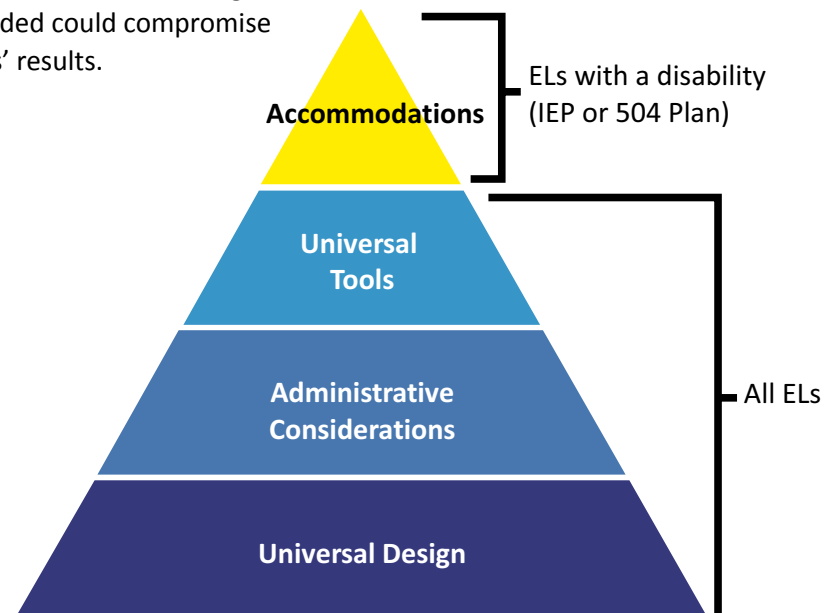
Figure 2: WIDA Accessibility and Accommodations Framework

TEST SECURITY AND MATERIALS MANAGEMENT

Test Security

All materials in the ACCESS for ELLs suite of assessments are considered secure test materials. Therefore, it is important to take the appropriate measures to maintain security and confidentiality of all test materials.

School and district personnel carrying out their roles in the delivery of this assessment must follow the guidelines below to maintain test security.

Test Security Reminders

- Keep personal login information secure.

- Do not duplicate any test materials (with the exception of this manual).

- **Be aware that any breaches of test security or problems with the test administration may result in the invalidation of student scores**.

- Ensure that no specific information about the content of the test is shared with students or their families prior to or after testing.

- Ensure that online test content does not remain open and unattended on screens before or after testing.

- Ensure that any paper materials are secure and are treated as secure test materials. Do not leave materials unattended before or after testing.

If test security has been compromised in any way, contact your Test Coordinator to determine remediation steps.

Using WIDA AMS

Use of WIDA Assessment Management System (WIDA AMS) and INSIGHT test engine are also subject to the terms of use outlined in WIDA AMS. Users will be prompted to agree with the test security policy upon their first login.

A coordinator may order any additional materials as needed during the testing window. For online testing, all software installations and applications required for ACCESS for ELLs testing can be found on WIDA AMS. A district may also be able to securely add accommodations in order to manage student data during testing. From there, the district can

oversee all testing sessions with progress reporting and final student reports. For more information on Test Coordinator responsibilities within WIDA AMS, refer to the **ACCESS for ELLs District and School Test Coordinator Manual** and the **WIDA AMS User Guide**.

ACCESS for ELLs Online

- Training Materials (ACCESS for ELLs Test Demos and Sample Items)

- Test Setup:
  - set up test sessions, and print test tickets
  - edit student information for students using Writing Test Booklets
  - mark accommodations and Do Not Score Codes
  - monitor student test progress

- Test Management Reports to monitor testing

ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs

- Test Setup:
  - Accommodations and Do Not Score Codes for students using Pre-ID labels may be marked on the booklet or in Test Setup. Note: Information in MSDS will supersede booklet demographic updates.

Materials Management

It is the responsibility of all Test Administrators and Test Coordinators to ensure that correct and complete information is either labeled or bubbled in each student booklet. Refer to Michigan's ACCESS for ELLs Checklists, found on the WIDA web page (www.michigan.gov/wida) for more information on who is responsible for each task related to materials management in Michigan.

To ensure all booklets have the detailed and necessary information needed for scoring, all Test Administrators must adhere to the following:

- **Prior to administration**
  - Review labels and/or bubbled information to ensure all student information is accurate.
  - Complete labeling or bubbling if needed. Refer to the Special Instructions for Paper/Pencil Booklets Directions in the Appendix.

- **During administration**
  - Distribute the test booklets as applicable to the correct students.
  - Verify that students have been given their assigned booklet.

- **Immediately following administration**
  - Collect all material from all students.
  - Review student test booklets once more for any errors or discrepancies in student information.
  - Confirm all necessary fields are completed and all necessary labels are correctly adhered to student test booklets.
  - Ensure all booklets are in proper condition to be returned, with no loose or damaged pages.
  - Return test materials to a Test Coordinator, or store the booklets in a secure area until they can be handed over to a Test Coordinator.

Failure to address incorrect, missing, or incomplete booklet information and labels may result in no student score.

Test Materials

Depending on the type of ACCESS for ELLs assessment you are administering, you need different types of testing materials, such as student test booklets or test tickets. Refer to your specific assessment in Part Two of this manual for a full list of the materials you can expect to receive from the Test Coordinator prior to test administration.

Test Booklet Labels

Three types of labels may be affixed to a student test booklet: Pre-ID, District/School, or Do Not Process.

Any booklet that contains student response information must have either a Pre-ID Label or a District/School Label with bubbled student information. Failure to adhere a label with student information will result in booklets being processed as unused and no score will be assigned.

Pre-ID Labels (White)

Pre-ID Labels contain the name, grade, and other pertinent information about individual students, as well as district and school information. The barcode on the label indicates that the test booklet should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to complete the demographic pages on the front and back cover of the test booklet. **Note: Booklets with a Pre-ID Label must still have the date of testing bubbled-in on the front cover.**
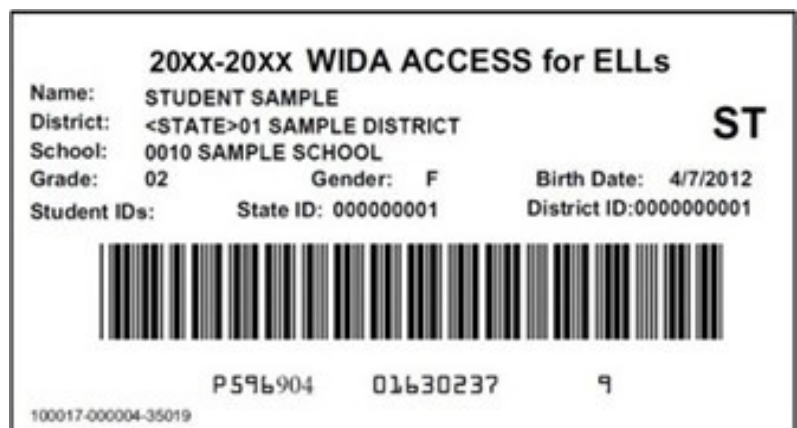
Figure 3: Sample Pre-ID Label

District/School (Yellow)

District/School Labels contain only district- and school-specific information. If a student who needs to test does not receive a Pre-ID Label, a District/School Label must be affixed. Additionally, the demographic pages on the front and back cover of the test booklet must be completed, following the directions in the next subsection, Completing the Demographic Information. The label contains a barcode showing the test booklet is to be processed and scored for the student whose information is bubbled on the demographics page.
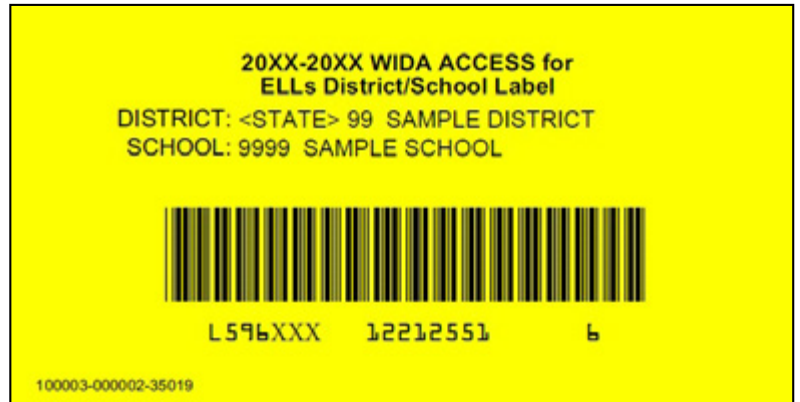
Figure 4: Sample District/School Label

Do Not Process (White with Orange Stripe)

The Do Not Process Label contains a barcode showing the test booklet should **not** be processed. Do Not Process Labels are supplied for use on test booklets that are damaged or should not be processed. Test booklets that have a Do Not Process Label will be processed as blank even if there are student responses inside.

A Do Not Process Label is not the same as Do Not Score code (field on booklet cover). A Do Not Process Label prevents any processing and the student will not receive a report. Students with Do Not Score code marked on the booklet cover must be processed in order to receive a report without scores in the domain(s) marked.

There is no need to place a Do Not Process label on test booklets that haven't been used.

Figure 5: Sample Do Not Process Label

Label Placement

Follow these steps:

- If using a Pre-ID Label, apply the label to box marked (A) and begin testing.

- If there is no Pre-ID Label, apply a District/School Label to the box marked (A) and bubble in the entire student name, complete the back cover, and begin testing.

- If a USED test booklet should not be processed, apply a Do Not Process Label to the box marked (A) and return it to DRC.

- DO NOT apply any labels to areas marked (B) or (C)
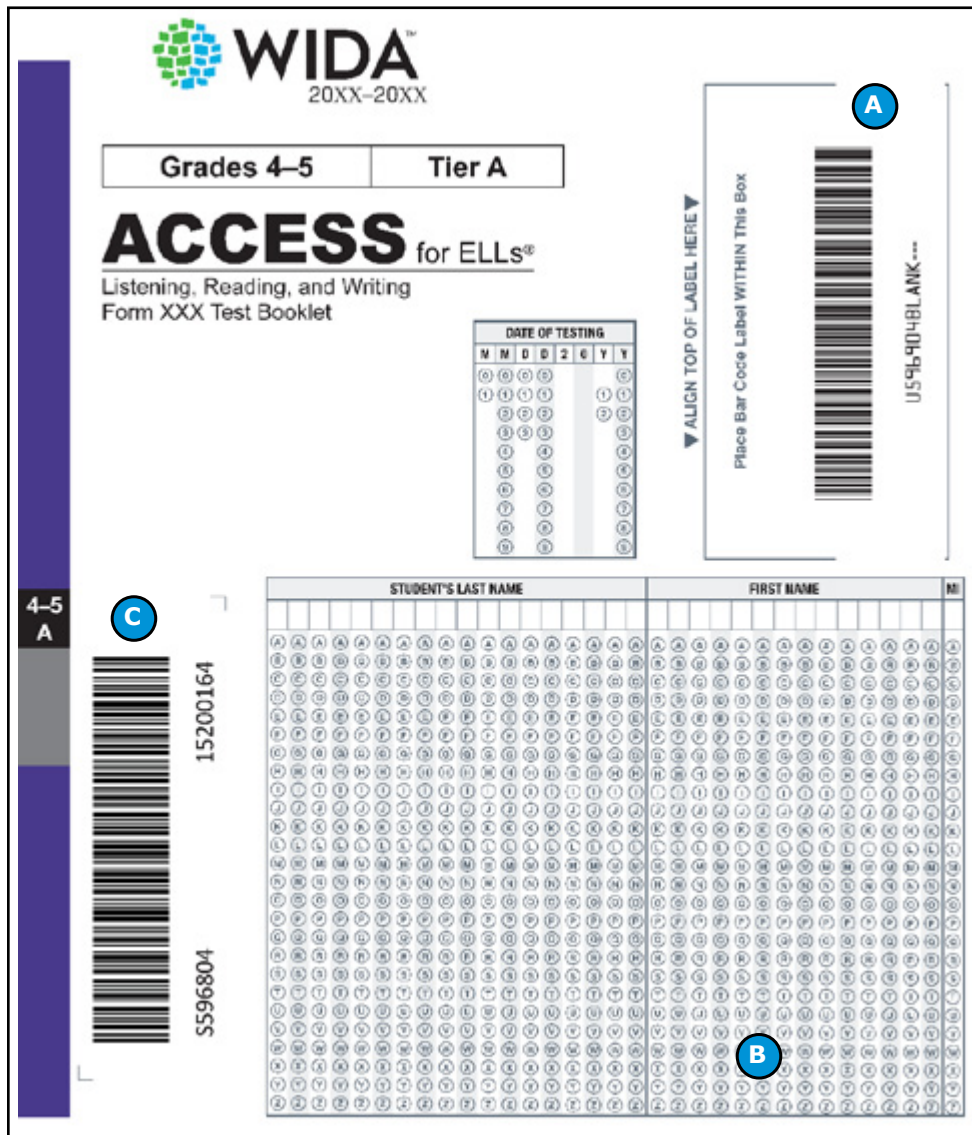
Figure 6: Test Booklet Cover Showing Where to Affix Labels

Completing Demographic Information on the Test Booklet

Be sure to follow the special instructions provided in the Appendix. Any bubbling on the front and back of the test booklet must be completed with a Number 2 pencil.

Important note: The demographic information embedded in the Pre-ID label supersedes student information bubbled on the booklet. If Pre-ID Label information is incorrect, contact your Test Coordinator.

FRONT COVER

1. **TEST BOOKLET LABEL:** Place the Pre-ID, District/School, or Do Not Process label in the box. Leave blank if the booklet remains unused.

   If a student does not have a Pre-ID Label, a District/School label must be used and school personnel must complete the fields on the front and back cover of the test booklet. Refer to the Special Instructions for Paper/Pencil Booklets Directions in the Appendix.

   It is the responsibility of the Test Coordinator to supply the correct District Code number and School Code number to the persons who will be verifying this information on the Pre-ID Label or recording this information on the student demographic pages of each test booklet.

2. **DATE OF TESTING: This field must be completed for all students, regardless of whether they use a Pre-ID Label or District/School Label.** Starting at the left, bubble in the date testing was completed for this student (MM/DD/YYYY). (If the student has transferred, bubble in the date testing ended in your school for this student.)

In addition to DATE OF TESTING, the following fields MUST be completed for booklets with a District/School Label:

3. **STUDENT NAME:** Starting at the left, print the student's last name in the appropriate area, putting one letter in each box. Completely fill in each of the corresponding bubbles below the letters of the student's last name. Repeat this process for the student's first name and middle initial. For a hyphenated name leave a blank space, and nothing bubbled below. If the student also tests online, bubble the name of the student as it appears in WIDA AMS in order for the online and paper records to merge so that the student receives a composite score.

Figure 7: Test Booklet Front Cover Showing Where to Enter Demographic Information

Figure 8: Test Booklet Back Cover Showing Where to Enter Demographic Information

BACK COVER

4. **DISTRICT NAME AND SCHOOL NAME:** There are two different grids for District Name and for School Name.

   - **District Name:** Starting at the left, print the district name, putting one letter or number in each box.

   - **School Name:** Starting at the left, print the school name, putting one letter or number in each box.

5. **NATIVE LANGUAGE: Not necessary** as the language code information is already collected in MSDS.

6. **STATE NAME ABBREVIATION:** Print the two-letter state name abbreviation for your state: MI

7. **GRADE LEVEL:** Select the grade level for the student. **Important: Incorrect Grade Level coding will impact reporting. Out-of-level students will not receive scores.**

8. **LENGTH OF TIME IN LEP/ELL PROGRAM:** N**ot necessary to fill out.** This field is for WIDA Consortium Research purposes only.

9. **GENDER:** Fill in the M bubble if the student is male; fill in the F bubble if the student is female.

10. **RACIAL/ETHNIC GROUP Part 1:** If the student is Hispanic/Latino, fill in the Y bubble. **Part 2:** Select all races that apply for the student.

11. **BIRTH DATE:** Starting at the left, bubble in the student's birth date. For example, if the student's birth date is March 15, 2005, bubble in 03152005 (03 for March [MM], 15 for the day [DD], and 2005 for the year [YYYY]).

12. **DATE FIRST ENROLLED U.S. SCHOOL:** N**ot necessary to fill out.** Starting at the left, bubble the date the student enrolled in a United States school. For example, if the student enrolled in a U.S. school on October 1, 2006, bubble 10012006 (10 for October [MM], 01 for the day [DD], and 2006 for the year [YYYY]). This field is for WIDA Consortium Research purposes only.

13. **IEP STATUS:** N**ot necessary to fill out.** Fill in the Y bubble if the student has been identified as having an Individualized Education Program under the Individuals with Disabilities Education Act. Status as a student with disabilities is already collected in MSDS.

14. **TITLE III STATUS:** N**ot necessary to fill out.** Fill in the Y bubble if the student is part of the district's Title III, Every Student Succeeds Act (ESSA) allocation. Status as an English Learner is already collected in MSDS.

15. **MIGRANT:** Fill in the M bubble if the student is defined legally as a migratory agricultural worker under ESSA 2015. Classification as a migratory child requires the National Certificate of Eligibility (COE) form to be on file.

16. **504 PLAN:** N**ot necessary to fill out.** Fill in the Y bubble if the student has been identified as having special educational needs as defined in the Rehabilitation Act and Americans with Disabilities Act. This field is for WIDA Consortium Research purposes only.

17. **STATE STUDENT IDENTIFICATION NUMBER:** Starting at the left, print the unique number the state has assigned to this student and fill in the corresponding bubble below each number. There is no need to fill in any remaining empty boxes with zeros.

    Note: If you are completing this field for the Writing test for ACCESS for ELLs Online, bubble the State Student ID exactly as it appears in WIDA AMS.

18. **STATE-DEFINED OPTIONAL DATA:** Starting at the left, print the unique information Michigan has required you to record for each student and fill in the corresponding bubble below each number. Refer to the Special Instructions for Paper/Pencil Booklets Directions in the Appendix.

19. **DISTRICT STUDENT IDENTIFICATION NUMBER:** Starting at the left, print the unique number your district has assigned to this student and fill in the corresponding box below each number. If your district has no unique District Student ID number, leave this section blank.

20. **DISTRICT-DEFINED OPTIONAL DATA:** Not necessary to fill out.

21. **LIEP CLASSIFICATION:** N**ot necessary to fill out.** This field is for WIDA Consortium research. Fill in the bubble next to the Language Educational Program (LIEP) classification that best applies to the student. The table on the following page shows the LIEP classifications.

LIEP Classification	Definition
EL Bilingual	**Language Focus:** Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. **Class Composition:** ELs share the same native language
Mixed Bilingual	**Language Focus:** There is approximately equal focus on English and a partner language, including content instruction in the partner language. **Class Composition:** ELs and non-ELs placed together in the same classroom
EL-specific Transitional Instruction	**Language Focus:** The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal. **Class Composition:** ELs only
Mixed Classes with Native Language Support	**Language Focus:** The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. **Class Composition:** ELs and non-ELs placed together in the same classroom
EL-specific English-only Instruction	**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support **Class Composition:** ELs only
Mixed Classes with English-only Support	**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom. **Class Composition:** ELs and non-ELs placed together in the same classroom
No Support Provided	**This item is included for data collection purposes and doesn't qualify as an LIEP.** ELs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual certified educator
Parental Refusal of Services	If the student's parent/guardian has opted to refuse language education services, fill in Y.

22. **ACCOMMODATIONS:**

- **District/School labels:** Accommodations provided to a student must be bubbled. Remember that accommodations are only allowable for ELs who have IEPs or 504 plans.

- **Pre-ID labels:** If accommodations were used, this section must be bubbled or accommodations must be marked in WIDA AMS Student Management. If the accommodations are marked in WIDA AMS, there is no need to also bubble in the information, unless changes need to be made. Note: If you change the accommodations in WIDA AMS to codes different than what were bubbled on the booklet, the accommodations marked in WIDA AMS will supersede what was bubbled in.

For detailed information on the available accommodations, refer to the WIDA Accessibility and Accommodations Manual. For detailed information on entering accommodations in WIDA AMS, review the WIDA AMS User Guide.

Fill in the bubble next to any accommodation that applies to the student. The table below shows the accommodations and the associated codes. **The accommodations are listed in alphabetical order by the first letter of the accommodation name. Codes in parentheses reference the lettering on the back cover of the booklet.**

AVAILABLE ACCOMMODATIONS (VARIES BY TEST AND FORMAT)	
Braille (BR)	Manual control of item audio (MC)
Extended Speaking test response time (ES)	Repeat item audio (RA)
Extended testing of a test domain over multiple days (EM)	Scribe (SR)
In-person human reader (IR)	Student responds using a recording device, which is played back and transcribed by the student (RD)
Repeat in-person human reader (RP)	Test may be administered in a non-school setting (NS)
Interpreter signs test directions in ASL (SD)	Word processor or similar keyboarding device to respond to test items (WD)
Large Print (LP)	

23. **DO NOT SCORE THIS SECTION FOR THIS STUDENT:** Filled-in bubbles in this field indicate a special circumstance that was approved by filing an Incident Report in the OEAA Secure Site or through a WIDA Test Exception approval. However, note that marking these DOES NOT remove accountability for testing this student. Marking the Deferred Special Education/504 (SPD) is only valid if an Exception Request has already been submitted to Michigan Department of Education and approved for the given test cycle. Fill in the appropriate bubbles only for the conditions explained in the table below. If any of these bubbles are filled in, the score for that domain will not be reported in the data file sent to the state or on all score reports distributed to the district (replaced with an NA on reports). It is important to note that this is **not the same** as the Do Not Process label detailed in the previous section.

- **District/School Labels:** This section must be bubbled to indicate special circumstances as described below.

- **Pre-ID Labels:** This section must be bubbled or Do Not Score codes must be marked in WIDA AMS to indicate special circumstances as described below. For detailed information on entering Do Not Score codes in WIDA AMS, review the WIDA AMS User Guide, available in the training course. If the Do Not Score code is marked in WIDA AMS, there is no need to also bubble, unless changes need to be made. Note: If you change the accommodations in WIDA AMS to codes **different** than what were bubbled on the booklet, the Do Not Score Code marked in WIDA AMS will supersede what was bubbled in.

Domains: L = Listening, R = Reading, W = Writing, and S = Speaking	
ABS	**Absent** indicates the student was absent for a domain of the test; if so, fill in the appropriate bubbles for the domain the student did not take.
INV	**Invalidate** indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. File an Incident Report if you want to use this code. For additional guidance on what may constitute an invalid test, refer to the WIDA ACCESS for ELLs Incident Reporting (IR) Table in the Appendix. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices. Also refer to the Michigan Assessment Integrity Guide for more information.
DEC	**Declined** indicates a student refused to test. This annual state assessment is NOT an optional activity; it is required. A student cannot opt out of the state's annual assessment. This indicator is used only when a student refuses to participate even after the Test Administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate bubble(s).
SPD	**Deferred Special Education/504** indicates that an IEP or 504 team determined that the student should defer participation from one or more of the domains of this test; if so, fill in the appropriate bubbles.

See the **WIDA Accessibility and Accommodations Manual** and administration procedures within Part Two of this manual for more information about the types of accommodations that fall under each of these codes.

For additional guidance on what may constitute an invalid test, misadministration, etc. and how to report issues to the Office of Educational Assessment and Accountability (OEAA), refer to the WIDA ACCESS for ELLs Incident Reporting (IR) Table located in the Appendix.

Alternate ACCESS for ELLs Student Response Booklet

On the inside of the Alternate ACCESS for ELLs Student Response Booklet only, there is an additional table and an Individual Characteristics Questionnaire (ICQ), although they are not required. The following optional information is requested by WIDA:

1. **DOES (OR WILL) THE STUDENT PARTICIPATE IN ANY STATE ALTERNATE ASSESSMENT(S)?** Fill in the Yes bubble if the student participates (or will participate) in one of the MI-Access state content assessments. Fill in the No bubble if the student does not participate (or will not participate) in the MI-Access content assessments. Note: It is very unlikely that a student who takes the Alternate ACCESS for ELLs would not participate in the MI-Access assessment. However, for selection guidance, educators should refer to the WIDA Alternate ACCESS for ELLs (https://www.michigan.gov/documents/mde/WIDA_Alternate_Access_for_ELLs_641416_7.pdf).

2. **NUMBER OF YEARS STUDENT HAS BEEN EXPOSED TO ACADEMIC ENGLISH:** Starting at the left, write in the boxes the number of years the student has been exposed to academic English as a two-digit number (for example 01, 09, 10). Fill in the corresponding bubble below the written numeral.

3. **STUDENT INFORMATION:** Fill in the bubble next to the student's Primary Disability and Secondary Disability (if applicable). If the student's IEP indicates "Multiple Disabilities" as the disability category, fill in two bubbles in the appropriate column.

Disability Category	Abbreviation
Autism	AS
Deaf-blindness	DB
Deafness/Hearing Impairment	HI
Developmental Delay	DD
Emotional Impairment	SED
Intellectual Disability	ID
Multiple Disabilities	MD
Orthopedic Impairment	OI
Other Health Impairment	OHI
Specific Learning Disability	SLD
Speech or Language Impairment	SLI
Traumatic Brain Injury	TBI
Visual Impairment including Blindness	VI
Infant/Toddler with a Disability	ITD

Student Transfer During the Testing Window

If a student transfers in or out of the school, district, or state during or after Michigan's testing window, refer to the guidelines below. More specific information about student transfers can be found in the WIDA AMS User Guide. **Handling student transfers before, during, or after the testing should always be done in consultation with your District or School Test Coordinator.**

Note: Due to the varying levels of student information security across states, student score information CANNOT be shared across states.

Transfer Situation	What to do
Student transfers out of the state prior to the testing window	Any Pre-ID Label information provided by DRC should be destroyed. Students who are in WIDA AMS cannot be deleted but will not be assigned a score at the end of the testing window as long as no testing domain is completed by that student. Ensure that the student is unenrolled from the district in MSDS with a date that reflects that he/she left prior to the testing window.
Student transfers out of school or district, but within the state, prior to testing	Pre-ID Labels are unique to the district and school the student is enrolled in at the time the Pre-ID Label file is submitted to DRC. The new school or district/school will use the District/School Label and bubble in the student's information on both the front and back covers of the test booklet.
Student completes all domains in a school but transfers out of the school or the district (within the state).	Completed test booklets should be returned as normal by the site in which the student completed the test. Contact your Test Coordinator to initiate the transfer process.
Student completes one or more domains, but transfers schools within the district, or into a new district within the state before completing all domains	Contact the Test Coordinator. Instructions for transferring this student's information in WIDA AMS to the new district are covered in the WIDA AMS User Guide.
An incoming transfer student has completed some or all domains in a different school, district, or state	Students who completed some or all WIDA testing in another state are still required to be assessed on the Michigan WIDA ACCESS for ELLs assessment. Refer to the WIDA AMS User Guide for more information about transferring student information. Contact the Test Coordinator before administering any portion of the assessment.

Preparing Test Materials for Return

Review the following information as you prepare to return test booklets to the Test Coordinator and DRC.

Remember: Any booklet that contains student response information must have either a Pre-ID Label or a District/School Label with bubbled student information. Failure to adhere a label with student information will result in booklets being processed as unused and no score will be assigned.

If a booklet is unused, there is no need to place any labels on the booklet. Placing a label on a booklet will cause it to be processed and either scored (if the label is a Pre-ID or School/District label) or not scored (if it is a Do Not Process label).

Remove any staples, paper clips, or sticky notes from test booklets, unless otherwise indicated by customer service at DRC.

- You are required to securely destroy or return with assessment materials any work a student has written on scratch paper (e.g. notes for Plan Your Writing).

- Ensure that on each booklet that contains student responses, the label is on the front of the test booklet in the upper right-hand corner. There should not be a label anywhere else on the booklet except for this space.
    - If a test booklet does not have a label with a barcode, **the student will not receive a score**.
    - Follow the guidelines in the Materials Management subsection of this manual.

- Ensure **all** booklets with a yellow District/School Label have complete demographic pages on the front and back cover of the test booklet.
    - Use a Number 2 pencil to bubble in information.
    - Make sure the student name on the front of the booklet has been bubbled correctly using the Completing Demographic Information section of this manual as well as the Michigan Specific Directions sheet included in your material shipment.
    - Make sure the date of testing has been filled in.
    - Make sure the information on the back of the booklet has been bubbled correctly.
    - Make sure the correct grade has been bubbled.
    - If a booklet is unused, there is no need to place any labels on the booklet. Placing a Pre-ID or District/School Label on an unused booklet will cause it to be processed and scored. Do Not Process Labels should be reserved for booklets that are used but should NOT be processed and scored.

- If there is student-used scratch paper, the district/school must ensure it is securely destroyed on site. Any final student responses written on scratch paper must be transcribed into a student response booklet and appropriately labeled.

You must complete the information on the booklets accurately!

Incorrect labels, student names, student IDs, dates of birth, or grades could directly result in incorrect, late, or no reporting of scores for those affected students. Confirm in WIDA AMS that student names match what has been bubbled in.

- Ensure damaged booklets are transcribed. **Booklets with significant tearing or water damage cannot be scanned by DRC, but must be returned.** Follow these procedures for booklets; if in doubt about the extent of the damage and whether a new booklet is needed, contact DRC Customer Service at 877-560-8378 or WIDA@datarecognitioncorp.com.

  1. Transcribe the student's responses into a new test booklet. (See the WIDA Accessibility and Accommodations Manual for guidelines on transcription.)
  2. Apply a yellow District/School label to the new test booklet.
  3. Complete student demographic information on the new test booklet.
  4. Place an orange Do Not Process label on the damaged booklet.
  5. Return the damaged booklet to the Test Coordinator.

- While still following district biohazard policies, try to ensure booklets **soiled by bodily fluids** (such as blood or vomit) are transcribed; however, these should <u>not</u> be returned to DRC. Follow these procedures for soiled booklets.

  1. Transcribe student responses to a new test booklet. (See the WIDA Accessibility and Accommodations Manual for guidelines on transcription.)
  2. Apply a yellow District/School label to the new test booklet.
  3. Complete student demographic information on the new test booklet. Refer to the WIDA Michigan Specific Directions document found in the Appendix.
  4. Document the security barcode of the soiled booklet.
  5. Document the missing booklet in the Materials Accountability Form in WIDA AMS.
  6. Securely destroy the soiled booklets.

If in doubt about the extent of the damage and whether a new booklet is needed, contact DRC Customer Service at 1-877-560-8378, Option 5 or WIDA@datarecognitioncorp.com.

Use the following procedures when returning large print and Braille test booklets:

1. Verify that student responses have been transcribed into a standard test booklet.

2. Verify that a student Pre-ID label has been applied to the standard test booklet or that demographic information has been bubbled if a District-School Label was used.

3. Return the booklet(s) with the rest of the test materials when testing is complete. No special sorting is needed.

4. Large print test booklets may be folded and shipped with the other materials in a standard size box.

Common Errors and Unique Situations When Preparing Materials for Return

Issue	Solution
No student label on booklet	Obtain a label from your Test Coordinator and ensure it is correctly affixed to the front of the student test booklet. Bubble in student demographic information as needed. Every used student booklet **must** have a Pre-ID or District/School Label or it will not be processed for scoring.
District/School Label, but demographic information not bubbled	Use a Number 2 pencil to complete student demographic information on the front and back of the test booklet. If you do not have access to some of the needed information, contact the Test Coordinator. If a District/School Label is used, the demographic pages on the front and back cover of the test booklet must be completed. You must fill in this information accurately; errors may result in incorrect or no reporting of scores for the affected students.
Pre-ID Label crossed out	**Note: You cannot edit the Pre-ID Label by writing on it.** • If the barcode is crossed out, obtain a yellow District/School label and place it over the Pre-ID label. Use a Number 2 pencil to complete student demographic information on the front and back of the test booklet. If you do not have access to some of the needed information, contact your Test Coordinator. • If the barcode has no marks on it and it is able to be scanned, contact your Test Coordinator for how to correct student information. Note: Student information can only be edited in MSDS.
Pre-ID Label applied and demographic information bubbled (with the exception of date of testing, accommodations, and Do Not Score codes)	**The demographic information embedded in the Pre-ID label supersedes student information bubbled on the booklet.** • If the Pre-ID Label is incorrect, you may still use the label. Contact the Test Coordinator for how to correct student information. Note: Student information can only be edited in MSDS. If the information on the Pre-ID Label is correct, return document as is.

Issue	Solution
Do Not Process Label placed incorrectly	The Do Not Process Label should be applied in the box on the upper right-hand corner of the front of the test booklet. If a Pre-ID or District/School Label is already in that box, apply the Do Not Process Label directly over the top of it. If a Do Not Process Label has been placed on a booklet that should be scored, affix a Pre-ID or District/School Label over the incorrect Do Not Process Label, and bubble in demographic information as applicable. NOTE: Do Not Process is **not** the same as Do Not Score (field 23 of booklet cover). A Do Not Process label prevents any processing and the student will not receive a report. Students with Do Not Score marked in field 23 must be processed in order to receive a report without scores in the domain(s) marked.
Student mistakenly completes domains in multiple booklets	Transcribe responses as necessary to create single test booklet for the student. (See the Accessibility and Accommodations Supplement for guidelines on transcription.) This booklet should be labeled with a Pre-ID Label or District/ School Label. If a District/School Label is affixed, complete all student demographic information. The incorrect or damaged booklet(s) should have a Do Not Process Label applied prior to being returned to DRC. Document the issue by filing an Incident Report in the OEAA Secure Site.
Student mistakenly responds in another student's test booklet	File an Incident Report in the OEAA Secure Site.
Student mistakenly completes domains using another student's test ticket (online administration only)	File an Incident Report in the OEAA Secure Site.

Alternate ACCESS for ELLs Materials That Have Been Physically Modified to Fit the Needs of the Student

Alternate ACCESS for ELLs allows for adaptation of the Listening, Reading, and Speaking Test Booklet as needed to meet the communication needs of students in this population. As such, this booklet may be disassembled or cut apart. Because it is important that all assessment materials be accounted for, WIDA recommends that the pieces be kept in a large manila envelope labeled with the student's name and with the barcode from the back of the book securely affixed to the envelope. The barcode is critical in ensuring the Listening, Reading, and Speaking Test Booklet is accounted for.

Part 2:
Assessment-Specific Administration Guidelines

KINDERGARTEN ACCESS FOR ELLs

Test Design and Materials

Test Design

Kindergarten ACCESS for ELLs is an individually administered paper-based, adaptive assessment designed to take an average of 45 minutes per student. Test items are thematically centered around two sections, each based on a particular type of text, either narrative or expository.

- **Both sections of the test must be administered, and the narrative section (Parts A-C) must come before the expository section (Parts E-F)**.

- Within each section, there are three parts (a total of six parts) each part assessing one or more of the language domains.

- Each part is divided into five levels, which correspond with the first five WIDA English language proficiency levels. The tasks at each level are designed to appropriately assess language at that specific proficiency level. For example, Part D, Level 3 includes the Listening and Speaking questions aimed at Proficiency Level 3.

Move through the levels in each Part, until the child reaches his/her ceiling.

Administer Parts in order, moving on to the next Part when the child no longer can complete a Level.	Narrative	**Part A** Listening & Speaking	**A1**	**A2**	**A3**	**A4**	**A5**
		Part B Writing	**B1** Screener (Name)	**B2/3/4/5** Writing Experience			
		Part C Reading	**C1**	**C2**	**C3**	**C4**	**C5**
	Expository	**Part D** Listening & Speaking	**D1**	**D2**	**D3**	**D4**	**D5**
		Part E Writing	**E1** Low Start	**E2**	**E3** Mid Start	**E4/5** High Start	
		Part F Reading	**F1** Low Start	**F2**	**F3** Mid Start	**F4** High Start	**F5**

Figure 9: Test Parts and Proficiency Levels

KINDERGARTEN ACCESS FOR ELLs

Kindergarten ACCESS for ELLs is an adaptive assessment. This means that a student is presented only with questions that the Test Administrator reasonably expects the student will be able to understand and respond to, based on the student's response to questions in the previous level. Additionally, the Writing and Reading tasks in the second half of the assessment (the expository section–Parts E and F, respectively) have low, mid, and high starting points for students, depending on their performance on the previous Writing and Reading tasks (Parts B and C).
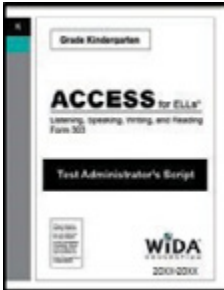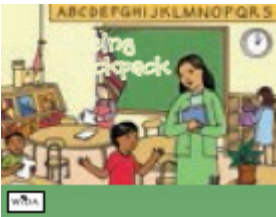
As a result, each student is tested in all parts, although each student may or may not be administered all levels in each part.

The test is composed of performance-based tasks for all four language domains. The Test Administrator presents the items to the student using pictures in the Student Storybook and Activity Board, as well as manipulatives (cards). For the Listening, Speaking, and Reading tests, the Test Administrator records student responses in the Student Response Booklet. For the Writing test only, the students record their responses themselves directly in the Student Response Booklet.

Test Materials

All of the following test materials are secure and must be returned to the Test Coordinator upon completion of testing.

Kindergarten ACCESS for ELLs Secure Test Materials and Their Uses

Image	Title	Content and Use	Return to DRC?
	Test Administrator's Script (part of Ancillary Kit)	• Always in use by Test Administrator • Contains everything the Test Administrator says • Must be followed exactly	Yes
Student Storybook	Student Storybook (part of Ancillary Kit)	• Used by the student • Includes the narrative story and pictures, background graphics, and a graphic organizer for Reading items	Yes

Image	Title	Content and Use	Return to DRC?
	Student Response Booklet	• Used primarily by the Test Administrator to record the student's answers • For Writing (Parts B and E), the booklet is placed in front of students for them to write their responses ▪ **Note:** When the students finish the Writing Experience (Part B), the Test Administrator transcribes what students say they wrote	Yes
	Activity Board (part of Ancillary Kit)	• Placed in front of students during the expository sections of the test (Parts D–E) • One panel is opened at a time, to reveal graphics related to the expository story	Yes
	Cards and Card Pouch (part of Ancillary Kit)	• Held in a card pouch by the Test Administrator but placed in front of students as directed in the script • Students may be asked to point to the correct card, find the cards that go together, or move the cards to the appropriate place	Yes

Test Setup

Test Timing

The Kindergarten assessment takes an average of 45 minutes per student. However, due to the adaptive nature of the assessments, high proficiency students will likely take longer than 45 minutes, while low proficiency students may take less than 45 minutes.

Keep in mind that an average of 45 minutes per student does not include breaks during the test administration session, which may be appropriate for Kindergarten students. See the subsection on breaks within this section for more information on breaks during the test.

Reviewing Test Materials

Prior to testing, you should become familiar with the Test Administrator's Script for each portion of the Kindergarten test. **Test booklets may not be distributed to students prior to the Michigan WIDA testing window.**

Several days prior to testing, Test Administrators may check out one set of Kindergarten test materials to familiarize themselves with how to administer the test. Test Administrators who receive materials in advance must have completed Test Administrator Training and must handle testing materials in compliance with the security requirements of their state and district. It may be helpful for Kindergarten Test Administrators to conduct a mock administration of the test with a colleague who also has signed WIDA's Non-disclosure and User Agreement (NDUA). This is the only grade level for which a mock administration can be conducted. All other grade level materials must be kept secure until the time of the assessment.

Setting Up Materials

- Make or obtain from your Test Coordinator a "**Do Not Disturb: Testing"** sign to be placed outside the testing room.

- Use the table on page 34-35 to ensure you have all necessary materials ready for administration.

- Ensure the student's response booklet has the student's name either bubbled in or on a Pre-ID label on the front cover.

- You need at least two sharpened Number 2 pencils – one for yourself and one for the student. It is useful if both pencils have good erasers; you should use the eraser of one pencil to point to objects as instructed in the Test Administrator's Script.

Setting Up on a Table

You should sit at a right angle to the student, rather than across from or next to the student. **The student should sit on your right-hand side.** Orient the Student Storybook and the Student Activity Board to the student so the student can see both easily. (Refer to Figure 10 for an example of how to set up on a table.)

Sit with the student at a rectangular or circular table that is large enough to accommodate all testing materials. The chair in which the student sits must be high enough for him or her to see the pictures in the Student Storybook and Student Activity Board lying flat on the table.
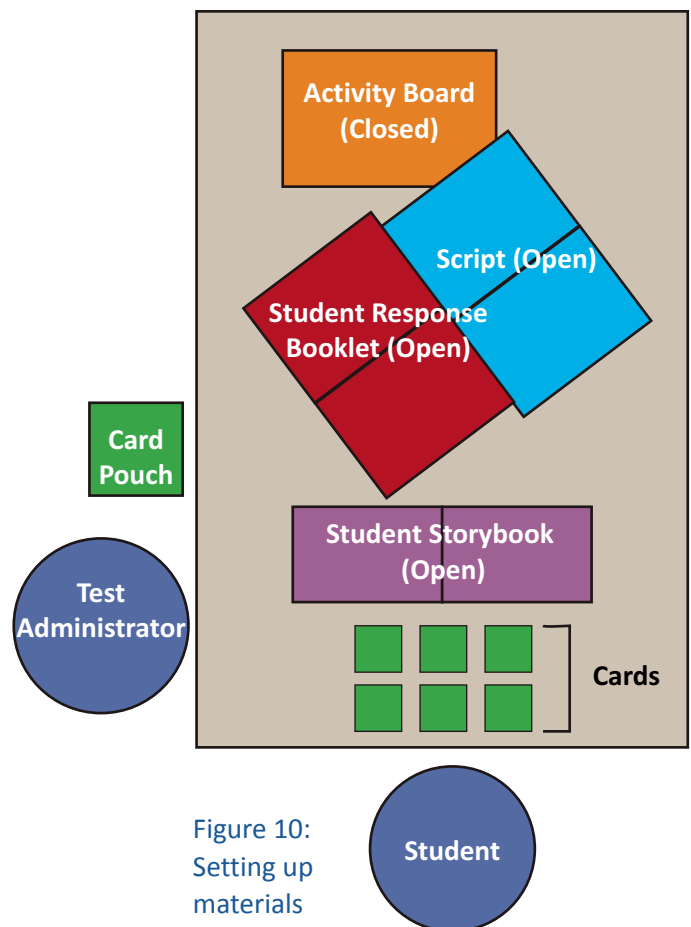
Figure 10: Setting up materials

Administration Procedures During Testing

Turning Pages

When you are ready to begin testing, place the closed Student Storybook in front of the student. Keep the Student Storybook closed as you read the introduction to the student from the Test Administrator's Script. When instructed in the script, use the Student Storybook to read aloud the narrative story (used as the theme for Parts A–C) to the student. Using the Student Storybook requires a lot of page turning. The instructions provided for "Moving on," shown in Figure 11, explicitly state when to turn a page in the Student Storybook, although you may choose to ask for the student's help with turning the pages between levels or parts of the test, which allows you time to score responses in the Student Response Booklet.

Moving on	
Good job. Now let's turn the page. Turn to A4 in the Student Storybook and Script.	**STOP** **Good job. Let's close the book now.** Close Student Storybook. Go to Part B1 in script.
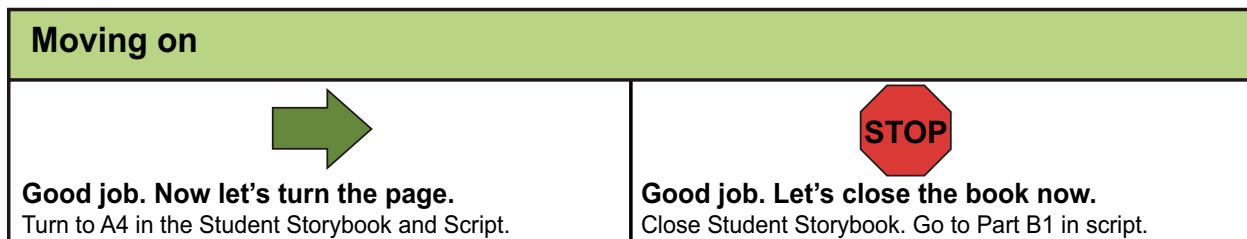
Figure 11: An Example of a "Moving on" Box from the Script

Using Manipulatives

Some items require the use of manipulatives. These are cards that students manipulate as instructed. Whenever a set of cards is required for the item, you should take them from the section of the card pouch booklet labeled with the corresponding part/level.

- For some test questions, cards must be replaced in the pool of cards after a student has selected them, either because the student selected incorrectly or to add to the response options. When that is the case, you say, "Let's put this (back) here." Place the picture card back with the remaining possible choices.

- If students hold cards upside down while using them during testing, it is not necessary to correct them.

- The student may also be asked to point to a card. Sometimes, a student may choose to pick up the card and hand it to you. This should only be scored as incorrect if the student has identified the incorrect card.

Demonstrating Sample Items

There are sample items embedded within the test to allow you to demonstrate how the student should complete the task or item. When demonstrating the sample item, perform it exactly as the student will have to in the task.

A sample item excerpted from the Test Administrator's Script follows:

I'm going to turn over a card. Flip over sample card (turkey)

Now I'm going to look for the shape of this word. Look at the word formation cards and find the match for "Turkey."

Here it is! Pick up the card with turkey shape. **I'm going to put these two cards over here.** Put cards together and put off to the side.

Now it's your turn. Turn over a card and find the shape that matches the word.

Figure 12: Sample Item Script

Providing Instructions

If the student correctly anticipates the task before all instructions are provided, let the student continue with the task. Repeat the instructions only if the student misinterprets the task.

Scoring

You must record and score student responses as they are given; keep in mind that the order of student responses may vary depending on whether a task uses cards. The "Moving on" boxes in the Test Administrator's Script provide additional guidance regarding when to continue testing in a part and when to move to the next part of the test. Administer and score all items in a level of a part of the test before deciding whether to continue to the next level of that part or to stop that part and move on to the next part. For example, once a student has completed all of A3, you will use their responses to determine if you should move on to A4 or to Part B. Mark all student responses by filling in the bubble completely.

It is important to note that if a student cannot successfully complete the level on which you have started the student, do not go back to a previous level.

Giving Feedback

It is important to give Kindergarten students some mild positive reinforcement on the test, especially if students look to the Test Administrator for confirmation. Examples of appropriate feedback are provided in the Test Administrator' Script and should not depend on the accuracy of the student's response.

Although the Test Administrator's Script consistently uses the phrase "Good job," other acceptable phrases indicating praise, such as "Very good," "Nice job," and "Okay," may be substituted.

Responses of this type should be given to both correct and incorrect responses to further encourage students and to keep the test administration flowing. Giving feedback at the end of each level, rather than after every item, is appropriate.

Encouraging Students

Students should be given the opportunity to be successful on all tasks presented to them. Although you must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate. Encouraging too strongly or "pushing" the student too much, however, may cause the student to withdraw. Exercise caution in encouraging the student too strongly, and move on after one attempt at motivating the student to respond. For example, it is acceptable to say to the student one time (per the script), "Can you tell me more?" If the student is still unsure, do not continue to probe.

Breaks

While the test is designed to be administered in one sitting, Kindergartners may need a couple of breaks during the test administration. The break time is not included in the total testing time, which takes an average of 45 minutes. In addition, note the information in following table:

Breaks	When?	For How Long?
The break included in the scripting marks the transition between the narrative and expository sections.	Between Part C and Part D	10 minutes max
Only if a student doesn't reach C5	Before the start of D1	Brief; According to TA's professional judgment
As needed	At the end of a level and/or part	Brief; According to TA's professional judgment

If scheduling requires that a test administration be divided into two sessions, the break between administrations must:

- occur between the administration of Part C and Part D

- last no more than **two consecutive school days**

  That is, if the narrative section of the test is administered to a student on a Monday, the latest the expository section should be administered is on Thursday of that week. If the student is sick and unable to return to school for longer than two consecutive days, it is appropriate to continue the test upon his or her return while still during the test window.

As directed in the Test Administrator's Script, before beginning Part D (expository section), indicate how the test was administered by checking the appropriate box at the top of Part D in the Student Response Booklet.

Part D: Listening & Speaking

Indicate below how the test was administered. (Choose only one.)

☐ One session, no break   ☐ One session, stretch break   ☐ Two sessions

Figure 13: Part D in the Student Response Booklet

Winding Down

It is important that students leave feeling positive about their test-taking experience. If a student ends the test unable to respond to a task, you mark the item incorrect and you may help the student answer the question without scoring the response. For example, if the student is becoming frustrated while attempting to read words, it is okay to say, "I'll help you." Model the item together with the student as you did with the practice items. Sound out the word and allow the student to point to the appropriate picture. In this way, you help the student feel a bit more successful. When rehearsing the script, think about how you might phrase such questions for winding down. The principle here is that no task presented to the Kindergarten students should be a source of frustration, which could affect performance in other areas of the test. Remember that the item should be marked incorrect, and that any questions not administered are not scored.

Listening and Speaking Test

Parts A and D of the Kindergarten assessment include Listening and Speaking test. Note: The Kindergarten test differs from the other grade levels in that the Speaking tasks are administered **in conjunction** with the Listening tasks and together are considered the Listening and Speaking test.

- Listening tasks present the student with tasks meant to elicit closed-ended responses. That is, students can indicate their responses nonverbally by pointing (which you will Cue them to do) or by shaking or nodding their head. Students may also give responses verbally, although a verbal response is not required.

- Speaking tasks typically include several questions, identified in the script with the letter "Q" (for "question") followed by a number–for example, "Q1", "Q2". Some tasks also include scripting, which provides a model of the language the student is expected to produce. **Student responses are rated holistically for any given level (as a whole, rather than as separate right or wrong items) according to the expectations defined in the Speaking Rubric of the WIDA Consortium.**

Because the test is adaptive, you must score student responses as they are given, at the end of each level of a task. To record the students' responses, fill in the bubbles completely in the Student Response Booklet.

Administering the Listening and Speaking Test

While administering the Listening and Speaking test, follow these general steps:

Reading the Script

- When administering the Speaking tasks, **read aloud** any text that appears in **boldface** type in the script.

- Read the script exactly as it is printed. **Test administration is standardized** and all test parts are scripted. Do not read any directives that are not in boldface type, such as "Point to xxx," or any other instructions intended to guide the administration, such as "If necessary." Words that are underlined should be emphasized, and you should adjust your intonation accordingly.

- When the script presents **alternative readings for an item**, these alternatives will be linked using the notation "(OR)": for example, "Can you tell me anything else?" (OR) "Can you give me more details?" In these cases,

choose the reading that flows best given the student's previous responses. You may also use more than one of these alternatives as the occasion demands.

- Some tasks allow you to customize an item. For instance, if the student responded to an item that asked, "Are these the same or different?" with "Same," then you would fill in the blank in the following item of the script with, "How are they the same?"

- An item marked "If necessary" should be asked only if the student's responses to previous items leave some doubt about what score to give. That is, ask an "If necessary" item only if you need more information to assign a rating. Do not ask "If necessary" items if there is no doubt about what score the student earned from the responses to previous items in the task.

- Never use a language other than English when administering the test, and never write out scripted parts of the test for the student.

Repeating Items

For the Listening tasks, you **may not repeat** an item unless a severe disturbance or interruption occurs. Disturbances that may warrant repetition of a test item include an announcement over the loudspeaker at the time you are reading an item, a lawn mower going by an open window outside the testing room while you are reading an item, and similar events.

For the Speaking tasks, if the student asks to repeat an item, it is acceptable to repeat an item **one time**. Rephrasing options are contained in the script. You should ask the student to repeat a response **if and only if the student's response is inaudible**.

"Moving on" Criteria for the Listening and Speaking Test

As long as a student continues to score Meets on the Speaking tasks and/or correctly answers more than one Listening task, proceed to the next level of the part and continue to administer items in that part.

According to the stopping criteria established in the Student Response Booklet, if a student scores Approaches on a Speaking task and scores zero (0) or one (1) on a Listening task for that particular level, move to the next part of the test. "Moving on" scripts and a sample wind-down are provided in the Test Administrator's Script.

Important: The Listening and Speaking tasks stop only when students reach their ceiling in **both** domains, as established using the stopping criteria in the Student Response Booklet. When the ceiling is reached in **both** domains, you wind down that part of the Listening and Speaking test and move to the next part of the test. Figure 14 contains an example of the guidance for stopping contained in the Student Response Booklet.

A4	#	Key	Correct	Incorrect	Listening Level 4		Speaking Level 4			STOP IF:	Stopped Here
	1	Sarah	○	○			Meets ○	? ☐	Approaches ○	Correct = 0 or 1 AND Speaking is "Approaches"	☐
	2	Leo	○	○							
	3	Nina	○	○							

Figure 14: Stopping Criteria Contained in the Student Response Booklet

Scoring the Listening and Speaking Test

As the Test Administrator, you score Listening items (Parts A and D, which also include Speaking tasks) in the Student Response Booklet by filling in the bubble to indicate either correct or incorrect. Note: Some items require two steps to complete a task. For example, the student might have to select the correct card **and** place it in the correct location on a graphic in the Student Storybook or Student Activity Board. Such tasks are not considered correct unless both parts are completed correctly.

Speaking items are also scored in the Student Response Booklet, but they are scored based on a rubric–the Speaking Rubric of the WIDA Consortium (Kindergarten Only) (see Figure 18). This rubric contains a set of task-level expectations that students either meet or approach for each level within each part of the Speaking test. The Kindergarten Speaking tasks allow you to score the student as Meets, Approaches, or (question mark). There is not a No Response scoring option on the Kindergarten Speaking tasks. If an item is administered **and** a student does not respond, mark the item as Approaches.

If a student correctly answers zero (0) or one (1) Listening task and scores Approaches on a Speaking task, discontinue that particular part of the test and mark "Stopped Here" in the Student Response Booklet (see Figure 15).

Figure 15: Marking "Stopped Here" in Student Response Booklet

Indicating "Stopped Here" means that the student did not meet the criteria for moving on to the next level. If you reach and complete Level 5 with the student, marking "Stopped Here" indicates that the student completed the final level. Instructions for moving to the next part of the test are provided in the Test Administrator's Script.

The full criteria for each level are contained within the Speaking Rubric of the WIDA Consortium (Kindergarten Only), shown in Figure 16 on the following page.

Speaking Rubric of the WIDA Consortium (Kindergarten Only)			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying Linguistic Complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, although phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English-proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English-proficient peer might make

Figure 16: Speaking Rubric of the WIDA Consortium (Kindergarten Only)

Note: The above rubric is used only for rating Kindergarten speaking. Grades 1–12 use a different rubric, found in the Speaking Scoring Module in the training course on the WIDA Secure Portal.

You should follow these guidelines to determine if the student meets or does not meet the task-level expectations, consulting the full Speaking Rubric of the WIDA Consortium (Kindergarten Only) (Figure 16) as necessary. The scoring of

the Kindergarten Speaking tasks operates on the same principles as the Speaking test for other grade levels, but task-level expectations are adapted for the Pre-K/K grade level and are rated as "Meets/Approaches" while other grade levels use ratings such as "Adequate," "Strong", "Exemplary," etc.

You should internalize the expectations at each proficiency level prior to giving the test. For extra assistance, a short description of the language you should expect from the student is included in the Test Administrator's Script. At the end of the Speaking test questions, a box labeled "EXPECT" provides general guidance as to the speech you should expect Kindergarten students to produce at a given level of the test. (See Figure 17.) The EXPECT box contains a short summary; if more information is needed, refer to the complete task-level expectations in the Speaking Rubric. Criteria for stopping a part of the Speaking test are provided in the Student Response Booklet.

EXPECT	Comprehensible single words

Figure 17: Sample Speaking Task "Expect" Guidance

It is important to note that there are slight differences between the description of language in the EXPECT boxes and the Speaking Rubric. Namely, such a difference is present at Level 3, where the Speaking Rubric calls for the students to produce sentences, while the EXPECT box mentions the production of phrases. While the Speaking Rubric is a detailed description of the language that is expected to be produced by the students at various proficiency levels, the EXPECT boxes serve as a useful distillation of the Speaking Rubric and incorporate slightly adapted expectations (particularly in the area of Linguistic Complexity) that take into account expert awareness of Kindergartners' development. When scoring Speaking responses, utilize the adapted descriptions in the EXPECT boxes, because they provide expectations appropriate for Kindergartners' language at each level of proficiency.

Question Mark (?) Column: In some cases, it may be difficult to determine whether a student's response to the current task warrants a score of Meets or a score of Approaches. In this case, if there is a task at the next higher proficiency level, you may fill in the box in the question mark column–labeled "?"–and move on to the next level.

- If the student gives a performance that meets the task-level expectations on the next level, assign that level a score of Meets, and go back and assign the previous level a score of Meets.

- If the student gives a performance that clearly fails to meet the task-level expectations on the next level, it is likely that the performance was also deficient on the level in question. Assign the current level a score of Approaches, and go back and assign the previous level a score of Approaches.

- A rating of question mark (?) may not be assigned to two consecutive tasks. After administering the task that follows the one with the rating of question mark (?), you must go back and change the score on the previous task to Meets or Approaches.

- A temporary rating of question mark (?) may be assigned to any task except the last task in each level of the Speaking test. If a student has reached the last task in the level, a score of Meets or Approaches must be assigned to this task (see Figure 18).

- When returning to a previous level to change a score from the question-mark column, educators should erase the mark in the question-mark column before marking the revised score.

A1	Listening Level 1			Speaking Level 1			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect				Correct = 0 or 1	
	1	teacher	○	○	Meets	?	Approaches	**AND**	
	2	flag	○	○	○	□	○	Speaking is	□
	3	scissors	○	○				"Approaches"	

Figure 18: Meets or Approaches

For practice rating Kindergarten student responses, refer to the Kindergarten training course component within the WIDA Secure Portal.

Writing Test

The Kindergarten Writing test consists of two parts (B and E) associated with the two different text types used in the test (narrative and expository). The Writing test is the only component of Kindergarten ACCESS for ELLs in which the students directly record their responses in the Student Response Booklet.

The narrative story in the Part B Writing task consists of a "screener" portion, in which students are directed to write their name, followed by a subsequent "Writing Experience."

- If the student is to correctly write their name in the screener portion of Part B, the open-ended Writing Experience of Part B is administered.

- If the student is not able to write their name, you should wind down administration of Part B and proceed to Part C (Reading).

- Note: If the student is able to write their first name, including a nickname, anywhere on the page, the Writing Experience in Part B should be administered.

Part E consists of leveled writing tasks (E1-E3) and a second open-ended writing task (E4/5). A student's starting point in Part E is determined by their performance on Part B. Further explanation about determining the Part E starting point is discussed later in this section.

Tips for Reading the Writing Script

- When administering items on the Kindergarten Writing test, read aloud any text that appears in boldface type in the script.

- Do not read any directives that are not in boldface type, such as "Point to xxx," or any other instructions intended to guide the administration, such as "If necessary."

- A prompt or direction marked "If necessary" should be asked only if the student needs additional information, directions, or help from the Test Administrator. Do not read an "If necessary" prompt or follow an "If necessary" direction if the student does not need additional encouragement, help, or clarification.

- You may scaffold the open-ended writing tasks (Part B2-5 and Part E4/5) as appropriate to the student's proficiency level. The script includes some suggested prompts. If the student copies text that appears in the picture(s), you may say, "Can you write anything else about the story?" **It is important to note that the Writing Experience is not a Speaking task.** You should not persist in prompting the student to continue giving oral output. As soon as the student says something and there is a pause in speech, the student should be encouraged to try to write that down.

- Part B 2-5 and Part E 4/5 require that you record what the student tells you he/she has written. Follow the script exactly and record a transcription of the language the student has produced. This is done to help you understand the sound-symbol correspondence in the student's responses that may not have been obvious otherwise.

Administering Part B of the Writing Test

1. At the beginning of each part of the Writing test, hand the student the Student Response Booklet and read the scripted sections from the Test Administrator's Script.

2. Following the script, start with B1.

   If the student writes a name, proceed to B 2/3/4/5.
   a. Work with the student to produce a sample of writing associated with a retelling of the narrative text.
   b. Follow the script and record a transcription of the language the student produces.

3. After the student completes Part B1 and (if applicable) B2/3/4/5, you must score the Writing sample using the rubric to determine where to start the student in Part E (i.e., E1, E3).
   a. Using the student's writing from Part B, make a judgment of high, mid, or low, with each rating corresponding to a different entrance point in Part E.
   b. Mark the appropriate box in the Student Response Booklet. You must fully complete the Writing Test Score page at the end of Parts B and E in the Student Response Booklet by filling in the bubbles completely after the student finishes the Writing test. Guidance for identifying the appropriate level at which to start Part E is included in the "EXPECT" box in Part B of the Test Administrator's Script.
   c. More details are included in the subsection called "Scoring the Writing Test" on the following page. Figure 19 shows a segment of the Test Administrator's Script for Part B of the Writing test.

4. After determining the student's entrance point, fill in the "Started Here" box in the Student Response Booklet (see Figure 20) next to the corresponding entrance point.

| B2/3/4/5 | B2/3/4/5 | B2/3/4/5 | B2/3/4/5 | B2/3/4/5 |

<table>
<tr><td rowspan="1">1</td><td>

Invite student to write sentences.

    Let's look at the pictures again. What do you remember about the story? Pause.

    Now try to write that here. Point to box.

If necessary, invite student to write words.

    What do you see in the pictures? Pause.

    Can you write some of those words here? Point to box.

    (If necessary) **Can you write another?**

If necessary, invite student to write sounds.

    What sounds do you hear in that word? Pause.

    Can you write the sounds you hear? Point to box.

    (If necessary) **Do you hear any other sounds? Can you write them?**

When student finishes writing, say:

    Good job. Please give me your pencil. I'm going to write what you wrote. What did you write here? Point to student's writing. Pause to listen to what the student says. Write it in the box on Part B of the Student Response Booklet.

</td></tr>
</table>

	HIGH	MID	LOW
	"word and letter/sound knowledge"	"letter/sound knowledge"	"no letter/sound knowledge"
EXPECT	• Two or more recognizable words with some evidence of word boundary knowledge • Words can be independent or in a list, phrase, or sentence • Inventive spelling expected	• Separated words not clear, but there are multiple examples of knowledge of letter/sound correspondence • At least one example of two sounds from a single word • Inventive spelling expected	• Might include the student's name, but writing does not provide multiple examples of knowledge of letter/sound correspondence
MARK	E4/5, High	E3, Mid	E1, Low

Figure 19: Script for Part B, the Writing Experience, Including an EXPECT Box

E3 Mid	Started Here ☐	Writing Level 3			STOP IF:	Stopped Here ☐
		Key	Correct	Incorrect		
		g	○	○	Correct = 0 or 1	
		m	○	○		
		t	○	○		
		n	○	○		

Figure 20: Started Here and Stopped Here Check Boxes

Administering Part E of the Writing Test

After administering Part B, continue the test administration with Part C and D and then administer Part E, following the script.

1. If a student beginning at E1 (Low) or E3 (Mid) is unable to complete the task, answers only one item correctly, or does not answer any items correctly, you must mark "Stopped Here," indicating that the student is done with the Writing test.

2. If a student begins at E4/E5 (High), you score the written response on a scale of 0–6 according to the criteria after the test administration is complete.

Do not go back to a previous level in Part E if a student cannot successfully complete the level on which you have started the student. **It is important to check the box that corresponds to where you begin and stop the student in Part E under the columns labeled "Started Here" and "Stopped Here"** (see Figure 20 on the previous page).

Scoring the Writing Test

The Writing test is scored locally by the Test Administrator only. DRC will not review Kindergarten Writing samples and scores. The rating assigned by you, the Test Administrator, will be the final rating on this section of Kindergarten ACCESS for ELLs.

The Kindergarten Writing Experience (Part B) as well as the Story Writing (Part E4/5) are scored based on a grade-appropriate version of the WIDA Writing Rubric for Grades PreK-K. When scoring the student's Writing samples, refer to the rubric in Figure 21.

Again, remember to fully complete the Writing Test Score page at the end of each section of the Writing parts in the Student Response Booklet by filling in the bubbles completely.

Writing Rubric of the WIDA Consortium Grades PreK – K			
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
6 **Evidence:** **"Complete Story"**	• Text presents **one** clear example of a successful attempt at producing related, connected English phrases and sentences • At least **two** clear sentences are present • A logical sequence or relationship between phrases and sentences is present • Each phrase or sentence contains at least **two** "words"	• "Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately • "Words" are clearly recognizable and contain beginning, middle, and ending sounds (in longer words)	• Invented spelling and/or lack of mechanics may impede full comprehensibility of the text • Inventive spelling closely approximates standard spelling • Evidence of capitalization and punctuation may be present • No clear observable influence of native language is present
5 **Evidence:** **"Story"**	• Text contains at least **one** clear example of a successful attempt at producing at least **two** related or connected English phrases or sentences • At least **one** clear sentence is present • A logical or sequential word order within phrases or sentences is present • Each phrase or sentence contains at least **two** "words"	• "Words" go beyond memorized, high-frequency vocabulary • "Words" are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) • All key "words" in the related or connected phrases or sentences are attempted	• Invented spelling and/or lack of mechanics may impede comprehensibility of the text • Evidence of word boundaries is present • Observable influence of native language may be present
4 **Evidence:** **"Phrase or" sentence"**	• Text contains at least **one** clear example of a successful attempt at producing an English phrase or short sentence • The phrase or short sentence contains at least **three** "words"	• At least one "word" in the phrase or short sentence goes beyond "memorized" text ("I like . . .", "I play . . .") • "Words" are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) • Letter sounds within words may be out of order • All key "words" in the phrase or short sentence are attempted	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the text • Attempts at word boundaries may be present • Observable influence of native language may be present

Figure 21: Writing Rubric of the WIDA Consortium – Continued on next page

Writing Rubric of the WIDA Consortium Grades PreK – K			
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
3 **Evidence:** **"Words"**	• Text contains at least **two** clear, independently produced examples of successful attempts at producing English words	• At least one "word" goes beyond memorized, high- frequency words ("cat", "dog") • "Words" may be recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) • Letter sound within words may be out of order	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the words • Observable influence of native language may be present
2 **Evidence:** **"Sound/letter correspondence"**	• Text contains at least **two** clear, independently produced examples of successful attempts at producing English sound/ letter correspondence	• Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: ▪ beginning and ending word sounds ▪ beginning and middle word sounds ▪ middle and ending word sounds ▪ beginning word sounds only ▪ a single sound representing a word • Examples of letters may be in list form, written vertically or horizontally • Evidence of "memorized" writing in English (proper names, "Mom", "Dad") may be present	• Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/ letter correspondence • Observable influence of native language may be present
1 **Evidence:** **"Letter copying"**	• Text contains clear evidence of successful attempts at writing at least **two** letters, of which one may display knowledge of sound/letter correspondence	• Evidence of ability to write letters may be provided by any of the following: ▪ writing own names ▪ copied letter(s) ▪ random letter(s) ▪ traced letter(s) ▪ scribble writing	• Poor letter formation quality may impede recognition of letters
0 **Evidence:** **"Letter and/ or picture"**	• Text contains no more than **one** clear, independently written letter • No response	• Symbols or pictures, perhaps copied from graphics, may be present	• No language control is evident due to lack of text

Figure 21: Writing Rubric of the WIDA Consortium

Analyzing Inventive Spelling

You need to become familiar with these guidelines for "inventive spelling" before administering the Writing test. Inventive spelling is acceptable in all areas of the Writing test (Parts B and E), including part B1 where the student is asked to write his or her own name.

- Consider monosyllabic words as consisting of initial, middle, and final sounds. Multisyllabic words follow this pattern for each syllable of the word.

- While in the rules of regular English, spelling sounds are represented by letters, the spelling system of English is highly irregular in terms of letter-sound correspondences. Therefore, students may:

  ▪ approximate the sounds, especially vowels, with some letter or letter combination other than what appears in regular spelling, (e.g. "k" for "c," "ai" for "i"). These kinds of substitutions may be due to an inter-language effect (if the student has any literacy experience in the home language) or an attempt to regularize or generalize to some other letter-sound correspondence in English.

  ▪ invert letters, with the inverted letter being close approximate to the correctly spelled letter ("d" for "b" or vice versa, "q" for "d" or vice versa).

  ▪ Omit letters; ("lac" for "like"). This is especially common when the letters of the regularly spelled word have no one-to-one sound correspondence in English.

It is important to determine whether the student shows evidence that they understand the regularity of relationships between sounds and letters. Students should not simply use arbitrary letters or made-up written marks to indicate meaning. Figures 22 and 23 provide examples of instances and guidance to students' inventive spelling.
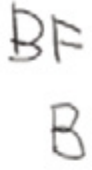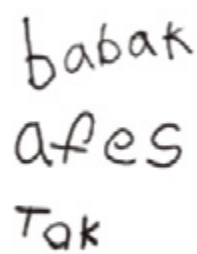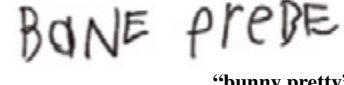
Partial Word	Single sounds from a word or two sounds from the reported word are represented by letters	BF — "butterfly" B — "bookbag"
Word	At least the initial middle, and final sounds of the reported word are represented by letters	babak — "backpack" afes — "office" Tok — "talk"
Phrase	A word (as defined in the row above) and at least one modifying word, with evidence of word boundaries	BONE prEDE — "bunny pretty"
Sentence	A phrase (as defined in the row above) including a subject and verb. A sentence may or may not have punctuation, capitalization, or accurate inflection.	OUT DIY OVIN LOZ HIZ PAK AKC — "One day David lost his backpack"

Figure 22: Examples of Inventive Spelling

	Initial Sound	Middle sounds (s)	Final Sound
dog	"d"	"aw" or "a"	"g"
bike	"b"	"ai"	"k"
tree	"tr" or "ch"	"ee"	–

Figure 23: Sounds

Scoring Part B (Quick Score)

- **High** characteristics include two or more words with some evidence of word boundary knowledge (where one word ends and another begins). The words can be individual, or in a phrase or sentence. At least two words must be complete. Start this student at Part E4/5 and mark "Started Here" column.

- **Mid** characteristics include clear evidence of sound-symbol correspondence, showing more than one sound-letter correspondence from the same word. Start this student at Part E3.

- **Low** is the appropriate rating if the student produces no writing, or there is no clear evidence of sound-symbol correspondence. Begin the student at Part E1.

Refer to the table below for more information on transitioning from Part B to Part C.

Sample characteristics in Part B	Starting point for Part E
Two or more recognizable words with some evidence of word boundary knowledge. Words can be either independent, or in a list, phrase or sentence.	Free write **High** – Part E4/E5
Clear evidence of sound-symbol correspondence, shows more than one sound-letter correspondence from the same word (i.e., at least two sounds from a word are represented using inventive spelling).	Initial/Final sounds **Mid** – Part E3
Might include the student's name, but does not show clear evidence of sound/symbol correspondence.	Trace **Low** – Part E1

The following Figures 24-26 show scoring examples:

LOW Score in Part B – Starting Point: E1
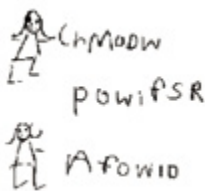
Sample	Transcription	Explanation
	Teacher, backpack, doctor	This student has written a string of letters that does not correspond to what he or she says was written. This student does not appear to be able to write sounds he or she hears.
	Girl	This student has not written any words, only drawn a picture.
	Bookbag	This student only recognizes the first sound of one word. This student may be able to start at Level 3, but to check and to build the student's confidence, start at Level 1.

Figure 24: Low Score in Part B

MID Score in Part B – Starting Point: E3
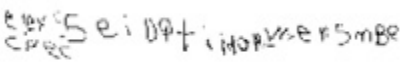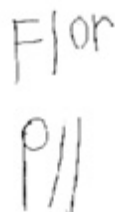
Sample	Transcription	Explanation
	Alex says to the teacher where you see my backpack?	This student appears to have some sound-symbol correspondence, but no word boundaries. In some cases, the student uses one letter to represent a word (example: "see" = "s")
	Nurse	Although this student has written the beginning and ending sound for the word "nurse," this was the only word the student produced. This student might perform well at E3 but might not at E4, and so, to decrease the student's frustration, begin at E3.
	Teacher	This student successfully produced the beginning and middle sounds of the word "teacher," but it is unclear if the student wrote a "u" or an "n" as the final sound. In either case, those sounds are not correct, and this student has not produced enough language to comfortably start him at E4/5.
	Flower, boy	The student does a good job of identifying beginning, middle, and end sounds in the word "flower," but the word "boy" is not as clear. It appears this student has inverted the "b" so that it looks like a "p" (which is fine for the purpose of the beginning /b/ sound), but the student writes "ll" for the /oy/ sound. This may be evidence of the inter-language effect, but since this is a test of English writing, it is not accepted at this level.

Figure 25: Mid Score in Part B

HIGH Score in Part B – Starting Point: E4/5
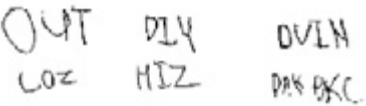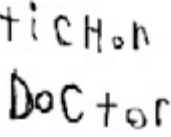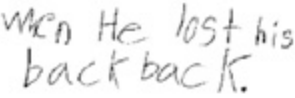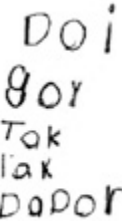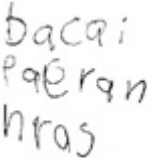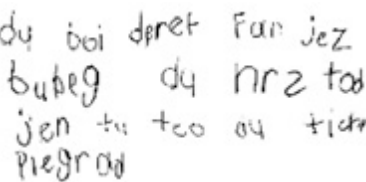
Sample	Transcription	Explanation
	Backpack, teacher, nurse	This student can clearly identify beginning, middle, and end sounds.
	Boy can find backpack	This student is writing high frequency words ("boy", "can"), and has identified beginning, middle, and end sounds in her writing.
	One day, David lost his backpack.	This student is making attempts at beginning, middle, and end sounds. He writes a "Z" for an "S" in "lost" and "his." The second letter in the first word may be an inverted "n." This student appears to be learning word boundaries as well.
	Teacher, doctor	This student has very good sound-symbol correspondence, and recognizes beginning, middle, and ending sounds. Start this student at the high level.
	When he lost his backpack	This student clearly can write sentences in English, so this student should start at E4/5.
	Boy, girl, talk, clock, doctor	At this age, it is normal for a student to confuse the "B" and the "D." This student also used "Oi" to represent the "oy" sound in boy. In the other examples, this student understands beginning, middle, and end sounds.
	Bookbag, playground, nurse	"G" in "playground" is backwards, but this is acceptable at the kindergarten level. The student recognizes beginning, middle, and end sounds, so begin at the high starting point.
	The boy didn't find his book bag. The nurse told him to tell the teacher playground.	This student shows a good example of writing of what he hears. The word "the" is written as "du." This student has good word spacing. He recognizes beginning, middle, and ending sounds.

Figure 26: High Score in Part B - Continued on next page
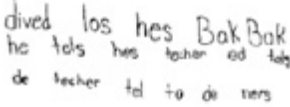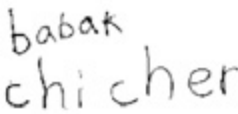
Sample	Transcription	Explanation
hrs aPes PeChr	Nurse, office, teacher	Good sense of beginning, middle, and ending sounds.
dived los hes Bak Bak he tels hes techer ed tely de techer tel to de ners	David lost his backpack. He tells his teacher and tells the teacher to tell the nurse.	This student is writing "stories" with spelling that approximates standard spelling. This student would easily complete E3, and so begin at E4/5.
babak chi cher	Backpack, teacher	This student has a clear knowledge of beginning, middle, and ending sounds. Although he has represented the /t/ sound as "ch," it is acceptable according to inventive spelling rules.

Figure 26: High Score in Part B

Scoring Part E

Part E is divided into three leveled tasks, plus a second open-ended Writing Experience (Story Writing) that relates to the expository text. You must choose the level where the student begins in Part E based on the student's previous performance in Part B.

The tasks in E1, E2, and E3 are all scored as either correct or incorrect. As the student completes a level successfully, move on to the next level. Guidance for moving on to the next level is included in the Test Administrator's Script. Figures 27–29 present examples of student writing in tasks E1–E3.

E1—Tracing Task

Correct	*Amy*	The student has traced on the lines.
Correct	*Amy / Amy*	Although this student has not traced on the lines, this can still be marked as correct. This student is beyond the tracing stage and can successfully copy a word.
Incorrect	*Amy*	This student was unable to stay on the lines.

Figure 27: E1 Task

E2—Copying Task
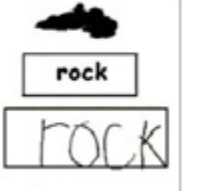
Correct		The student clearly copied the word "rock."
Correct		The student inverted the "v" and the "e," which is normal for children at the PreK/K levels. Mark as correct.
Incorrect		This student has written a random strand of letters that do not spell "rock."

Figure 28: E2 Task

E3—Initial and Final Sounds Task

The items in this level require you to say the beginning and ending sounds of some words. This is indicated in the script by use of the phonetic alphabet. Phonemic sounds are indicated using a "/" before and after the letter, as in "/g/" for the sound the letter "g" makes. It is important to be familiar with letter sounds, and when reading the script, do not say the name of the letter but rather the **sound** the letter makes.

Correct		This student has inverted a "g," which is the correct initial sound in "goose."
Correct		This student has correctly demonstrated both knowledge of the appropriate initial sound and correct letter formation.
Incorrect		The student is asked to produce the /g/ sound for "goose" and the /m/ sound for "mouse." The student writes a "c" and an "r" or what may be interpreted as an "h." Neither of these answers is acceptable.

Figure 29: E3 Initial and Final Sounds Task

E4/5—Story Writing

In this section students are instructed to write a story using the Activity Board. For scoring of this section, you must refer to the full Writing Rubric of the WIDA Consortium for Grades PreK–K (Figure 21 on page 49-50).

Reading Test

The Kindergarten Reading test consists of two Parts (C and F) associated with the two different text types (narrative and expository) used in the test. Tasks on the Reading test use manipulatives (cards) to engage the student in the activities, beginning with pre-literacy skills and proceeding gradually up the reading continuum. Words selected for the test were drawn from lists of Kindergarten sight words; the Dolch primer and pre-primer word lists; and other high-frequency, easily decodable words.

Tasks at each WIDA proficiency level focus on English reading skills as follows:

- **Level 1:** Pre-literacy skills such as matching pictures and shapes, or words and word shapes

- **Level 2:** Beginning sounds of words, using sorting and matching activities

- **Level 3:** Single words (high-frequency, easily decodable words)

- **Level 4:** Short 2–3 word phrases (with high-frequency, easily decodable words)

- **Level 5:** Short sentences (with high-frequency, easily decodable words)

It is important to note that while students are not required by the script to read the items out loud, but if the student seems uncertain or in need of encouragement, you may tell the student, "You can read that out loud if you'd like." However, it is important to remember that the student is **not** scored on what he or she reads aloud, but rather on his or her action of pointing to the correct picture.

Administering the Reading Test

The Reading Test is administered much like the Listening/Speaking Test. The Test Administrator must read the script and then allow time for the student to respond, recording whether the student was "correct" or "incorrect" in his/her response.

Most of the tasks on the Reading test require the use of cards. It is important to verify that all cards are in the card pouch booklet prior to each test session. Cards have words, shapes, or pictures on them, which are shown in the script above the test items. The Test Administrator's Script includes instructions about card layout. (See Figure 30.)

- Cards with a pointing hand icon indicates that the card needs to be oriented so the icon is pointing up.

- A hand icon above the picture(s) on the card in the scripts indicates that card will be held in the Test Administrator's hand.

- Gray shading behind the picture(s) on the card in the script indicates the card is to be placed facedown.

- Word cards are always placed facedown.

- All other cards are laid out faceup.

- The order in which you place the cards in front of the student is modeled in the Test Administrator's Script.

  Many tasks are preceded with a sample modeled by you, the Test Administrator.

- The cards used in the sample are indicated with an asterisk (*).

- The script directs you to set aside the pair of cards used to model the item. These cards are not to be included in the set of cards the student has the option of picking from as a correct answer.

- Additionally, the student may give you both the word card and the picture card after completing subsequent items. In these cases, collect only the word card and be sure to replace the picture card for future use as a response option.

Figure 30: Directions on cards within the script

Adaptivity in Reading

Similar to Part B, at the end of Part C (Reading), you must make a determination about where to start in the next Reading Part (Part F), based on the student's performance on the Reading items in Part C. Specific scoring guidance is included in the Student Response Booklet and Test Administrator's Script. As with the Writing test, be sure to precisely follow the instructions for determining the starting point, and do not go back and administer a level lower than where you began the student in Part F. Be sure to check off where the student will begin Part F as "High," "Mid," or "Low" in Part C of the Student Response Booklet (see Figure 31 on the following page).

CHECK	HIGH, F4	MID, F3	LOW, F1
	☐	☐	☐

Figure 31: Part F Starting Point

NOTE: In C1 and F1, there are no criteria for stopping. After administering C1 and F1, always move on to the next level, regardless of the number of correct answers the student offers.

Scoring the Reading Test

Responses are scored as Correct/Incorrect as test items are administered. Indicate the score by filling in the bubble completely for each test item in the Student Response Booklet. Follow the guidance in the Test Administrator Script.

Ending the Reading Test

When the student is no longer able to successfully complete a level in Part F, the test is complete. Follow the script in the "Moving on" box to end the administration.

Winding down from the Reading tasks is especially important, since reading is a developmental skill for all children at this level and can be a source of frustration if the students feel they have not successfully completed the task. You may elect to wind down the task by reading or decoding the tasks with the students and scoring the Reading tasks as incorrect responses.

After the student has left the testing area, review the Student Response Booklet and make sure all parts of the test have been scored.

Note: For additional guidance on the coordination and administration of the ACCESS for ELLs test for Kindergarten, refer to the Kindergarten ACCESS for ELLs Test Administrator Training within the WIDA Secure Portal, which includes a training video. If you do not have access to the WIDA Secure Portal, contact your Test Coordinator.

For information on material management after completion of the test, refer to the Materials Management Section on page 16 of this manual.

ACCESS FOR ELLs (GRADES 1–12) PAPER VERSION

Test Design and Materials

Test Design

ACCESS for ELLs Paper is a paper-based assessment for students in grades 1-12. The paper-based format can be an option for testing students on a specific tiered test form (based on the Tier Placement Protocol). The paper test is also available for situations in which a student is unable to test online, as outlined in an IEP or 504 plan, or if a student is a recent arrival (12 months or less in U.S. schools) with limited to no experience with keyboarding.

ACCESS for ELLs Paper consists of four domains: Listening, Reading, Speaking, and Writing. The test is administered in three sessions. Session 1 is Listening and Reading group administration, Session 2 is the Writing group administration, and Session 3 is the Speaking individual administration. While the Listening, Reading, and Writing tests are divided into six grade-level clusters, the Speaking test is divided into five grade-level clusters: 1, 2–3, 4–5, 6–8, and 9–12. Note that all domains are divided into two tiers (A and B/C). The tier selected for a student will affect not only the tier of the form administered for Listening, Reading, and Writing, but also the student's Speaking test form. For more information on tier selection, see The Tier Placement Protocol (shown in Figure 38) within the Speaking Administration portion of this section.

- **For Listening:** The Test Administrator will play the pre-recorded passages from a compact disc (CD), and students will respond in a test booklet. In the rare event that a student requires a human reader as an accommodation, the Test Administrator will read the passages from the Recording Script to administer the Listening domain.

- **For the Reading test:** Students will read passages on a paper test form and select a response from multiple choice options in the test booklet.

- **For Speaking:** The Test Administrator will play the pre-recorded questions from CD and will score students' responses in the test booklet. In the rare event that a student requires a human reader as an accommodation, the Test Administrator will read the questions from the Recording Script to administer the Speaking domain.

- **For the Writing test:** Students will handwrite responses in the test booklet.

The Speaking domain is scored locally by the Test Administrator. For the Listening, Reading, and Writing domains, the test booklet is returned to DRC to be scored centrally.

ACCESS for ELLs Paper Secure Test Materials and Their Uses

Image	Title	Content and Use	Return to DRC?
	Test Administrator's Script	• Always in use by Test Administrator • Contains everything the Test Administrator says for all four domains • Must be followed exactly	Yes
	Listening and Speaking CDs	• To be used in a CD player or computer for Listening and Speaking administration	Yes
	Speaking Test Booklets	• Used by the student during the Speaking administration to see the pictures and prompts. This is a reusable test material; students should **not** write in this booklet.	Yes
	Form 401 Test Booklet	• Used by the student to record their responses during the Listening, Reading and Writing tests. The Test Administrator also records the ratings for the Speaking test in this booklet as well. To be labeled, bubbled as needed, distributed to students during test administration, and collected and returned.	Yes

ACCESS for ELLs Paper Secure Test Materials and Their Uses – ONLY IF ORDERED

Image	Title	Content and Use	Return to DRC?
	Human Reader Accommodation Script*	Only for students with specific accommodations, to accompany the Listening and Speaking portions played on CD	Yes
	Large Print Test Materials	**Note:** This must be pre-ordered in the OEAA Secure Site for students with specific accommodations.	Yes
	Braille Test Materials	**Note:** This must be pre-ordered in the OEAA Secure Site for students with specific accommodations.	Yes

* The Human Reader Accommodation Script is intended for use only in cases where students have the specific Human Reader accommodation for ACCESS for ELLs Paper. To order this document, work with your Test Coordinator and DRC Customer Service and have the information ready for the student for whom this accommodation applies. More information about the Human Reader accommodation can be found in the WIDA Accessibility and Accommodations Manual.

All materials listed above are considered secure test materials that must be returned to the Test Coordinator upon completion of testing. Additionally, your Test Coordinator may also distribute Test Administrator Manuals and/or Student Test Booklet Labels. See the Test Security and Materials Management Section on page 16 for more information on labels.

Test Setup

Test Scheduling

Refer to Michigan's checklist for information on who in your school or district is responsible for scheduling test sessions. Detailed information about scheduling test sessions is available in the District and School Test Coordinator Manual, and in the tutorials within the training course.

ACCESS for ELLs is designed to measure a student's proficiency level in English at a specific point in time; therefore, it is recommended that test administration sessions (Session 1, Session 2, and Session 3) are scheduled as close as possible to one another.

- WIDA recommends that not more than 22 students be included in a single group-testing session. This helps ensure that a Test Administrator can adequately monitor and answer student test questions in a timely manner.

- Schedule only one Tier (A, B/C) in a single test session. For example, students taking the Tier A test must not be mixed with students taking the Tier B/C test in the same room at the same time.

- Schedule only one grade-level cluster in a single test session. Do not mix clusters together. You may split clusters into several test sessions if you choose.

- Although it is not required, students with very limited English proficiency may benefit from being tested in smaller groups. For example, you may test Tier A fourth graders separately from Tier A fifth graders, and Tier A sixth graders separately from Tier A seventh and eighth graders. However, if this is not possible, you may test all Tier A students in all of the grades within a grade-level cluster together.

- If possible, test the same students together across both test sessions (Session 1: Listening/Reading and Session 2: Writing). That is, do not change the roster of students from one session to another, as this will require reorganizing stacks of test booklets.

In summary, a single Test Session for group administered tests will only include **one** grade-level cluster and **one** tier.

Test Timing

For scheduling purposes, the times listed in the following tables represent the approximate amount of time that a domain test may take. These times may be different based on school and district.

Test Administrators can use the information in the tables below to plan for each test session. For more detailed information on how long administration will take, see the domain-specific information later in this subsection. Note: For the group administered tests (Session 1: Listening and Reading and Session 2: Writing) you should allow 15 minutes in addition to the times listed below to convene students and to distribute and to collect test materials. Additionally, practice items are not accounted for in the times below. Test Administrators should allow for approximately 15 minutes to go through practice items, though this time will vary depending on grade, tier, and domain.

At A Glance: Test Administration Times for ACCESS for ELLs Paper

Test	Time Needed
Listening	Up to 60 minutes
Reading	Up to 70 minutes
Speaking	45 minutes per student
Writing Tier A, Grade 1	Up to 40 minutes
Writing Tier A, Grade 2, 3, 4–5, 6–8, 9–12	Up to 75 minutes
Writing Tier B/C	Up to 80 minutes

The table above provides an overview of administration times for each domain in ACCESS for ELLs Paper. The following tables go into further detail on the timing of each test session based on grade cluster and tier.

Session 1 Listening and Reading Administration (Group Administered)			
Grade-Level Cluster	Tier	Domain	Time to Administer
ALL	ALL	Listening	25–60 minutes (higher grade-level clusters and tiers take more time)
ALL	ALL	Reading	35–70 minutes (higher grade-level clusters and tiers take more time)

Session 2 Writing Administration (Group Administered)		
Grade-Level Cluster	Tier	Time to Administer
1	A	Up to 40 minutes
1	B/C	Up to 80 minutes
2, 3, 4–5, 6–8, 9–12	A	Up to 75 minutes
2, 3, 4–5, 6–8, 9–12	B/C	Up to 80 minutes

Session 3 Speaking Administration (Individually Administered)			
Grade-Level Cluster	Tier	Domain	Time to Administer
ALL	ALL	Speaking	Up to 45 minutes per student

Implementing Accommodations

ACCESS for ELLs Paper offers several different types of accommodation and accessibility features. Refer to the AWIDA Accessibility and Accommodations Manual for more information on these features. Note: Alternative ACCESS for ELLs is a separate assessment that is also paper-based. You can find more information on this assessment later in this manual.

Preparing Students with the Paper Sample Items

Paper Sample Items are available on the ACCESS Test Practice and Sample Items page (https://wida.wisc.edu/assess/access/preparing-students/practice) of the WIDA website. These sample items provide educators and students with additional practice questions based on previous content of ACCESS for ELLs assessments.

Preparing the Testing Room

Preparing the testing room in advance will facilitate smooth test administration. It will also help to ensure independent work on the part of the test takers. It is recommended that you do the following:

- Test in a classroom with desks that can comfortably accommodate the number of students being tested (indicated on the Test Session Roster), where you can see all students, circulate between desks, and students cannot see each other's test booklets.

- Create a seating chart for each test session conducted. See the Assessment Integrity Guide on the MDE WIDA web page (www.michigan.gov/wida) for more information.

- Arrange the desks in rows, facing forward, where you can see all students and circulate between desks. It is important that all students can see and hear you clearly.

- Ensure that there is enough space between students so that they are not able to view each other's test booklets and do not distract each other.

- For the Speaking domain, a classroom or quiet room with space for the student and Test Administrator will be sufficient. Review the subsection "General Guidelines for Administering the Test" for directions about setting up materials and seating for the Speaking domain

- Cover up any posters that could possibly assist students during testing.

- Obtain enough sharpened Number 2 pencils for students being tested. Have extra sharpened pencils available, as sharpening pencils during a test session could be a distraction. Have a plan for sharpening pencils between test sessions.

- Make or obtain from your Test Coordinator a **"Do Not Disturb: Testing"** sign. The sign should be placed on the outside of the testing room door during test sessions.

- Plan to have a table on which to lay out test materials.

- Have reading materials available for students who finish early.

- Have a watch available or make sure there is a functioning clock in the testing room. The Test Administrator's Script contains guidance on pacing the test.

- Make sure the speakers are loud enough for the student(s) to hear (applicable for the Listening and Speaking domains).

   Note that the Speaking test can only be administered one-on-one and not in a group.
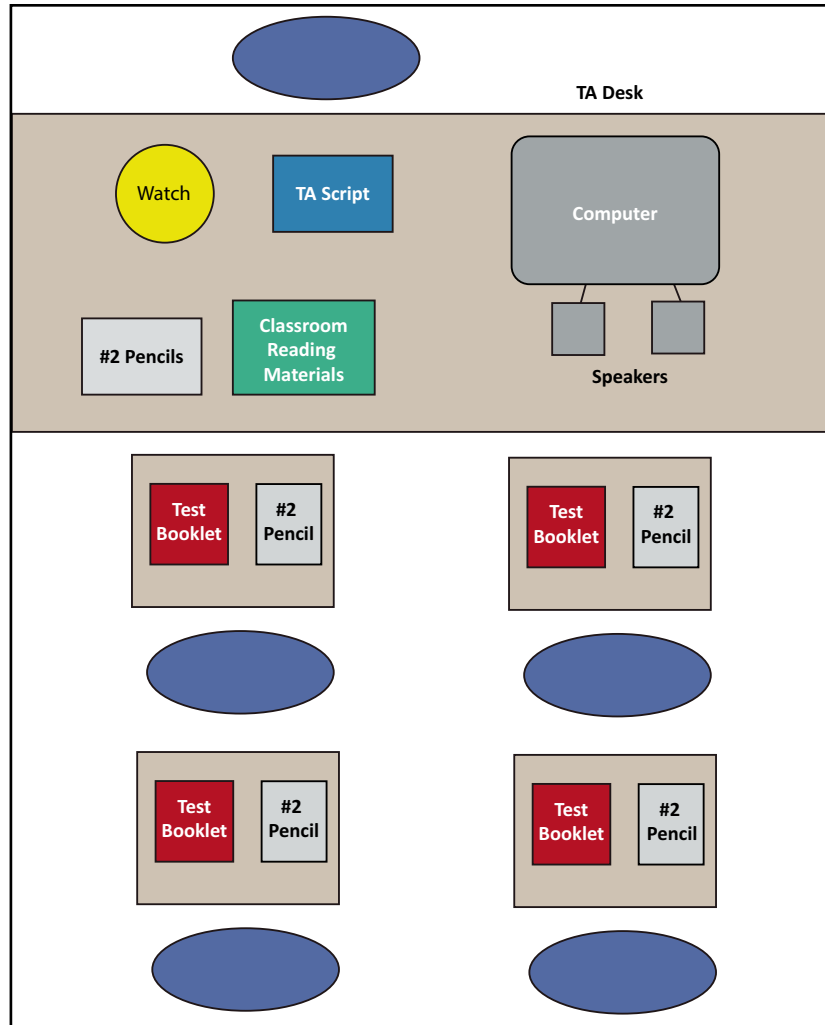
Figure 32: Room Setup for Group Administration

General Guidelines for Administering the Test

Scripted instructions for administering each section of ACCESS for ELLs Paper are contained in the Test Administrator's Script. Adhere to the following procedures:

- Do not pass out test materials until all students are seated.

- When distributing the test booklets, ensure that the name of the student to whom you are giving the test matches the name on the test booklet.

- Make sure each student has a least one sharpened Number 2 pencil.

- Students answer questions by marking directly in the test booklet with a Number 2 pencil, with the exception of the Speaking domain, during which students respond orally.

- Students should completely fill in the circles indicating their answers to the Listening and Reading domains. You should encourage students to fill in their answers properly in their test booklet.

- Students should not make marks in the test booklet other than in the specified places. Stray marks could cause errors in scanning and scoring the test booklet.

- When reading the Test Administrator's Script, stand in front of the class where all students can see and hear you clearly.

- Follow the Test Administrator's Script exactly. In the Test Administrator's Script, read only the parts that are printed in bold font on a white background. The instructions students hear are black and bold, while the test questions are blue and bold. Anything that is in regular (not bold) font should not be read aloud; it is there to help guide you through the test session. Figure 33 (on page 71) provides a sample of the script with these points.

- Answer all students' questions before beginning the test (as indicated in the Test Administrator's Script). Let the students know that you will not be able to answer questions once the test begins.

- Note: There is no penalty for guessing on ACCESS for ELLs, although guessing should never be encouraged by the Test Administrator.

- At all points before, during, and after test administration, you should ensure that test materials are stored and handled following the test security guidelines. For more information about test security, see Section 3 of this manual.

Coordinating Breaks

Breaks	When?	For How Long?
As needed	Between domains	Brief; According to TA's professional judgment
Emergencies	During a domain section; between different parts	According to TA's professional judgment

What to Do Under Unusual Circumstances and in Unique Situations

Every attempt should be made to administer each test (Listening, Reading, Writing, and Speaking). While it is not recommended, you may be in rare situations when it may be appropriate to pause administration and allow the student to try again at a later time or to discontinue administering the domain altogether.

If it becomes apparent that a student is having an unusually difficult time (e.g. not responding/writing in the test booklet) during the administration of one domain, you may discontinue that test domain for the student and attempt to administer the test again at a later time. If it is apparent that a second attempt may also need to be discontinued, you may discontinue the administration of the domain and move on to administer the next domain.

When discontinuing a test after administration has already begun, leave the remaining items and response options in that section blank. **Do not mark the Do Not Score code for on the back cover of the test booklet for that domain, as this will result in the student not receiving a score for that domain.** Likewise, do **not** affix a Do Not Process label to the test booklet, as this will result in the booklet not being processed for scoring.

While each of the ACCESS for ELLs domains (Listening, Reading, Writing, or Speaking) should be completed in one session, there are rare situations when it may be appropriate to stop or pause the test. It should be noted that while Listening and Reading are recommended to be administered in one session, it is appropriate to take a break between the two domains, according to the Test Administrator's professional judgment (see the table on the previous page).

In an emergency event (such as a student illness during the test administration), or in disruptive situations (such as an announcement over the loudspeaker, a fire drill, or a loud noise outside), it is acceptable to stop or pause the testing session, also pausing test audio if applicable. After the situation has been resolved, resume the test from the beginning of the last test item that was being administered.

If you experience technical difficulties during the Listening or Speaking test administration (such as the CD player stops working, or the CD begins to skip), instruct the students to wait while the issue is being resolved. After the technical issue has been resolved, resume the test from the beginning of the last item (for Listening) or page of the test booklet (for Speaking) that was being administered. In the event the technical difficulty cannot be immediately resolved, you may have to reschedule the administration of the test.

If the Listening or Speaking test must be rescheduled, note the current track you are on, wind down the test administration, and let the students know that they will be able to continue the test as soon as the technical issue is resolved. When resuming the test administration after a considerable amount of time has passed (15 minutes or more), begin the test from the beginning of the part that was being administered when the interruption occurred. See the table below for information on where to start the test when resuming administration after a disruption.

To resume the test after an interruption or to replay a test item, refer to the Track List provided in the Test Administrator's Script for that grade-level cluster and tier.

Listening Test Administration

For clarification on administering the Listening test using a CD (beyond what is explained in the following sections), contact the WIDA Client Services Center at help@wida.us, or by phone at 866-276-7735.

Listening Test Materials

Test materials include:

- Test Administrator's Script

- Student Test Booklet(s)

- Listening and Speaking Test CD (a separate CD is provided for each grade-level cluster and tiered test form). In the rare event that a student requires a human reader as an accommodation, the Recording Script is required to administer the Listening section individually for that particular student.

- At least one sharpened Number 2 pencil for each student to mark his or her response

- Speakers (Do not use headphones to administer the Listening test)

- A CD player or desktop/laptop computer (to play the CD)

When playing the CD:

- Check in advance that the CD player and the CD are functioning properly. Test the CD player by playing the entire Listening test audio from the CD prior to beginning the Listening test without students present. If a replacement CD is needed, contact DRC Customer Service at 1-877-560-8378, Option 5 or WIDA@ datarecognitioncorp.com.

- Make sure the CD player is not set on "shuffle" or "random." The tracks on the CD must be played in the order they appear on the track list.

- Make sure the grade-level cluster and the form (Tier A, Tier B/C) of the CD match the grade-level cluster and the form on every student's test booklet.

- Adjust the volume so all students taking the test can hear the audio.

When reading the Listening Script section of the Test Administrator's Script, keep the following in mind:

- The contents of the gray shaded boxes in the Listening Script should not be read aloud (see Figure 34). The gray shaded boxes contain the transcript of the recorded practice items to allow the Test Administrators to follow along with the recording.

- The Listening Script provides the transcript text for practice items only. None of the text for test items is included in the script.

Practice administering the test. If possible, listen to the practice items while reading the script, and practice starting and pausing the recording as indicated in the Test Administrator's Script (see Figure 33 on page 71). If you are administering more than one grade level, listen to and practice each test separately. Follow Michigan's test security policies with regard to reviewing test materials prior to test administration.

Organization and Timing of the Listening Test

The Listening test is designed to take up to 60 minutes, depending on the grade-level cluster and tier. The length of test items increases with students' language proficiency and grade level. For example, the Tier C Listening test takes longer to administer than the Tier A Listening test, and the Listening test for grades 9–12 may take slightly longer than the test for grades 4–5. **Note that the approximate test administration time does not include convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items.**

Administering the Practice Items

The Listening test starts with a scripted walk-through of the practice items. This gets students acquainted with how to take the media-delivered test. Students begin the test after taking the practice items.

The Listening test has two practice items: Practice 1 and Practice 2. The practice items are intended to familiarize the students with the Listening test administration procedures.

Play and pause audio at certain points when indicated in the Test Administrator's Script. In the Test Administrator's Script, you will see "PRESS PAUSE" or "PRESS PLAY" when the recording needs to be paused or resumed. See Figure 34 for a sample of the Test Administrator's Script with pausing and resuming directions. When directed to pause the recording, make sure to press the Pause button rather than the Stop button. Pressing Pause allows you to resume the recording from the correct point.

Read all bold text aloud.	**You should be looking at the page labeled "Practice 1" at the top.** **Look at the big picture. The big picture will help you understand what you hear.**
Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.	**Now, when I start the recording, you must listen carefully because you will hear everything only one time. First you will hear some directions and then you will answer letter A at the bottom. Put your finger on Letter A to show me that you found it.** Scan the room and make sure all students are in the right place. If necessary, show students Letter A by holding up the next page of the script and pointing to the letter A.
Instructions for controlling the Listening Test audio recording appear in all caps.	**O.K. Now listen carefully to the recording.** PRESS PLAY. (TRACK 1)

All text with a grey background must NOT be read aloud by the administrator. Use these parts for reference or or to follow along with the Listening Test audio recording.	**TRACK 1** — Narrator:
	    Practice 1
	    Look at the big picture. It shows Ms. Miller and her students working in a classroom. Listen to what they say.
	    Letter A.
	Female student:
	    Ms. Miller, what time is it?
	Female teacher:
	    The clock tells you the time. It is eleven o'clock.
	Narrator:
	    Which picture shows a clock?

The track number is displayed to the left of recorded audio for your reference.	

Figure 33: Directions for Reading the Test Administrator's Script for Listening

PRESS PLAY (TRACK 1)	
TRACK 1	**Narrator:** **Practice 1** **Look at the big picture. It shows Ms. Miller and her students working in a classroom. Listen to what they say.** **Letter A.** **Female student:** **Ms. Miller, what time is it?** **Female teacher:** **The clock tells you the time. It is eleven o'clock.** **Narrator:** **Which picture shows a clock?**
PRESS PAUSE.	

Figure 34: Play and Pause Directions in the Test Administrator's Script

Administering the Listening Test

After administering the practice items, continue with the following directions to administer the Listening test items:

1. Follow the Test Administrator's Script exactly to transition from practice items to administering the Listening test items.

2. Allow each track to play only one time. Refer to the earlier subsection for instructions on what to do in unusual circumstances.

3. Do not read the answer choices aloud. While the Listening test primarily assesses the domain of Listening, all academic language skills are integrative, which results in answer choices incorporating multiple domains. Some answer choices use words, phrases, or sentences, but the answer choices are at a lower reading level than the listening level being assessed.

4. Do not pause tracks to allow students time to mark responses once the test administration begins. The audio tracks contain an appropriate amount of silence time to allow students to mark their responses in the Student Test Booklet. Likewise, allow the silence time to play and do not fast forward or skip to the next track. Prior to the beginning of the next item, a tone will sound to alert students that the next test item will begin soon.

5. Use the 45-second Check-in on Track 13.
   - Use this time to circulate the room and make sure that each student has followed the recording to this point, as indicated in the Test Administrator's Script.
   - Do not press Play or Pause during the Check-in; the track will automatically advance to continue the test. Prior to the beginning of the next test item, the narrator in the recording will indicate that the test will resume soon.

Once the Listening test has begun, do not stop or pause the audio. If a student raises his or her hand for a nonemergency issue during test administration, attend to him or her quietly without stopping or pausing the audio or disturbing other students who are taking the test.

Once the Listening test audio has played in its entirety, stop the Listening and Speaking test CD. Because the Listening and Speaking test audio are on the same CD, it is important not to let the Speaking test audio play during the Listening test.

Important Reminders for the Listening Test

- The Listening Test lasts up to 60 minutes; the Tier B/C test will take longer than the Tier A test.

- The test administration time is approximate and does not include the administration of the practice items or convening students.

- During the test, there is no need to pause or stop audio files to allow students to respond.

- Response time is included in the audio files.

- Practice the Test Administrator's Script ahead of time.

- Play each track only one time. Only in the case of a significant interruption should a track be replayed, and then just once.

Reading Test Administration

The ACCESS for ELLs Reading test is completed within the Student Test Booklet after a scripted introduction by the Test Administrator. A unique feature of the Reading test is the built-in check-ins. Stop signs in the Student Test Booklet indicates check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins, as detailed later in this section.

Reading Test Materials

Reading test materials include the following items:

- Test Administrator's Script

- Student Test Booklet(s)

- At least one sharpened Number 2 pencil for each student to mark his or her responses

Organization and Timing of the Reading Test

The Reading test is designed to take up to 70 minutes. Note that the test administration time does not include time for convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items.

You should make a note for yourself of the start time and end time once you finish the practice items with the students. This should provide ample time for all students to complete the Reading test. The testing session is complete when all students have finished the Reading test.

In rare situations, you may use your professional judgment in determining whether a student needs additional time to complete the test. You may consider the following when determining how much extra time to provide:

- Are students working productively?

- Will extending the testing session over the recommended 45 minutes benefit students?

- Is the amount of extra time reasonable? (Note: Testing outside of the testing window is never permissible.)

Administering the Reading Test

1. When administering the Reading test, be sure to follow the Test Administrator's Script exactly.

2. Stand in front of the class where all students can see and hear you clearly.

3. After completing the practice items, note the time. Allow for up to 70 minutes for students to complete the test.

4. Circulate through the testing room at appropriate intervals and when doing individual check-ins. Stop signs in the Student Test Booklet indicates check-ins.

5. The testing session is complete when all students have completed the Reading test.

Using Check-ins

Check-ins, represented by stop signs in the Student Test Booklet, are intended to help guide students at the lower grade levels and beginning proficiency levels through the parts of the Reading test and are scripted at appropriate points in the Test Administrator's Script. Check-ins also allow you to give continual encouragement to students to do their best.

There are two types of check-ins on the Reading test: whole-group and individual. Both types of check-ins are scripted. The check-in procedure is reviewed for the students in the practice session preceding the test.

- **Whole-group check-ins:** Check in with all students simultaneously and explain the next part of the test. There are whole-group check-ins after most of the parts of the Tier A Reading test for the Grade 1 and Grade 2 clusters so that you can guide students through the sample items. You should instruct students who finish a part before you have started a whole-group check-in to wait before proceeding.

- **Individual check-ins:** Students raise their hands when they arrive at a stop sign. You circulate through the room, checking to see that students have completed the part before instructing them to go on (or to stop if completing the last part of the Reading test). There are individual check-ins about halfway through the following Reading tests: 1B/C, 2B/C, 3A, 3B/C, 4–5A, 4–5B/C, 6–8A, and 9–12A. In addition, there are individual check-ins at the end of the Reading test for every tier and grade-level cluster.
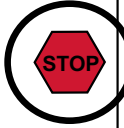
Figure 35: Stop Sign Representing a Check-in

Writing Test Administration

The ACCESS for ELLs Writing test encourages ELs to demonstrate their academic English language proficiency in writing. Students respond to a set of tasks, writing their responses in their Student Test Booklets. Stop signs in the Student Test Booklet indicate check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins.

Writing Test Materials

Writing test materials include:

- Test Administrator's Script

- Student Test Booklet(s)

- At least one sharpened Number 2 pencil for each student to write his or her responses

- Scratch paper

Organization and Timing of the Writing Test

There are three tasks (Parts A, B, and C) on each Tier (Tiers A and B/C) of the Writing test for all grade levels except Tier A for Grade 1, which contains four tasks. The tables below show the breakdown of the WIDA English Language Development Standards assessed on each Writing task and the times given for each task for each grade-level cluster and tier. Note: The times in the tables below do not include the timing considerations for convening students and passing out test booklets. An additional 15 minutes should be built in when scheduling the Writing test session.

For Grade-level cluster 1, the Tier A Writing test has recommended timing guidelines for Parts A, B, C, and D—of 5, 5, 10, and 10 minutes respectively, with up to an additional five minutes if needed for students to finish writing—for a total allowable time of 35 minutes.

Grade 1 Tier A Writing Test: Organization, Content, and Timing Guidelines Per Task		
	Time	**Extra Time**
Part A	5 minutes	
Part B	5 minutes	
Part C	10 minutes	
Part D	10 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part D
Total allowable time – 35 minutes		

For Grade-level clusters 2, 3, 4–5, 6–8, and 9–12, the Tier A Writing tests have recommended guidelines for Parts A, B, and C—of 15 minutes each, with up to five additional minutes for each part if needed for students to finish writing—for a total of 60 minutes.

Grades 2, 3, 4–5, 6–8, and 9–12 Tier A Writing Tests: Organization, Content, and Timing Guidelines Per Task		
	Time	**Extra Time**
Part A	15 minutes	5 minutes if needed
Part B	15 minutes	5 minutes if needed
Part C	15 minutes	5 minutes if needed
Total allowable time – 65 minutes		

For all grade-level clusters, the Tier B/C Writing tests have recommended timing guidelines for Parts A, B, and C, of 10, 20, and 30 minutes respectively. Sixty minutes is still the time allocation for the entire Writing test in this tier, with up to an additional five minutes if needed for students to finish writing, for a total allowable time of 65 minutes.

All Grades Tiers B and C Writing Tests: Organization, Content, and Timing Guidelines Per Task		
	Time	**Extra Time**
Part A	10 minutes	
Part B	20 minutes	
Part C	30 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part C
Total allowable time – 60 minutes		

Because students work at their own pace on the Grades 4–12 Tier B/C Writing tests, the time students spend on each task will vary somewhat. Although the test is self-paced, timing guidelines are provided and students should be monitored and encouraged to progress. In particular, they should have enough time to do their best on the longest task at the end. The scripts provide guidance on how to encourage students to pace their writing to respond to each task.

Administering the Writing Test

1. Follow the Test Administrator's Script exactly.

2. Make sure that students begin the Writing test on the appropriate page. You may need to assist students in locating the beginning of the test.

   a. To make it easier for younger children to find the starting location, Test Administrators may want to put the pencils into the test booklets in the correct place before passing out the test materials. Alternatively, they may want to place the test booklets face down on the students' desks, open to the appropriate place.

   b. To ensure that students in Grades 1, 2, and 3 begin testing in the appropriate place in their test booklets, that they do not skip any sections, and that they progress appropriately (see information on check-ins on further along in this subsection), Test Administrators and Coordinators may plan to have an additional adult helping to proctor or monitor the group-administered tests (for instance, one adult for every 10–12 students). Any person serving as a Test Administrator or assisting with the test administration must review the training course component for ACCESS for ELLs Paper in the WIDA Secure Portal and sign a Security Compliance Form found on the MDE WIDA web page (www.michigan.gov/wida).

3. The sample writing contained in certain writing tasks presents students with an example they can follow to complete the task. Instructions on guiding students through the sample writing are scripted in the Test Administrator's Script. The time it will take you to guide students through the sample writing is included in the time allocated for each task.

4. Stand in front of the class where all students can see and hear you clearly when reviewing the sample writing or doing whole-group check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins.

5. Keep track of the time. For the exact amounts of time for each grade-level cluster and tier, refer to the tables in the earlier section on organizing and timing the Writing test.

6. When students raise their hands, check with each one individually to make sure that they have finished doing their best to respond to the writing task.

   a. Students taking the Grades 1–3 Tier A, Tier B/C tests and the Grades 4–12 Tier A tests will move on as a group after the Test Administrator checks in with everyone individually.

   b. Each student taking the Grades 4–12 Tier B/C tests can move on independently after you check in with him or her. To prompt students to move on, you may say: "Okay, you may go on. Turn the page."

7. For those taking the Grades 4–12 Tier B/C tests, circulate through the room to monitor students' progress after 10 minutes and 30 minutes.

8. If students are still working on the part to be completed within this time period, gently ask each student, "Are you close to finishing this part?" If necessary, you can prompt students who are lagging by saying, "Make sure you save enough time for the other parts."

   ▪ If a student seems surprised by the amount of space provided for writing, advise the student to follow the directions regarding the amount of writing he/she needs to produce, and assure the student that the space is there only if needed.

9. Collect all test materials. If all students are finished before the allowable time has elapsed, Test Administrators may end the Writing test according to the script.

   ▪ If students have extra time after completing a writing task, they can go back to check, revise, or add to their response on any Writing task. If all students finish earlier than the allotted hour and cannot be dismissed from the session, assign them to read supplementary materials.

Using the Check-ins

Check-ins, represented by stop signs in the test booklet, are intended to help guide students through the parts of the Writing test and are scripted at appropriate points in the Test Administrator's Script.

Check-ins also allow for Test Administrators to give continual encouragement to students to do their best.

There are two types of check-ins on the Writing test: whole-group and individual. Both types of check-ins are scripted. The check-in procedure is reviewed for the students in the practice session preceding the test.

• **Whole-group check-ins:** Whole-group check-ins are scripted before each part of the Tier A Writing test for every grade-level cluster, and before each part of the Writing test in all tiers for Grades 1, 2, and 3. During whole-group check-ins, you explain the next part of the test to all the students together, including the sample writing, if applicable. Before allowing students to work independently on the task, you will remind them to stop when they see the stop sign, which is at the end of the task. When the time estimated in the script has

passed, you will check in again with the students, according to the script. If all students have completed the part before the estimated time, you may move on to the next part with the students, or, if already on the last part, finish the test according to the script.

- **Individual check-ins:** Students raise their hands when they arrive at a stop sign. You circulate through the room, checking to see that students have completed the part. You then instruct them to go on (or to stop if completing the last part of the Writing test). Individual check-ins occur after each part of the Tier B/C Writing tests for Grades 4–12.

Important Reminders for the Writing Test

- The Writing test is designed to take up to 40 minutes in Tier A in Grade 1, 75 minutes in Tier A in Grades 2–12, and 80 minutes in Tier B/C in all Grades 1–12. If needed, Test Administrators may allow students additional time to finish writing.

- Follow the Test Administrator's Script exactly.

- Whole-group and individual check-ins are indicated by stop sign symbols in the test booklets.

- For tasks that contain a sample, the time it takes to explain the sample writing is included in the overall time allocated for the Writing test.

- Monitor students periodically, encouraging them to keep pace so they have the opportunity to do their best on the longer task at the end (Tier B/C Writing tests). Responses are scored for the student's academic English language proficiency in writing. Student responses are considered first drafts when scored.

- Students should address each task completely; however, the number of sentences or paragraphs written is not a scoring criterion.

Speaking Test Administration

The ACCESS for ELLs Speaking test is an individually administered test that standardizes test administration across students. Speaking test items are media-delivered. Speaking test audio is provided on the same Listening and Speaking test CD. Your role as the Test Administrator is to monitor the student as they take the test and to score the student's responses during the test administration.

The Speaking test is the only portion of ACCESS for ELLs Paper that the Test Administrator scores. **Anyone who administers the ACCESS for ELLs Speaking test must complete the Speaking Scoring Module and the Speaking quiz.** The purpose of the ACCESS for ELLs Speaking Scoring module is to prepare educators to confidently and accurately rate students' speaking test performances by applying the scoring scale and scoring rules.

Before administering the Speaking test, adhere to the following procedures:

- Complete the Speaking Scoring module and pass the certification quiz.

- Read the Test Administrator's Script for Speaking in its entirety and practice navigating the audio as described in the script.

- Review all Speaking tasks and model student responses for the Speaking test(s) being administered by listening to audio in its entirety and following along in the Student Test Booklet.

The Speaking test provides ELs with the opportunity to demonstrate their academic English language proficiency in speaking across the WIDA English Language Development (ELD) Standards through a set of constructed-response tasks. The Speaking test is tiered. Students will either take the Tier A form or a Tier B/C form, which are included in the same Speaking Test Booklet.

Audio Format of the Speaking Test

The Speaking test is multi-modal. The student hears audio input and also sees the input as text in their Speaking Test Booklet. This presentation format supports the student in understanding test input.

Media-delivery of the Speaking test means that an audio recording will guide the student through the Speaking test.

The audio recording includes two voices: a Model Student and a Virtual Test Administrator.

- Each task on the Speaking test is preceded by a Model Student task and response. The questions posed to the Model Student are the same proficiency level as the tasks to which the student will respond, allowing the Model Student to demonstrate the expected language use at a given proficiency level. In most cases the model questions are designed to be parallel to but not exactly the same as the examinee questions. The Model Student also has an important function for scoring, using a scoring scale that is designed to evaluate student responses relative to the Model Student's response.

- The Virtual Test Administrator guides the student through the test and asks the student questions designed to elicit language at targeted proficiency levels. While the Virtual Test Administrator will instruct and guide the student through the Speaking test, you may also need to assist the student in navigating test materials (such as turning the page when prompted).

The Speaking test includes standardized, built-in response time for every task. The amount of time varies according to the grade-level cluster, tier, and proficiency level of the task, and ranges from 15 to 50 seconds in Grades 1–3 and from 15 to 45 seconds in Grades 4–12. **Five seconds prior to the end of the response time, a tone will sound. This alerts the student that the response time is coming to an end. Students may not require the entire time allotted. After the response time has ended, the test audio will automatically continue to the next Speaking task.**

Organization and Timing of the Speaking Test

The table on the following page outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria (in figure 36) still encompass all relevant information regarding tier placement for the Speaking domain, as well as the Listening, Reading, and Writing domains. Refer to the ACCESS for ELLs Paper component of the training course for more detailed information on tier placement.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

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 core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year

Figure 36: Tier Placement Protocol

ACCESS FOR ELLs
(GRADES 1–12) PAPER VERSION

Speaking tasks on the Speaking test are contained within three parts—A, B, and C. As in other domains of ACCESS for ELLs, tasks on the Speaking test are grouped thematically. Each part addresses one or more of the WIDA ELD Standards. Each part contains two tasks. The following tables show the breakdown of tasks and levels assessed on each part of the Speaking test.

In all, the Speaking test contains six individual tasks across the three parts. Each task is associated with a Proficiency Level (1, 3, or 5) and includes one or two questions to which the student responds. Student questions are indicated by a blue speech bubble in the test booklet. Figure 37 (below) shows an example of the blue speech bubble from the Directions and Practice.
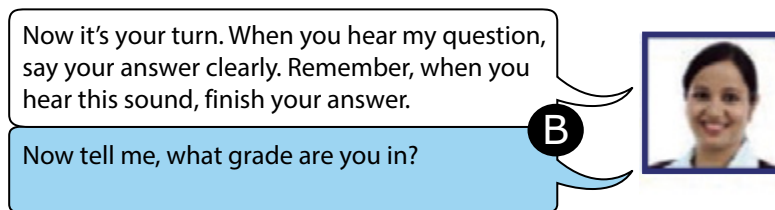
Figure 37: Blue Speech Bubble in the Speaking Test Booklet

Tier A Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	Task 1	Task 2
Part A	Social and Instructional Language	Level 1	Level 3
Part B	Language of Language Arts, Language of Social Studies	Level 1	Level 3
Part C	Language of Math/Language of Science	Level 1	Level 3

Tier B/C Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	Task 1	Task 2
Part A	Social and Instructional Language	Level 3	Level 5
Part B	Language of Language Arts, Language of Social Studies	Level 3	Level 5
Part C	Language of Math/Language of Science	Level 3	Level 5

Test Administrators score student responses to test tasks as they are given according to the expectations defined in the Speaking Scoring Scale (see Figure 38 on page 86).

The Speaking test is designed to take up to 45 minutes per student, but the actual time will depend on the grade-level cluster and tier of the test administered. Note that the approximate test administration time does not include setting up the test session or explaining test directions. An additional 10 minutes should be allocated to set up the Speaking test.

Speaking Test Materials

Speaking test materials include the following items:

- Test Administrator's Script

- Speaking Test Booklet (contains test graphics and prompts)

- Student Test Booklet (contains Speaking Test Scoring Sheet and Scoring Scale)

- Listening and Speaking Test CD (a separate CD is provided for each grade-level cluster and tiered test form). Note: In the rare event that a student requires a human reader as an accommodation, the Recording Script is required to administer the Speaking section.

- a CD player or desktop/laptop computer (to play the CD)

- speakers (do not use headphones to administer the Speaking test)

Speaking Test Room Setup

The test should take place in a quiet room free of distractions. The ideal testing arrangement would have the student seated at a table in front of the Speaking Test Booklet with the Test Administrator to the right side of the student. As the Test Administrator, you should be positioned to clearly see the Speaking Test Booklet and hear the student's response.

The computer speakers/CD player should be placed where both you and the student can clearly hear the audio and where you can control the audio as needed. It is important that you clearly hear the Speaking test audio in order to monitor and score the test effectively. Thus, you must always use external speakers to administer the Speaking test. Do not use headphones or built-in speakers (on a computer) to administer the Speaking test.

The Speaking Test Booklet should be placed in front of the student, while the Test Administrator's Script and Student Test Booklet, which includes the scoring sheet, should be directly in front of the Test Administrator (away from view of the student).

Administering the Speaking Test

Follow these directions to administer the Speaking test:

1. Prepare the Listening and Speaking Test CD to begin at the appropriate track number. Refer to the Speaking Test Recording Track List in the Test Administrator's Script to determine which track of the CD marks the beginning of the Speaking test.

2. Read the Test Administrator's Script aloud to the student.

3. Press Play when indicated in the script to begin the Directions and Practice. The Virtual Test Administrator guides the student through this section.

4. Follow along with the student as he or she goes through the Directions and Practice. Use the guidelines for monitoring the test provided in the Test Administrator's Script.

5. Pause the recording at the end of the Directions and Practice.

6. Read the Test Administrator's Script aloud to begin the test.

7. Press Play when indicated in the script to begin administration of the test.

8. Follow along with the student as he or she goes through the test. Monitor the test according to the guidelines provided in the Test Administrator's Script.

9. Evaluate and score student responses immediately after the student gives a response to each task.

10. Record the score on the Speaking Test Scoring Sheet before the next audio track begins.

While administering the test, adhere to the following procedures:

- Do not pause any audio.

- Allow each track to play only one time. The student may not listen to tracks again or look back at previous pages of their test booklet.

- Allow the response time to play and do not fast forward or skip to the next track even if the student has finished his or her response.

- You should help the student if he or she needs assistance navigating the test or understanding what to do (turning pages, understanding when to respond). You should not help the student with any test content (such as rephrasing questions).

- You may prompt the student to respond or to provide more extended answers. You should use the scripted language provided in the Test Administrator's Script to assist the student.

Scoring the Speaking Test

In this subsection, you will learn the basic procedures for scoring the Speaking test. You will be introduced to the Speaking Scoring Criteria and scoring sheet, as well as learn about task-level expectations. All of the information outlined in following subsections about the Speaking test is provided in detail in the Speaking Scoring module, located in the WIDA Secure Portal.

Criteria for Scoring Responses

Responses to Speaking test tasks will be scored according to the Speaking Scoring Scale. This scale describes features of student responses and uses the model responses as a benchmark for comparison. The Speaking Scoring Scale includes five possible score points: **Exemplary**, **Strong**, **Adequate**, **Attempted**, and **No Response**. For Speaking tasks that target Proficiency Level 1, the score points are as follows: **Adequate and Above**, **Attempted**, and **No Response**. Scoring decisions are made relative to the proficiency level of each task.

In some cases, a Speaking task may contain two questions. For example, a student may be asked to give an answer and then explain why they think that. In these cases, the two responses should be scored together, taking into account the whole performance across both response opportunities. These questions are grouped together on the scoring sheet and receive a single score.

You must complete the training modules for Scoring Speaking for the grades you will score and the relevant certification quiz before scoring the Speaking test.

Task-Level Expectations

Each task on the Speaking test is targeted to one of three proficiency levels on the WIDA scale (1, 3, or 5) as defined by the Performance Definitions and Speaking Rubric. Each of these tasks is designed to elicit spoken language at the designated level.

The expectations for the task level are exemplified by the Model Student response. The model response is developed to reflect the target proficiency level of a task. For example, for tasks designed to elicit language at Proficiency Level 1, the model provides words and short phrases. On tasks designed to elicit language at Proficiency Level 5, the model provides an extended, elaborated response that represents an example of the Exemplary score point on the Speaking Scoring Scale.

The Speaking Scoring Scale is designed to capture differences in student performances relative to the task level and the model. At the highest level of the Speaking Scoring Scale (Exemplar), student responses may be comparable to the model or go beyond it. To better understand how the task demands are related to the response, refer to the following list of task-level expectations, which describes how questions aimed at different levels are framed.

- **EXPECTATIONS AT LEVEL 1: ENTERING**
  Tasks on the Speaking test targeted at Level 1 require students to identify items in a picture. These tasks require students to produce responses that consist of words or short phrases.

- **EXPECTATIONS AT LEVEL 3: DEVELOPING**
  Tasks on the Speaking test targeted at Level 3 may ask students to describe, give an opinion, or compare/contrast. These tasks require students to draw information from visual stimuli or personal experience. Tasks at this level require sentences in response.

- **EXPECTATIONS AT LEVEL 5: BRIDGING**
  Tasks on the Speaking test targeted at Level 5 require students to explain, recount, or argue using elaborated and sophisticated language. Tasks at this level are designed to elicit extended oral responses that use precise content-area vocabulary. Responses to Level 5 tasks at the Exemplary score point include elaboration using multiple complex sentences, in which each idea is joined appropriately to the last thought. These responses are well-formed internally and expressed clearly in grade-level speech. In addition, the response must be clear, automatic, and fluent, and use precise vocabulary.

Using the Scoring Scale

The WIDA Speaking Scoring Scale (Figure 38) presents the possible ratings of the student's response: **Exemplary**, **Strong**, **Adequate**, **Attempted**, and **No Response**. You do not assign numeric scores to a student's speaking performance. Instead, you assign a descriptive rating from the Speaking Scoring Scale as discussed below.

In order to administer and score the ACCESS Paper Speaking test, it is crucial to internalize the Speaking Scoring Scale.

ACCESS for ELLs Speaking Scoring Scale	
Score Point	**Response Characteristics**
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

Figure 38: Speaking Scoring Scale

It is important to note that for Level 1 tasks, the **Exemplary**, **Strong**, and **Adequate** categories are collapsed into a single score point: **Adequate and Above**. The scale relates to how well the student responses demonstrate a meeting of the corresponding task-level expectations. Before the student responds, the Model Student will answer a similar question, modeling the language use of the response expected of the test taker. The first bullet points on the Speaking Scoring Scale address the extent to which a student's response compares to that of the Model Student. When applying the Speaking Scoring Scale, be sure to listen to and keep in mind the Model Student response.

In order for a student's response to be awarded a score point on the scale, that response must meet all of the criteria outlined in the response characteristics column. If the response does not meet all three criteria of a score point, review the score point below. The Speaking Scoring Scale also contains additional scoring rules, which include guidance and directions for scoring off-task and off-topic responses (see Figure 39 on the following page).

The Speaking Scoring scale is printed on the page next to the Speaking Test Scoring Sheet for reference during test administration and scoring. You may also want to have a printed copy of the Scoring Scale with you in order to refer to scoring notes (such as directions for scoring off-task and off-topic responses) during test administration.

Scoring Processes
Select the score point that best describes the overall response relative to the qualities of the model. • Check to ensure each bullet point is met • If not, check one level below

Scoring Notes and Rules
• For P1 tasks, assign a score of **Adequate and above** if the response includes more than one word in English. This includes an article plus noun ("a chair"), and words repeated verbatim from the model. • For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks. • At all task levels, simply repeating or reading all or part of the task question should be scored Attempted. • At all task levels, responses of "I don't know" should be scored **Attempted**. **Off-task response:** The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of **Attempted**. **Off-topic response:** The response shows a misinterpretation of the instructions. An off-topic response is related to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off-topic.) **The maximum score for an off-topic response is Adequate**. If any part of the response is on topic, the entire response is scored as on topic.

Figure 39: Additional Scoring Notes and Rules

Speaking Test Scoring Sheets

You should apply the scoring procedures outlined in this subsection to rate student responses on the Speaking test. To mark student responses, use the ACCESS for ELLs Speaking Test Scoring Sheet located at the back of the Student Test Booklet. The Speaking Scoring Scale is also provided with the Scoring Sheet.

The task number on the Scoring Sheet corresponds to the task number printed in the Speaking Test Booklet. The Model Student question and part of the model response for each task are also printed on the Scoring Sheet to support Test Administrators in attending to and remembering the model when scoring the corresponding student response. The Scoring Sheet should be completed for each task immediately following the student's response. Fill the bubbles in completely, and assign one score for each task.

Note: On the Scoring Sheet, Speaking tasks targeting Proficiency Level 1 (e.g. Number 1) do not include score bubbles for the Strong and Exemplary score points. For Level 1 tasks, Adequate, Strong, and Exemplary are collapsed into a single score point, Adequate and Above.

When tasks include two questions, the questions are labeled "a" and "b" ("6a" and "6b") in both the Student Test Booklet and on the Scoring Sheet. You should assign a single score to tasks that include two questions.

Important Reminders for the Speaking Test

- Test Administrators administering and scoring the Speaking test must complete the Speaking Scoring Module from the training course.

- The Speaking Scoring Module will provide extensive training on how to administer the test, how to evaluate student responses, how to fill in the Scoring Sheet and all necessary tasks needed to administer and score the Speaking test.

- The Speaking test is designed to take up to 45 minutes per student, but the actual time will depend on the grade-level cluster and tier of the test administered.

- The test administration time is approximate and does not include the administration of the practice items or test set-up. An additional 10 minutes should be allocated to set up the Speaking test.

- During the test, there is no need to pause or stop audio files to allow students to respond. Response time is included in the audio files.

- Refer to the Monitoring the Directions and Practice section of the speaking script in the Test Administrator's Script.

Test Materials Handling and Return (After Testing)

Upon the completion of testing all domains, Test Administrators must:

- collect all material, both used and unused

- confirm all necessary labels and student information is filled in

- dispose of any scratch paper securely—refer to the Test Coordinator for secure destruction

- return all test materials to the Test Coordinator after each test session, or securely store materials until they can be collected by a Test Coordinator for return shipment

Refer to the Materials Management Section on page 16 of this manual for more information and a complete list of steps to follow after testing.

ACCESS FOR ELLs (GRADES 1–12) ONLINE VERSION

Test Design and Materials

Test Design

ACCESS for ELLs Online is an adaptive assessment. This means the test is designed to challenge students to show their English language abilities as they progress through the test. When taking ACCESS for ELLs Online, students must first take the Listening and Reading tests, because their performance on those domains determines their placement into a "tiered" form of the remaining domains (Speaking and Writing). WIDA recommends that students take the Listening test first, followed by the Reading test; however, this is not a requirement. Listening and Reading can be administered in either order. Then, students may take Speaking and Writing in either order.

When taking Listening and Reading, students will progress through the test based on their performance on previous folders (test items grouped around a common theme) and domains. Based on their performance in an individual folder, the test engine will determine the appropriate next folder for individual students.

Test Administrators may administer the Speaking and Writing tests right after the Listening and Reading domains are complete, since the test engine tracks students' performance and determines placement immediately. Students will be placed into one of three tiers for Speaking—Pre-A, A, or B/C—and one of two tiers for Writing—A or B/C. Students will complete all tasks in the Speaking and Writing domains (these are not adaptive within the domains).

Test Materials

ACCESS for ELLs Online Secure Test Materials and Their Uses

Image	Title	Content and Use	Return to DRC?
	Test Administrator's Script	Used by the Test Administrator for giving instructions: • Listening, Reading, Writing, and Speaking script for test administration • available for Grade 1, 2-3, and 4-12	Return grades 1-3. Do not return grades 4-12, as these are not secure and can be discarded.

Image	Title	Content and Use	Return to DRC?
	Grades 1–3 Writing Test Booklets	• for students to record Writing responses	Yes
	Grades 4–12 Writing Response Booklets (as applicable)	• grades 4-12 students who handwrite Writing responses instead of keyboarding • booklets for Grades 6-12 may be ordered as WIDA AMS Additional Materials	Yes

Test Setup

Test Timing

This table provides approximate maximum times for each domain across all grade levels. Note that the approximate test administration time does not include convening students, taking attendance, or explaining test directions. More specific information about timing each domain test is covered later, in the section about that domain.

ACCESS for ELLs Online is self-paced, but WIDA provides time estimates for the following reasons.

Online Test Administration Time (Approximate)	
Listening	Up to 65 minutes
Reading	Up to 60 minutes
Speaking	Up to 50 minutes
Writing	Up to 90 minutes

The time estimates provide guidance to help determine test scheduling, including booking rooms and/or reserving any necessary equipment.

Similarly, the estimates can help you decide whether there is enough time to begin a test session. Each domain must be given in one sitting (except for the case of emergency or as directed by IEP teams as an accommodation).

On the Speaking domain, once students click "Record," they have a limited time to respond.

While individual students will naturally work through the test at different paces, field test data has suggested that students working productively will finish the domain in the approximate time provided. If a student is struggling to finish the domain in the suggested time, the Test Administrator should take into consideration how productively the student is working and whether he/she may be gently refocused.

In ACCESS for ELLs Online, each domain is a separate test session. Each domain must be given in one sitting and cannot be separated across multiple days or times during a single day, unless in the case of emergency. Testing must be completed within the testing window.

Educators need to plan for enough time for each domain so that students working productively aren't interrupted by normal classroom disruptions and breaks, such as lunchtime or the end of the school day. For example, a morning test session is planned and lunch is at 11:30 AM. While a student working productively could theoretically take as long as necessary to complete the domain, educators should be mindful while scheduling the domain's starting time of not letting the test run into the lunch period. Educators should also evaluate the productivity of any student who has not finished by 11:30 AM (when sufficient time has already passed), to determine if it is appropriate to allow the student to continue, based on your state's policies and WIDA's timing recommendations.

Test Administrators who wish to extend testing time for a student who does not have an extended time accommodation should use professional judgment to determine the appropriate length of time to allow, within state policy. Test Administrators should consider factors such as how the student is working and progressing within the test, as well as the specific pacing and response time outlined in the guidelines for administering the test within the Test Administrator's Script.

Test Scheduling

ACCESS for ELLs Online administration allows for students in multiple grade-level clusters and tiers to be in the same group for ease of administration. See the following table for exceptions to this.

Can Administer Together	Exceptions (Must Administer Separately)
Same domain, different grade-level clusters and tiers • Example: During the Writing test session, students taking either the Tier A and Tier B/C tests and/or students from Grade-level clusters 4–5 and 6–8 can be together.	Speaking Pre-Tier A • administer separately from students taking the Tier A and Tier B/C Speaking tests
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 • cannot be combined with Writing test sessions for grades 4–5, 6–8, and 9–12 • must be separated into test sessions by both grade-level cluster and tier (e.g. grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, and Grades 2–3 Tier B/C)
Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test session than the Reading, Writing, or Speaking tests.	

Refer to the ACCESS for ELLs District and School Coordinator Test Manual for more information on scheduling test sessions.

Number of Students in a Session

The number of students scheduled in a test session should depend on how many students the Test Administrator can comfortably monitor and assist as needed. For the Listening and Reading test sessions, the number of students may depend on the number of desktop computers, laptops, or tablets available in a room; in a Writing test session, fewer students may be scheduled so that the Test Administrator can perform check-ins with students (for more about the Writing test administration procedures, see the Writing Test Administration section on page 77).

Smaller groups are recommended for the Speaking test. Specific recommendations for the number of students in a test session and room setup for the Speaking test can be found on the following page.

Keep in mind that although it is not required, students with very limited English proficiency may benefit from being tested in smaller groups, regardless of domain. Educators should also refer to the Assessment Integrity Guide found on the MDE WIDA web page (www.michigan.gov/wida) for additional guidance.

Test Monitoring Application

The Test Monitoring Application (TMA) in the DRC INSIGHT Portal allows users to monitor student testing activity throughout the duration of their test using Monitoring Codes. The TMA is an option that is available for Test Administrators to use if Assessment Coordinators set it up in the DRC INSIGHT Portal and provide Test Administrators access through the OEAA Secure Site. The Test Monitoring – Access permission will be given to existing School users and new "Public School Online Test Administrator" and "Nonpublic School Online Test Administrator" roles for those users who only need Test Monitoring Access. Watch mini-module: Using Test Monitoring in the DRC INSIGHT Portal

How It Works

Test Administrators will be able to see students who have logged in to a test and registered to a Test Monitoring Dashboard. The Test Monitoring application provides visibility to the student's status throughout the testing session, including the screen or question on which the student is currently working, and progress toward completion within the test. Information displayed on the Test Monitoring Dashboard updates in near real time.

The Test Monitoring application within the DRC INSIGHT Portal uses a Monitoring Code to assign a student's test session to a Test Administrator's Test Monitoring Dashboard. To do this, a Test Administrator will open the Test Monitoring application where a random unique Monitoring Code will be assigned. The Test Administrator will share this code with the students they will be monitoring. After logging in to a test, students will enter the Monitoring Code, and they will then show up on the Test Monitoring Dashboard. Students can only be assigned to one Test Monitoring session per test unless the Test Administrator generates a new code and expires the existing code.

Test Administrators have the flexibility to track students across different test administrations and across different locations, if needed. Test Administrators can only see students using their Monitoring Code and cannot share their Monitoring Code with other DRC INSIGHT Portal users. Monitoring Codes can be used for assessments that are administered through either the DRC INSIGHT Secure Applications or DRC's public browser option. Upon launching the application, if there is not an active Monitoring Code, one is generated that will expire at the end of the day. Test Administrators can generate a new code and choose an expiration date of up to five days from when the code is generated. Monitoring Codes expire at 11:59 p.m., local time, on their expiration date. Please refer to the WIDA AMS User Guide for additional directions on using and setting up the TMA.

Accommodations and Accessibility Tools

Embedded within the online test platform are various tools available to all students and possible accommodations that can be assigned to students during testing. Refer to the WIDA Accessibility and Accommodations Manual for complete information on the available tools.

Preparing the Testing Room

Preparing the testing room in advance for the day of testing will facilitate a smooth test administration. It will also help ensure independent work on the part of the students. School and district policies will also need to be considered when scheduling rooms.

Materials Needed

- Test Administrator's Script

- Instructions on how to launch the test (found later in this section)

- Student test tickets and Student Test Roster

- A desktop or laptop computer or a tablet for each student (unless you are administering Writing Grades 1–3, which is entirely paper-based)

- Headphones or headsets for each student (unless you are administering Writing Grades 1–3, which is entirely paper-based); do not use speakers to administer the test. The headsets used for the Speaking test must include a functioning microphone to allow students to record their responses. Information on technological requirements for devices used to administer the test can be found in the WIDA AMS User Guide and INSIGHT Technology User Guide.

- Scratch paper should be distributed to each student for the Writing test. For the Listening, Reading, and Speaking tests, students can request to use scratch paper as needed. Note: It is not intended that students use scratch paper with the Speaking test to write out their responses in advance and then dictate them into the computer. Students can use scratch paper to make cursory notes.

Room Setup

- Test in a room that has enough computer devices (i.e., desktops, laptops or tablets) for each student.

- Cover up any posters that could possibly assist students during testing. Your state or local district may have specific room setup requirements to follow in addition to these general guidelines.

- Make or obtain from your Test Coordinator a **"Do Not Disturb: Testing"** sign to be placed on the outside of the testing room door during test sessions.

- Plan to have a table on which to lay out the Test Administrator's materials, such as the Test Administrator's Scripts and test launch instructions.

- Test the audio on all the headphones. Note: You should not use speakers to administer any part of the test.

- Verify that the internet connection is functional on the devices used to administer the test.

- Have reading materials on hand for students who finish early.

- Have a watch available or make sure there is a functioning clock in the testing room. The Test Administrator's Script contains guidance on pacing the test.

- Plan to stand in a place where all students can see and hear you clearly.
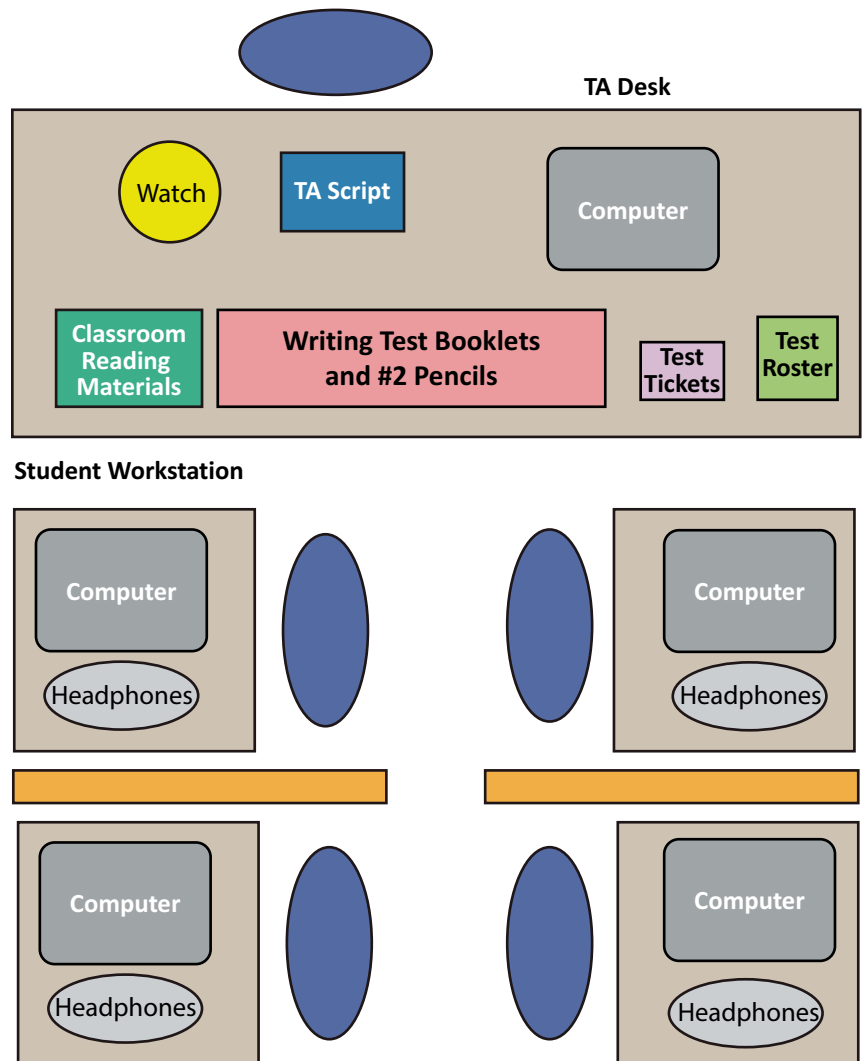
Figure 40: Room Setup

Specific material and setup considerations for the Writing test:

- Make sure that students have enough room on their desks to comfortably place the Writing Response Booklet (Grades 4–12) or Writing Test Booklet (Grades 1–3), if needed, and blank scratch paper.

- Obtain enough sharpened pencils for students being tested, and have extra pencils available, as sharpening pencils during a test session could be a distraction.

- Have a plan for sharpening pencils between test sessions.

    See the Speaking Test Administration section on page 126 for detailed information on Speaking Test setup.

Note: For the Speaking test, student workstations should be spaced far apart. No more than 5 students should be tested at the same time.

Test Tickets and Student Test Roster

A test ticket contains the unique login credentials a student must use to access and begin the test. These tickets are secure materials and must be treated as such. The test tickets for a given test session are part of the Student Test Roster. See Figure 41 for an example of a student test ticket. It is important to check the test ticket prior to distributing them to students, to ensure you are giving the correct ticket to its assigned student and that all information on the ticket matches the test plan for the student. For example, for Writing, confirm the type of Writing test that the student is taking. The ticket will either say Writing, for a keyboarded response, or Writing HW, for a handwriting booklet. NA in the Accommodation field is used for all accommodations outside of the three online accommodations.

ACCESS for ELLs - 2021-2022 Test Ticket
Writing Gr 4-5

Andrea
Granso
Date of Birth: 4/4/2010
Accommodations: MC
Domain: Writing
Test Session Name: Generic Grade 5
State Student ID: 123456789

Username: agranso
Password: 829923

Figure 41: Sample Test Ticket

The Student Test Roster summarizes test session information, such as the test name, test session name, and the district and school. In addition, it provides a list of students who are registered to participate in the test session and if an INSIGHT test engine online Accommodation has been assigned to a student. For more information on editing and printing Student Test Rosters and test tickets, log into the WIDA Secure Portal to review the WIDA AMS User Guide.

Order of Administration

Instructions for administering each domain test of ACCESS for ELLs can be found in the Test Administrator's Scripts and later in this manual.

- Administer the Listening test and Reading test first. Then you may administer the Writing and Speaking tests in either order.

- It is necessary to administer the Listening and Reading tests first because a student's tier placement for Writing and Speaking is determined by his or her performance on the Listening and Reading tests.

- Within each domain test, in order for a student to move on to the next item on the test, the student will need respond to the item on the current screen.
  - For the Listening and Reading tests, this means the student will need to select one of the answer choices.
  - For the Writing test, the student will need to enter text into the response area.
  - For Speaking, the student will need to hit Record to capture their response.

Note: There is no penalty for guessing, though guessing should never be encouraged by the Test Administrator.

Breaks

Breaks	When?	For How Long?
As needed	Between domains	Brief; according to TA's professional judgment
Emergencies	During a domain section; between different parts	According to TA's professional judgment

Every attempt should be made to administer each section of the test (Listening, Reading, Writing, and Speaking). While it is not recommended, there are rare situations when it may be appropriate to pause administration and allow the student to try again at a later time or to discontinue administering the domain altogether. If it becomes apparent that a student is having an unusually difficult time (not responding to the test prompts) during the administration of one domain, Test Administrators may discontinue that domain test for the student and attempt to administer the test again at a later time. If it is apparent that a second attempt may also need to be discontinued, Test Administrators may discontinue the administration of the domain and move on to the next domain. Because of the design of the online test, students must have completed the Listening and Reading domains before taking Speaking and Writing. Therefore, if a Listening or Reading domain must be discontinued, the incomplete domain(s) must be ended within WIDA AMS. Consult with your Test Coordinator for more information on ending an incomplete domain.

Preparing Students to Test

Preparing Students with the Test Demo

Preparing students to take the computer-delivered test in advance will facilitate a smooth test administration. ACCESS for ELLs provides both a test demo and a test practice session.

The ACCESS for ELLs test demos are designed to be viewed by students prior to taking ACCESS for ELLs. The test demos use graphics, screen capture, and sound to present visual and verbal descriptions of the properties and features of the ACCESS for ELLs assessment, by walking the students through animated test directions. Each test demo is comprised of a series of small modules. There is a unique test demo for each of the following grade spans:

- Grades 1–3

- Grades 4–5

- Grades 6–12

The test demo should be viewed by the students prior to the administration of the test practice items. Many schools schedule a test demo session for students and then immediately have students practice what they've viewed by completing the test practice items.

If your school has capacity issues with computer labs, Test Administrators may show the test demo in the regular classroom using an LCD projector and internet connection. This option could also be appropriate with younger learners to ensure that students understand they do not need to interact with the video, but rather just listen and watch. However, the test practice items will require that students have access to individual devices.

It is strongly recommended that all students who are taking the test view the test demo in advance of their test day. Students should be allowed to repeat the test demo as often as desired and needed. There are no restrictions on accessing this tool.

Accessing the Test Demo

Follow the instructions below to access the ACCESS for ELLs test demos.

1. The test demos can be accessed directly from students' computer desktops or laptops by double-clicking on the ACCESS for ELLs test demo shortcut. The test demos can also be accessed through the WIDA AMS website (www.wida-ams.us). It is not necessary to log into the website to access the demos.

2. Under Public Test Resources on the WIDA AMS home page, select Test Demo.

3. Select the appropriate grade cluster or instruct students on which grade cluster to select. The video will play automatically.

Viewing the Test Demo

Each test demo will take approximately 15 minutes, although additional time should be scheduled for students to view the test demo again if needed. Students will only need to watch the test demo appropriate to the grade-level cluster of the test they are taking.

As the Test Administrator, you should review the test demo(s) at least once before showing them to students, in order to familiarize yourself with the content. Before you have students view the demo, remind them that they should not try to interact with the test demo, but simply listen and watch.

The narration within the test demo is included both as spoken audio and as printed captioning displayed directly on the screen, allowing the student to read along as the script is read aloud. It is recommended that headphones be provided for those students who are going through the test demo at individual devices in large groups.

The test demo consists of a series of modules describing the different aspects of the test:

- How to Log In
- Universal Tools
- How to Take the Listening Test
- How to Take the Reading Test
- How to Take the Speaking Test
- How to Take the Writing Test
- How to Take the Writing Test (Handwriting), as applicable
- Accommodations, as applicable

Each module automatically plays for the student in the test demo, with the exception of the How to Take the Writing Test (Handwriting) and Accommodations modules. You should assist or instruct students to click on these modules from the left side of the menu on the screen in order to view them.

The How to Take the Writing Test (Handwriting) module is only applicable for grade 4–12 students who are handwriting rather than keyboarding their Writing responses. The Accommodations module is only applicable for students who will receive embedded test platform accommodations.

Preparing Students with the Test Practice

Like the test demo, the test practices should be completed before the scheduled test administration day. Experience with and awareness of the computerized assessment format is essential to support the student's understanding of the test process.

Test practice items are designed to allow students to experience taking the assessment on a desktop, laptop, or tablet and to experiment with the features available to them during an actual assessment. Unlike the test demos, the test practice items are interactive.

Although the items used in the test practice are indicative of the content of the assessment, they are not a practice test of the content. That is, the test practice is not designed to demonstrate complete coverage of the tested content and is not scored. The practice items have been chosen to demonstrate the features and tools of the assessment and do not test the language proficiency within any language domain or standard.

> It is especially important to show students the test practice for the Speaking test, as it involves features that some students may not be familiar with. The more opportunities students have to interact with the test practice, the more comfortable they will be with navigating through the test.

Test practices are available for each of the following language domains and grade-level clusters:

Listening	Reading	Writing	Speaking
Grades 1–3 Grades 4–5 Grades 6–8 Grades 9–12	Grades 1–3 Grades 4–5 Grades 6–8 Grades 9–12	Grades 4–5 (keyboarding) Grades 4–5 (Handwritten) Grades 6–8 (keyboarding) Grades 6–8 (Handwritten) Grades 9–12 (keyboarding) Grades 9–12 (Handwritten)	Grade 1 Grades 2–3 Grades 4–5 Grades 6–8 Grades 9–12

Students only need to complete the test practice items applicable to their grade-level cluster. It is strongly recommended that all students who are taking the test complete the test practice at least once in advance of their test day. Students should be allowed to repeat the test practice as many times as desired and needed. There are no restrictions on accessing this tool.

Administering the Test Practice

The administration of the test practice for an individual test domain will take approximately 5–10 minutes, depending on how many questions students may have about the directions or practice items.

As the Test Administrator, you should review the test practice at least once prior to administering it to students, in order to familiarize yourself with its contents. Before the students begin the test practice, clarify to the students that the items they will complete are not scored.

The narration within the test practice is included both as spoken audio and as text captioning displayed directly on the screen, allowing the student to read along as the script is read aloud. Students must be provided with headphones to go through the test practice. Students will need headsets with microphones for the Speaking test practice.

You may help students with questions and show students how to use the tools during administration of the test practice. Detailed information about answering student questions during the administration of practice items is found in the table below.

Practice Items Dos and Don'ts	
Do:	**Don't:**
✓ Answer any student questions ✓ Monitor student progress and be proactive in helping students if they are having difficulty progressing ✓ Rephrase, explain in English, or, if specifically requested, translate the directions into the student's native language ✓ Assist with adjusting the volume for students if the audio is not loud enough (applicable for Listening and Speaking domains) ✓ Assist students if they are having issues with technology ✓ Assist students with username and/or password ✓ Assist students with putting on their headsets/headphones and adjusting volume ✓ Assist students with clicking and/or scrolling ✓ Ensure students record a response during the audio check at the beginning of the Speaking test	x Confirm correct/incorrect responses x Interrupt students who are working independently

Accessing the Test Practice

Follow the instructions below and refer to the following figures to access the test practice.

The test practice can only be accessed from INSIGHT using the INSIGHT desktop icon from students' desktops, laptops, or tablets (see Figure 42).

Figure 42: Insight Desktop Icon

1. Instruct students to select test practice under ACCESS for ELLs (see Figure 43).
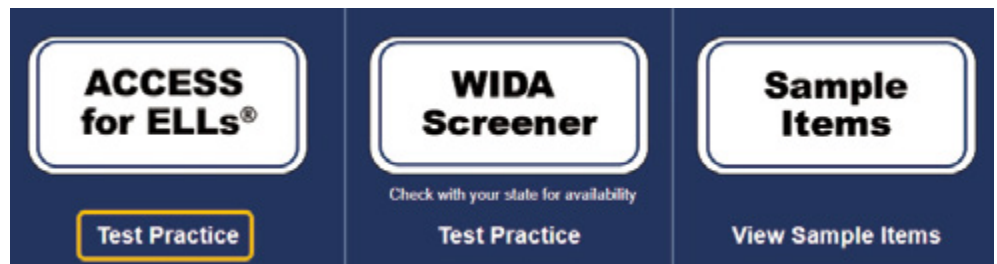
Figure 43: Test Practice Items Link

2. Instruct students to choose the appropriate language domain (see Figure 44).

Figure 44: Selecting Language Domain

3. Instruct students to select the appropriate grade-level cluster or test type (see Figure 45).
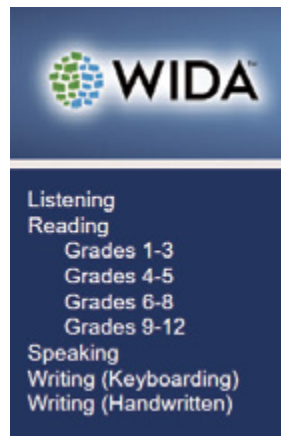
Figure 45: Selecting Grade-level Cluster

4. After selecting the language domain and grade-level cluster, instruct students to sign in using the login information unique to that training session. This login information will appear on the screen (see Figure 46) and can also be found in Figure 46. Refer to Figure 46 for the correct login for each training session. Figure 46 also shows practice test sessions with embedded accommodations.
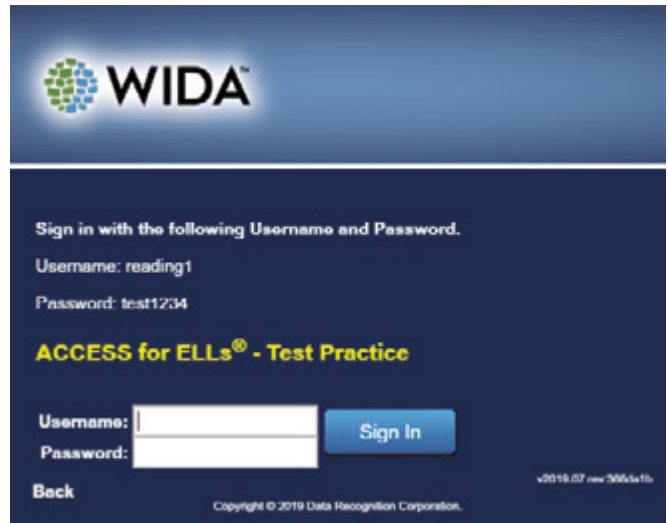
Figure 46: Logging into the Test Practice Items

5. Instruct students to verify that the test domain is correct and then click **Continue**.

6. Only the language domain and grade-level cluster selected on the previous screen will be available. Instruct the student to click on the test link (see Figure 47).
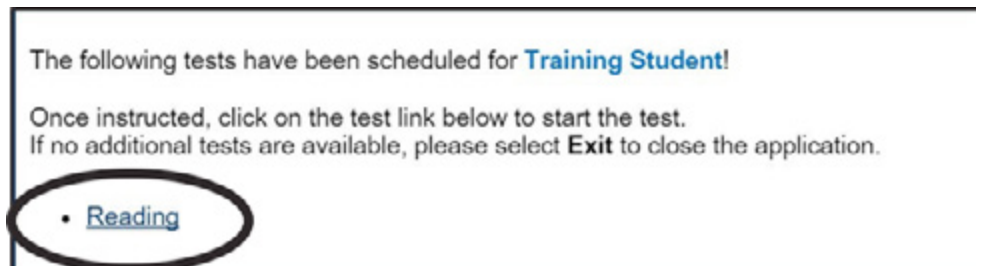
Figure 47: Selecting Training

7. Students will see the screen shown in Figure 48. Instruct students to select **Begin the Test** to start the Test Practice Items.

Figure 48: Beginning the Test Practice Items

Administering ACCESS for ELLs

Prior to Testing

- Review the Student Test Roster to ensure all students scheduled to test have a test ticket and that all student information is correct, including accommodations if applicable to the assessment.

- Verify the student is listed in a test session for the grade-level cluster that he/she should take. If the grade-level cluster is incorrect, remove the student from the incorrect test session, update the student's grade in MSDS if incorrect, move the student to the correct test session, and print a new ticket. Note: There may be a delay in updating a student's information in MSDS and in when the data is loaded in WIDA AMS. The incorrect ticket should be securely destroyed.

- If students are missing from the Student Test Roster, make the proper adjustments to the test session specified above and reprint the test tickets.

- If a student is missing or has been incorrectly assigned an accommodation (MC, RA, ES), notify your Test Coordinator so that a correction can be made to the student record and the test session before reprinting the test tickets.

- Cut/separate test tickets and keep in a secure location until the test is administered.

- Complete a System Readiness Check to ensure all INSIGHT test engines are ready for testing. More details on the System Readiness Check can be found in the Insight Online Learning System Technology User Guide.

Launching the Test

1. Assign students to a computer.

2. Verify each ticket contains the correct Student Name and Date of Birth.

3. Distribute the test tickets to the students.

4. Ensure each student has the necessary equipment, as outlined in the materials subsection earlier in this section.

5. Verify that students with a test engine accommodation(s) (MC, RA, ES) have it noted on their test tickets.

6. Following the Test Administrator's Script, instruct students to log into the assessment using the Username and Password on their test tickets. Once this information is correctly entered, the test will become "active" for the student.

   The ACCESS for ELLs online test can be accessed directly from the student's device by opening the INSIGHT icon (see Figure 49). The Technology Coordinator will have installed this on the devices prior to testing. If INSIGHT doesn't appear to be available on the device, contact your school's Test Coordinator and/or Technology Coordinator.

Figure 49: INSIGHT Icon

7. After accessing the test interface, instruct students to select the Test Sign In link under ACCESS for ELLs (see Figure 50).

Figure 50: Test Sign In

8. Instruct students to enter the login information found on each student's test ticket and then click **Sign In** (see Figure 51 on the following page). You can help younger students (or any students who may need extra help) by entering this information for them. If a student receives the following message "Invalid Username or Password. Please try again," instruct the student to try again or assist them, as this is not a technical error but an error in typing the username or password.
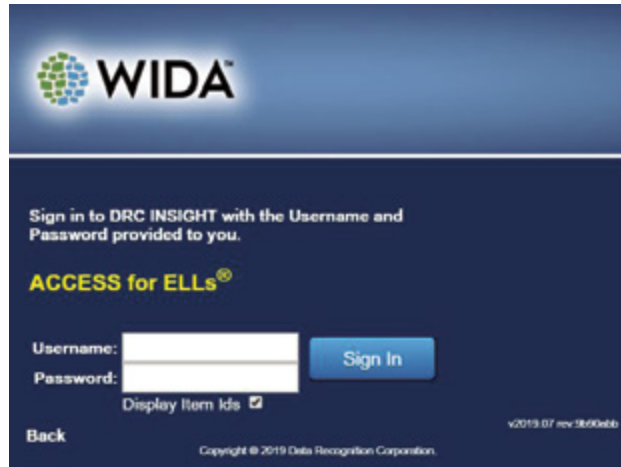
Figure 51: Logging Into the Test

9. After entering his or her login information, each student will see the screen in Figure 52, listing his or her name and test information. Instruct students to make sure that their name is correct. If so, the student should click **Continue**.
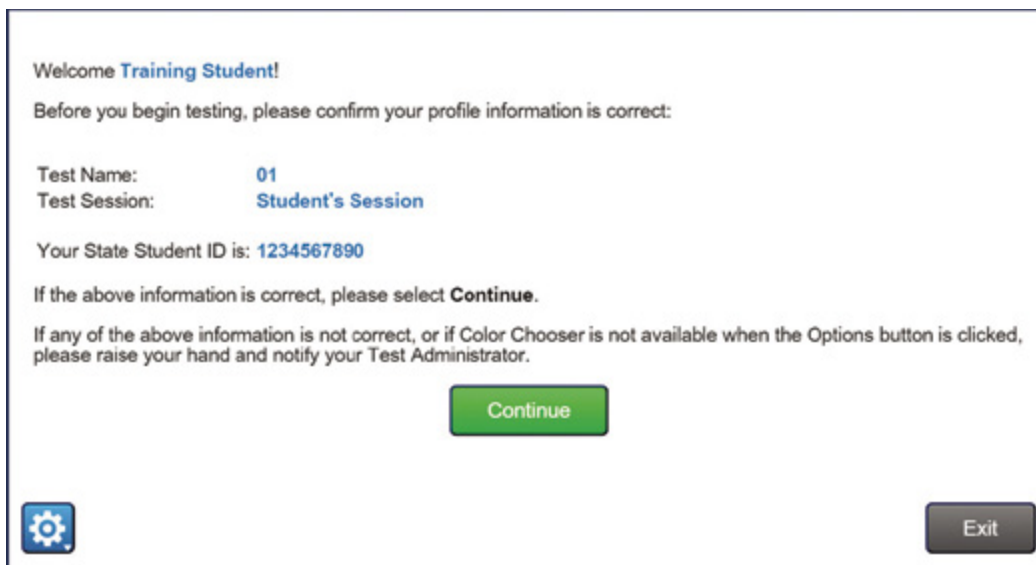
Figure 52: Student Verification Page

Note: If a student's information is not correct, instruct the student to exit the test and enter his or her login information again. To exit the test, instruct the student to click **Exit**, and when prompted, click **Yes, Exit**. The student should then re-enter his or her information.

10. The test domain that is available to the student will appear on the screen. Instruct the student to click on the domain (see Figure 53).

The following tests have been scheduled for **Training Student!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

• Reading
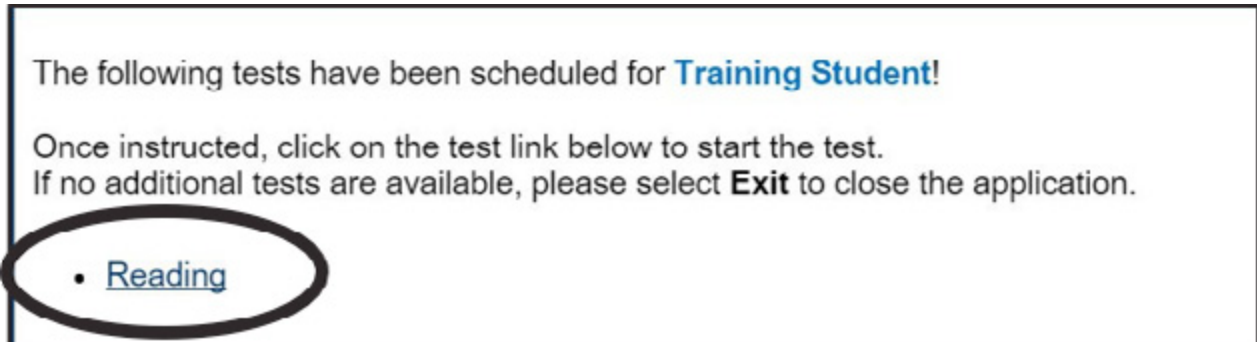
Figure 53: Selecting the Test

Note: Students taking the Speaking Test will be prompted to perform a microphone check after they have selected their test. Refer to the Test Administrator's Script for monitoring the to assist students during the microphone check.

11. Students will be ready to launch the test once they click on Begin the Test (see Figure 54). When the test is launched, students will begin by completing the directions and practice items for their domain test, then move on to taking the test.

Welcome to the ACCESS for ELLs® Reading Test!
Click **Begin The Test** to get started.

Begin The Test

Exit
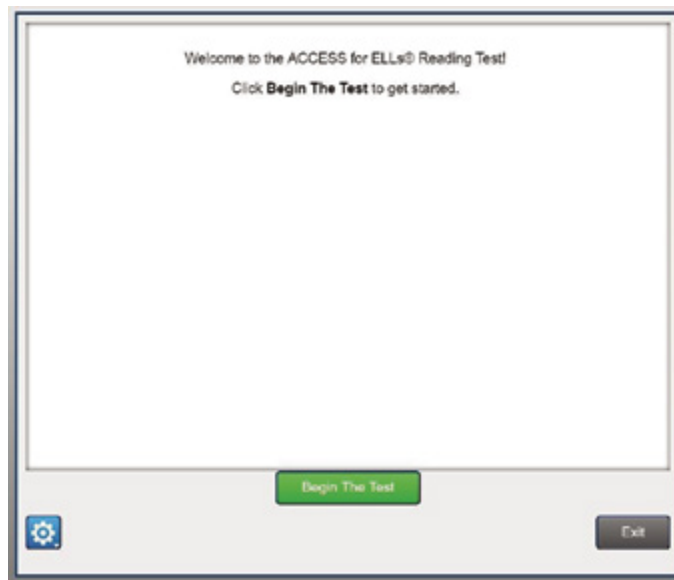
Figure 54: Begin the Test

During the Test

After students sit down to take the test, follow these steps:

1. Read the introductory Test Administrator's Script for that domain test.

2. Monitor and assist the students while they go through the test practice section.

    Note: These practice items are the same as the test practice that students see before the test administration session; however this time, the test will start immediately after the students complete them. The directions and practice items are intended to familiarize the students with the Test administration procedures and provide an opportunity to practice responding to test items.

    Test directions demonstrate to the students what they will hear and see on the screen during the test and instruct them on how to select their responses during the test. During the administration of directions, students will see and hear instructions. See Figure 55 for an example of the Listening test directions screen. Practice items present students with an opportunity to practice listening to and responding to tasks. See Figure 56 for an example of a practice item screen.
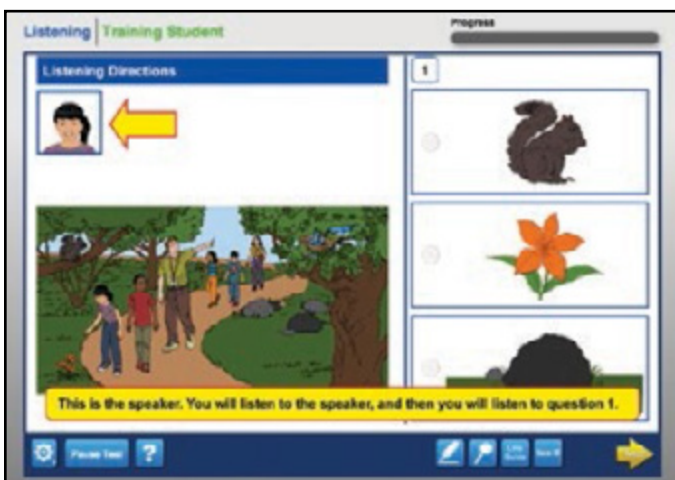
Figure 55: Test Direction Screen

Figure 56: Practice Item Screen

3. After the test practice items or tasks have been completed, the students proceed directly to the test by clicking the Next button. It is not necessary for the Test Administrator to do anything at that point, unless a student is having difficulty.

4. While students are completing the test, you should circulate through the room making sure that the students are completing the test. During this time, test tickets should also be collected and kept in the Test Administrator's possession for the duration of the test.

While monitoring student progress through the test, keep the following in mind:

• Students cannot go back and review or change their answers. When a student selects a response and clicks the Next button to move on, the answer has been submitted and cannot be changed. The exception is the Writing test, which has a back button that allows the student go back to his/her response.

- The audio will automatically play once the student navigates to the page and will only play one time. Note: Students taking the test with accommodations can manually play and/or repeat the audio (for more details about accommodations, see the Accessibility and Accommodations Supplement).

- If a student pauses for a long time (one or two minutes) during the test, and it is clear that the student is not just listening to the test audio, the Test Administrator should prompt the student to provide a response and move on.

- If a student raises his or her hand for a nonemergency issue during test administration, the Test Administrator should attend to him or her quietly without disturbing other students who are taking the test.

- The Test Administrator should monitor student use of the pause button to ensure students are not excessively pausing the test or misusing the pause button. Pause should only be used with explicit Test Administrator instruction.

- The Test Administrator should encourage students to ask questions before the beginning of the test. Detailed instructions about answering student questions during directions and practice and during the administration of actual test items are presented in the following domain administration sections.

Test Items Dos and Don'ts	
Do:	**Don't:**
✓ Answer any student procedural questions ✓ Monitor student progress and be proactive in helping students if they are having difficulty progressing ✓ Rephrase, explain in English, or, if specifically requested, translate the directions into the student's native language ✓ Assist with adjusting the volume for students if the audio is not loud enough (applicable for Listening and Speaking domains) ✓ Assist students with turning the page during the Writing test, especially at the younger grades	x Answer student content, vocabulary, or grammar questions: instead, remind students to try their best x Confirm correct/incorrect responses x Provide, select, or change an answer for students (applicable for all domains) x Translate test items into a student's native language x Rephrase, explain, or read aloud the test item prompts × Interrupt students who are working independently

Understanding Test Icons

Every screen of the ACCESS for ELLs Field Test contains a set of buttons, links, and options that have important functions for the administration of the test. Refer to the tables below for the functionality of these buttons, links, and options.

Starting the Test Screen Buttons		
Button/Icon	**Button/Icon Name**	**Purpose/Function**
Sign In	Sign In	Verifies the student's username and password, and logs the student into the test
Back	Back	Returns the student to previous page within the Log In Pages
Continue	Continue	Gives the student to navigate to the Test Selection Page
Exit	Exit	Gives the student the option to exit the test or resume testing
No, Return to Test	No, Return to Test	Allows the student the option to resume testing after clicking the Exit button
Yes, Exit	Yes, Exit	Allows the student to exit the test
Begin The Test	Begin The Test	Allows the student to begin the test session, starting with the test directions

Test Screen Accessibility Tools, Buttons, and Icons		
Button/Icon	**Button/Icon Name**	**Purpose/Function**
	Magnifier	Allows the student to access the magnifier options
x 1.5 x 2.0	Magnifier Options	Allows the student magnification of the testing engine either x 1.5 or x 2.0; once the magnification option is selected, then the "Off" option will become available
	Highlighter	Allows the student to highlight a portion of the text or graphic; to turn this feature off after use, the student must select the highlighter tool button a second time
Line Guide	Line Guide	Allows the student to follow along with each line of text; student can drag the straightedge line up or down on the screen as an aid in reading an item or passage
?	Help	Help Library provides information on tool usage, test directions, helpful hints, and other topics
Pause Test	Pause	Allows the student to leave his/her machine for up to 30 minutes for a break without logging out of the test, while not presenting the items on screen; student should only use the Pause button when instructed to by the Test Administrator
Resume	Resume	Allows the student to resume testing after the test was paused (for 30 minutes or less)
	Options	Allows the student to access the "Color Contrast" and "Color Overlay" options; these options are available for all students
Next	Next (Disabled)	Disabled until the student records a response
Next	Next (Enabled)	Allows the student to navigate forward by one page
	Sticky Note	Allows the student to create and place a virtual sticky note in which he/she can type a short message for later reference; multiple notes can be created for each item or passage; **sticky notes are only available for Writing**.
Back	Back	Allows the student to navigate back one page; **this button is only available for Writing**.

Pausing and Exiting the Test

During test administration, if the student needs to leave the testing room for a short break—for example, a restroom break or office visit—instruct the student to click on the Pause Test button. Once the student clicks on this button, the test questions are removed from the screen for test security reasons. A countdown beginning with 30 minutes appears on the screen, notifying the student of the time left before the system automatically exits the test. To resume the test within 30 minutes of pausing, instruct the student to click the Resume Test button. The student will be taken to the screen he or she was on when he or she clicked to pause the test. If the test was on a screen that had audio, the audio will restart from the beginning.

If the test is paused for more than 30 minutes, or if there is no mouse or keyboard activity for more than 30 minutes, the INSIGHT test system will automatically exit the test. The student must log back in to finish the test, which will start up again on the screen at which the test was exited.

If the student needs to leave the testing room for more than 30 minutes, click the Exit Test button. The student will be able to log back in and pick up where he or she left off. The Exit Test button can also be used if the student needs to move to a different testing location.

Test Administrator Troubleshooting

Here are some things to do if a system message appears:

- Reboot the machine. Does the error still occur?
- Can you move the student to a different computer within the same lab or mobile laptop cart? Does the error still occur?
- Mark the affected computer with a paper sticky note and notify your IT department.
- If IT cannot resolve the issue, have them call DRC Customer Service with the reporting information in the table below.

System Status Indicator

On the WIDA AMS login page, you will find a link to the DRC System Status Indicator. If you believe that the technical issues you are experiencing may be due to a system outage, follow the link for confirmation that all systems are working as expected. The WIDA AMS User Guide contains more information about this feature.

Student Status Dashboard

While students are testing, you are able to monitor their progress through test sessions to ensure all students have fulfilled the necessary requirements for ACCESS for ELLs testing. Information on using this feature of WIDA AMS is found in the WIDA AMS User Guide, as well as in the tutorials within the training course. Note: Accessing this function requires specific permissions in WIDA AMS and may require the assistance of a Test Coordinator.

Common Error Messages and Troubleshooting Steps

The following table outlines common errors that occur during online test administration.

Common System Message	Troubleshooting Action
Invalid Username and Password	• The student has either typed in the information incorrectly or has logged into the wrong testing location. Back out to the main menu and verify the location where the student is logging in. This is not a technical error.
Connection Retry is in Progress DRC INSIGHT cannot send a response to DRC due to a connectivity issue.	• Wait. The message will remain until the connection is reestablished, until 5 minutes have elapsed, or until the student clicks Exit the Test. If the issue persists after 5 minutes, proceed with Internet/Network Connection Error troubleshooting with your Technology Coordinator.
Connection Error Retrieving Content Testing Device cannot connect to the COS Service Device to access test content.	• Contact your Technology Coordinator or technology support team to confirm that all content files are on the COS Service Device and are up to date. Proceed with Internet/Network Connection Error troubleshooting.
Internet/Network Connection Error There was an interruption in the network or internet connection and the testing device cannot reach DRC servers and/or the COS Service Device.	• Verify that your technology coordinator has whitelisted both the URLs and the IP addresses of all devices on all content filters, firewalls, and antivirus software. • Check the ratio of wireless access points to testing devices (if applicable). Work with your technology coordinator to verify that there are not too many devices connecting to a single access point and that each testing device has a clear line of sight to the access point. • Contact your technology coordinator to confirm that the local machine firewall is turned off on the COS Service Device and that the services on the COS Service Device are running. If no student is able to test, your technology coordinator can restart or reboot the COS Service Device service. • Go to www.speedtest.net and conduct a speed test to Minneapolis, Minnesota. If your upload or download speed is less than 10 Mbps, let your technology coordinator know your connection is too slow for you to test.
Configuration Not Found, Configuration Error The testing device is not registered to the Device Toolkit and cannot proceed with testing until assigned an ORG Unit ID.	• Contact your technology support team to have them register the device to the Device Toolkit.

Common System Message	Troubleshooting Action
Proxy - 336 Error This is an issue with the configuration within the Device Toolkit.	• Contact your technology support team to have them check the Proxy Host field in the Device Toolkit. If anything appears in the Proxy Host field, erase it and redeploy a new configuration file with no proxy server settings.
No Audio	• Does the audio stop after "Begin test?" • Is the machine sound dialed more than halfway up? • Does the audio work outside the software? • Does the audio work from the speakers? • Are the headphones plugged in before launching the software? • Is the latest sound card driver installed?
Frozen or gray screen with spinning wheel	• Exit the test and reboot the machine. This is due to temporary overloaded internet traffic or maxed out memory on the computer.
Record button is grayed out	• The student has already hit record and the response is recorded. This is not a technical error.
Next button is grayed out	• The student has not completed the question on the test. This is not a technical error.
For all other error messages	• Refer to the FAQ and Error Messages sections in Volume V of the Technology User Guide, available in WIDA AMS.

If after troubleshooting there are still issues with testing, complete the table below, submit an Incident Report in the OEAA Secure Site, and contact DRC customer service with the completed information.

Information for Incident Report	
Reporter/school/district/state	
Phone or email	
Student IDs (username and password if a phone call)	
Number of students affected out of how many students?	
Date and description of the issue	
Specific system or error message (e.g. "Internet Connect Error" or "TSM Connection Error During Login")	

Information for Incident Report	
When does the error message occur (for example, when they select "Sign In" or in the middle of testing)	
Operating system/version (Mac/Windows/iOS/ Chromebook/Android)	
ORG Unit ID (found in the Device Toolkit)	
Wired or wireless	
Do the System Readiness Check: Are there red exclamation points? Which settings?	

Monitoring Test Completion at the End of the Testing Window

As you complete test sessions for all domains for all students in your school, it is important to confirm all tests have been completed for all necessary students prior to the close of the testing window. It is recommended that Test Administration monitor testing progress throughout the testing window.

Test Administrators and/or Test Coordinators should review options for viewing test progress in the WIDA AMS User Guide.

Listening Test Administration

Timing

The Listening test (including test practice items) is designed to take up to 65 minutes. Note that the approximate test administration time does not include convening students, taking attendance, or explaining test directions.

Important Considerations During the Listening Test

While monitoring student progress through the Listening test, keep the following in mind:

- Test directions demonstrate to the students what they will hear and see on the screen during the test and instruct them on how to select their responses during the test.

- Note: Practice items are the same as the test practice that students see before the test administration session; however this time, the test will start immediately after the students complete them.

- Students cannot go back and review or change their answers. When a student selects a response and clicks the **Next** button to move on, his or her answer has been submitted and cannot be changed.

- The audio will automatically play once the student navigates to the page and will only play one time. Note: students taking the Listening test with certain accommodations can manually play and/or repeat the audio (for more details, see the Accessibility and Accommodations Supplement).

- If a student pauses for a long time (one or two minutes) during the Listening test, and it is clear that the student is not just listening to the test audio, the Test Administrator should prompt the student to select a response and move on.

Reading Test Administration

Timing

The Reading test (including directions and practice items) is designed to take up to 60 minutes. Note that the approximate test administration time does not include convening students, taking attendance, or explaining test directions.

Important Considerations During the Reading Test

While monitoring student progress through the Reading test, keep the following in mind:

- Students cannot go back and review or change their answers. When a student selects a response and clicks the **Next** button to move on, their answer has been submitted and cannot be changed.

- The Reading test is adaptive and will adjust to student performance to provide items that are appropriately challenging based on the performance in the previous questions. For some students, this may mean the test ends sooner than the progress bar might indicate.

- Note: Practice items are the same as the test practice that students see before the test administration session; however, this time the test will start immediately after the students complete them.

- Headphones are only required during the Reading test directions. After the students have listened to the test directions, you may direct the students to take the headphones off, as there will be no more audio for the remainder of the Reading test.

- If a student pauses for a long time (one or two minutes) during the Reading test, you should prompt the student to select a response and move on.

Reading Test Item Types

The Reading test may include three different item types: multiple choice, hotspot, and drag and drop. Although a student may not see all three of these item types, it is important to ensure that students know what to do for these different item types. The test demo and test practice show students how to respond to each of these types of items (see previous subsections within this section for more information on the test demos and test practice).

- **Multiple Choice**—Students choose an answer from a set of ordered response options under the question. The response options may be images or text. Students select their answer by clicking anywhere within the box that denotes the response options, including inside the circle that appears to the left of the text or image. Students

are able to change their answer by clicking on a different response option. Figure 56 (on page 107) shows an example of a multiple choice response screen.

- **Hotspot**—Students see a large response area under the question. The response area may be an image, a paragraph of text, or some combination of images and text, such as a timeline or a web page. The answer choices may be pictures or text and are embedded in the response area inside blue boxes. Students answer the question by clicking on one of the boxes in the response area. Each answer choice changes color when selected. Students are able to change their answer by clicking on a different blue box, or by clicking on the Reset Eraser button (Figure 59), which clears the original response, and then clicking on a different blue box. See Figures 57 and 58 for examples of a hotspot screen and the same screen with an answer choice selected.
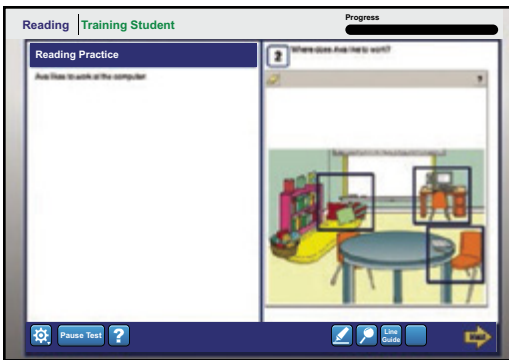
Figure 57: Hotspot Practice Item
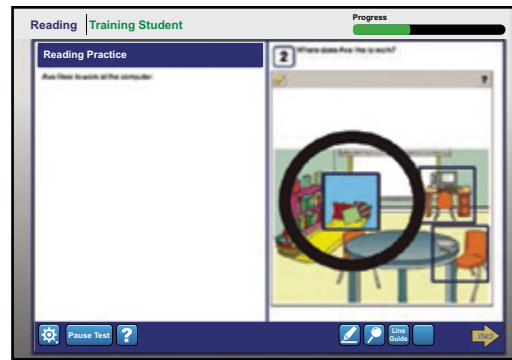
58: Hotspot Practice Item Screen with an Answer Choice Selected
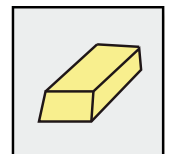
59: Reset Eraser button

- **Drag and Drop**—There are two examples of this item type.
  Students see one object, either a small image or a line of text, above the response area. This may be an image, a paragraph of text, or some combination of images and text (such as a timeline or a web page). The response area has three or four blue boxes in it. To show their answer, students click and drag/move the small object into a blue box within the response area. Students do not have to place the object exactly in the blue box; the object snaps into place when the mouse button is released. In this type of drag and drop item, students are able to change their answer by dragging their object into a different blue box in the response area, or by clicking on the reset eraser button (see Figure 59), which clears the original response, and then dragging the object into a different blue box in the response area. See Figure 60 for an example of this drag and drop type.
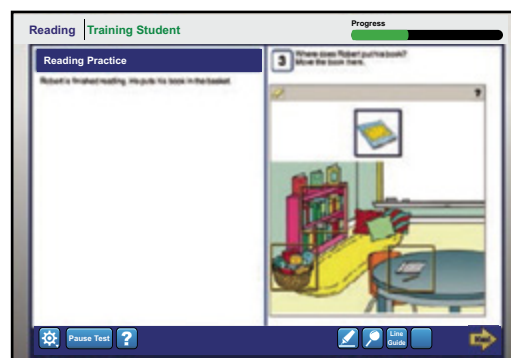
Figure 60: Drag and Drop Practice Item Screen

Alternatively, students may see three small objects above the response area. In this case, students select one object to drag into the single blue box within the response area. In drag and drop screens, students are able to change their answer by dragging the object back to the space above the response area and dragging a different object into the blue box in the response area; they can also click on the Reset Eraser button (see Figure 59), which clears the original response, and then drag a different object into the blue box in the response area.

You should become familiar with these additional item types in case students encounter them and ask for assistance in how to respond. For information about accessing the test practice, see Preparing Students to Test, beginning on page 97.

Running a Tier Placement Report

It is important to note that all Test Administrators who have administered Listening and Reading and wish to proceed to administer Writing and Speaking must first run a Tier Placement Report in WIDA AMS. This report allows Test Administrators to see the tier into which each student in a test session has been placed. Students are placed into tiers automatically by the DRC INSIGHT system, based on their performance on the Listening and Reading tests. This step is important for the Writing test for students in Grades 1-3 and in cases where students in Grades 4-12 will be handwriting instead of keyboarding their response, as Test Administrators must distribute the correctly tiered booklet to each student.

ACCESS for ELLs (Grades 1–12) Online

The Tier Placement Report also alerts educators of students who have placed in Speaking Tier Pre-A, which requires a different administration protocol; this protocol is detailed in the Speaking section of this manual. Test Administrators may also wish to divide students differently for the Speaking test based upon tier, as it is recommended that students who may require more support (due to circumstances such as a lower proficiency level) are placed in smaller groups to allow more support from Test Administrators, if necessary.

To run a Tier Placement Report, educators must log into WIDA AMS. The option to run and print a Tier Placement Report is listed under Manage Test Sessions, then in Show Sessions once the necessary criteria have been entered. Complete instructions for accessing the Tier Placement Report can be found in the WIDA AMS User Guide.

Writing Test Administration

Timing

The following tables outline Writing test administration by grade-level cluster and tier. Additional time may be allowable within the 7-week testing window depending on the professional discretion of the Test Administrator. The total amount of allowable times listed may be different based on school and district policies. Note: Educators should plan an additional 15-20 minutes for convening students and taking attendance, test setup (including launching the test and student login), test directions and embedded student test practice, and dismissing students.

Grade 1 Writing Test Tier A Tasks and Timing	
	Time
Part A	15 minutes
Part B	20 minutes
Part C	20 minutes
Total allowable time – 55 minutes	

Grades 2-3 Writing Test Tier A Tasks and Timing	
	Time
Part A	20 minutes
Part B	20 minutes
Part C	20 minutes
Total allowable time – 60 minutes	

Grades 1-3 Writing Test Tier B/C Tasks and Timing	
	Time
Part A	20 minutes
Part B	20 minutes
Part C	20 minutes
Total allowable time – 60 minutes	

Grade/Tier	Time Per Question	Total Recommended Time
Grades 4-12 Tier A	5-10 minutes	**50 minutes**
Grades 4-12 Tier B/C	20 minutes	**65 minutes**

Administration Mode: Keyboarding or Handwriting

All students in grades 1–3 will complete the ACCESS for ELLs Writing test for Grades 1–3 on paper. The test is group-administered.

Should a student in grades 4-12 require a handwriting booklet rather than keyboarding their response, test coordinators will need to order the booklet as Additional Materials in WIDA AMS. Keep in mind that Writing booklets for online testers in these grades are only available for students with disabilities whose IEP/504 requires this type of response mode, or for students who are Recent Arrivals (12 months or less in U.S. schools). Refer to the District and School Test Coordinator Manual for more information on this process.

Writing Test Tiers

Student performance on the Listening and Reading tests will determine the appropriate tier that the student will take in the Writing and Speaking tests. Once the students have completed the Listening and Reading tests, Test Coordinators will run a Tier Placement Report that will identify the tier each student is assigned to take. Test Administrators will use the report to know which form to administer to which student. For specific details on how to generate the report, see the WIDA AMS User Guide.

Grades 1-3 Tiers

The Writing test has two tiers: A and B/C. In grades 1–3, students must be tested in groups organized by grade-level cluster **and** tier. This means if you are testing students in groups, your groups must be organized like this:

- Grade 1 Tier A students together

- Grade 1 Tier B/C students together

- Grades 2–3 Tier A students together

- Grades 2–3 Tier B/C students together

Note: The need to separate out test administrations by grade-level clusters and tiers differs from the Writing test for Grades 4–12 and from the other domain tests, in which students from different tiers may take the test in the same session.

Grades 4-12 Tiers

If students are keyboarding, the correct tier will automatically be assigned within the writing test platform.

If administering the test with students who are handwriting their responses, make sure that the grade-level cluster and the tier of the test that you will be administering matches the information on the student's Writing Response Booklet.

When distributing Writing Response Booklets, double-check to ensure that the name of the student to whom you are giving the booklet matches the name on the booklet.

Administering the Grades 1-3 Writing Test

Test Materials

- Test Administrator's Script for Writing (Grade 1 or Grades 2–3). Note: There is a separate Test Administrator's Script for the Grade 1 and Grades 2-3 Writing tests. Each Test Administrator's Script contains the scripts for both Tiers A and B/C

- Student Test Booklet(s)

- at least one sharpened Number 2 pencil for each student to mark his or her responses

- Pre-ID or District/School labels applied to each student booklet and the applicable demographic information bubbled in on the front and back cover

Procedures

Keep the following information in mind as you administer and monitor the Writing test:

1. Follow the Test Administrator's Script exactly.

2. Make sure that students begin the Writing test on the appropriate page. You may need to assist students in locating the beginning of the test.

3. The sample writing contained in certain Writing tasks presents students with an example they can follow to complete the task. Instructions on guiding students through the sample writing are scripted in the Test Administrator's Script. The time it will take you to guide students through the sample writing is not included in the time allocated for each task.

4. To ensure that students do not skip any parts, and that they progress appropriately (see information on check-ins below), Test Administrators and Test Coordinators may plan to have an additional adult helping to proctor or monitor the group-administered tests (for instance, one adult for every 10–12 students). Along with Test Administrators, any additional adult assisting with the test administration must also have taken the training course component for ACCESS for ELLs Online.

5. You must collect all test materials at the end of testing. If all students are finished before the allowable time has elapsed, you may end the Writing test according to the script.

6. Check all booklets to ensure all student information is correct and the correct label is affixed to each booklet prior to returning them to a Test Coordinator.

Check-ins

Check-ins, represented by stop signs in the test booklet, are intended to help guide students through the parts of the Writing test and are scripted at appropriate points in the Test Administrator's Script. Check-ins also allow for Test Administrators to give continual encouragement to students to do their best.

The check-ins in the Grades 1–3 Writing test are whole-group check-ins and are scripted in the Test Administrator's Script. The whole-group check-ins are scripted before each part of the Writing test. During the check-ins, explain the next

part of the test to all the students together, including the sample writing, if applicable. Before allowing students to work independently on the task, remind them to stop when they see the stop sign, which is at the end of the part. When the estimated time suggested in the script has passed, check in again with the students, according to the script.

If all students have completed the part before the estimated time, you may move on to the next part with the students, or, if already on the last part, finish the test according to the script.

Administering the Grades 4–12 Writing Test

In the Grades 4–12 Writing test, students follow directions and read practice items and prompts on the desktop, laptop, or tablet, and respond by keyboarding their responses on the device or handwriting their responses in the test booklet.

Test Materials

- Test Administrator's Script

- Writing Response Booklets (if needed for Handwriting Response Mode)

- a sheet of blank scratch paper for each student

- at least one sharpened Number 2 pencil for each student (if needed for Handwriting Response Mode)

- instructions on how to launch the test

- student test tickets and Student Test Roster

For grades 4–12, all students view the Writing prompts on the desktop, laptop, or tablet. The default response mode is keyboarding.

If students will handwrite their responses, they must be placed into a handwriting test session in WIDA AMS. More information about using the Handwritten Response Mode is found later in this section.

Do not pass out test materials until all students are seated. When distributing Writing Response Booklets, double-check to ensure that the name of the student to whom you are giving the booklet matches the name on the booklet.

A sheet of blank scratch paper (for notes, drafts, diagrams) should be provided to every student taking the Writing test. Prior to the beginning of the test, instruct students to write their names on the blank scratch paper (in the top right-hand corner). Only blank plain paper or blank lined paper should be used.

Organization of the Test

The Writing test is designed to take up to 90 minutes. Note that the approximate test administration time does not include convening students, taking attendance, distributing and collecting test materials, or explaining test directions, including the directions and practice that precede the test.

Because students work at their own pace in the online Writing tests, the time students spend on each task will vary somewhat. Although each part is not individually timed, timing guidelines are provided, and students should be monitored and encouraged to keep pace. In particular, students taking the Tier B/C test form should have enough time to do their best on the longest task at the end.

If you are administering the test both to students taking the Tier A and the Tier B/C Writing test forms in the same test session, consider having students taking Tier A sit in one part of the room and having students taking Tier B/C sit in a different part of the room. Because the timing of the parts of the two tiers differs, this arrangement may make it easier for you to monitor and to know when to encourage students to keep pace.

Read the Test Administrator's Script

Prior to beginning the Writing test, read aloud the Test Administrator's Script to orient the students to the test. After the initial introduction, students will be required to go through test directions and complete one practice item.

Directions and Practice

Note: These practice items are the same as the test practice that students see before the test administration session; however this time, the test will start immediately after the students complete them. The directions and practice item are intended to familiarize the students with the Writing test administration procedures and provide an opportunity to practice responding to Writing items.

The test directions for the Writing test demonstrate to the students what they will see on the screen during the test and instruct them where to type or write their responses during the test. See Figures 61 and 62 for examples of test directions screens.
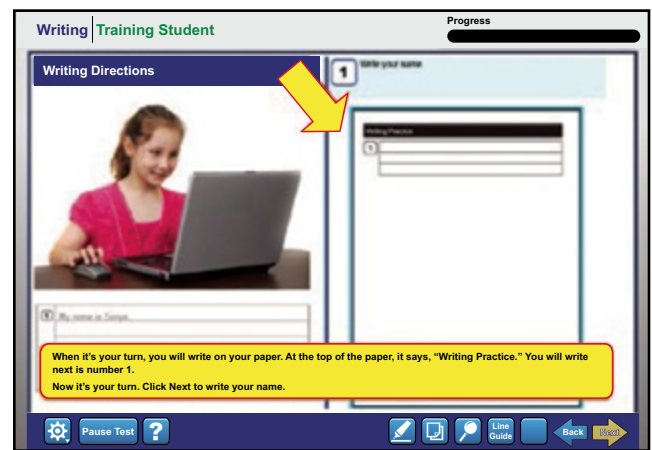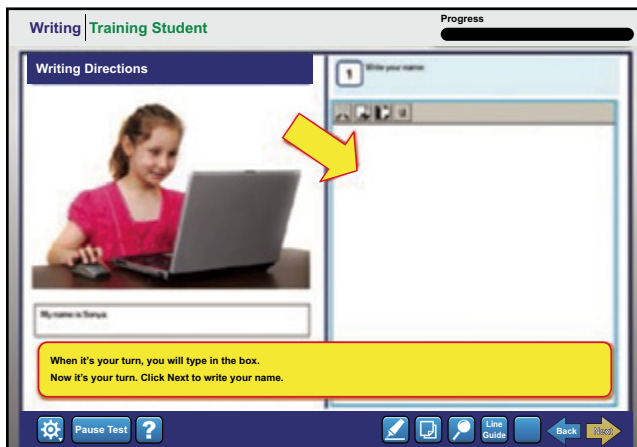
Figures 61 and 62: Test Directions Screen for Writing (61 is Keyboarding Response Mode and 62 is Handwitten Response Mode)

Writing practice items present students with an opportunity to practice typing their response on the keyboard or writing their response in the designated space in their Writing Response Booklets. See Figures 63 and 64 on the following page for an example of a practice item screen.
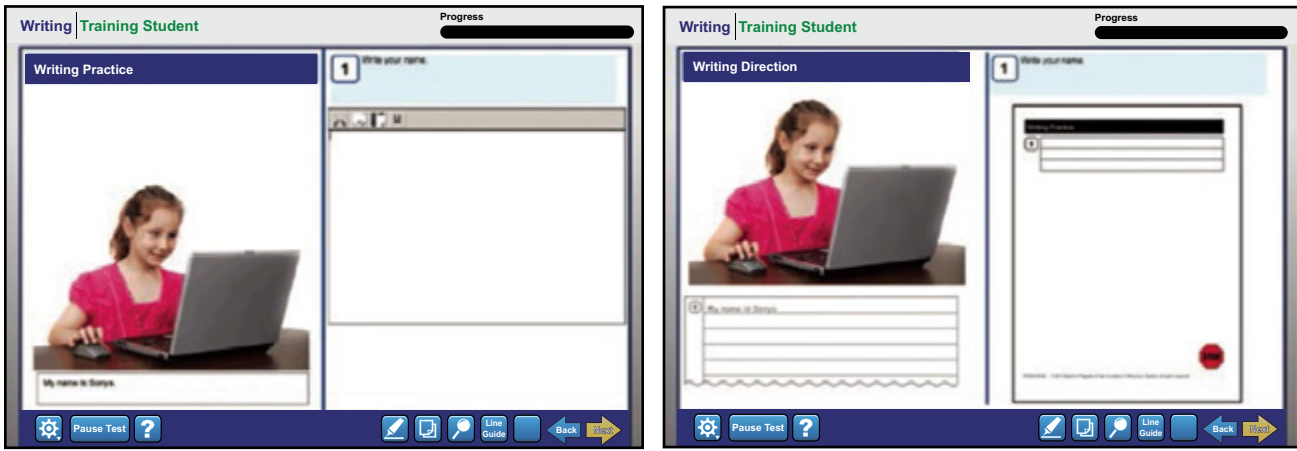
Figures 63 and 64: Practice Items Screen for Writing

(63 is Keyboarding Response Mode and 64 is HandwrittenResponse Mode)

Check-Ins

After students have gone through the test directions and completed the practice item, they will be prompted to raise their hands. At that point you should walk over to each student and make sure that he or she has completed the task. If a student is keyboarding his or her response, you will need to use the **Back** button in order to view the student's response. If a student is handwriting his or her response, you will check the student's response in the Writing Response Booklet. See Figure 65 for the check-in at the end of the directions and practice.
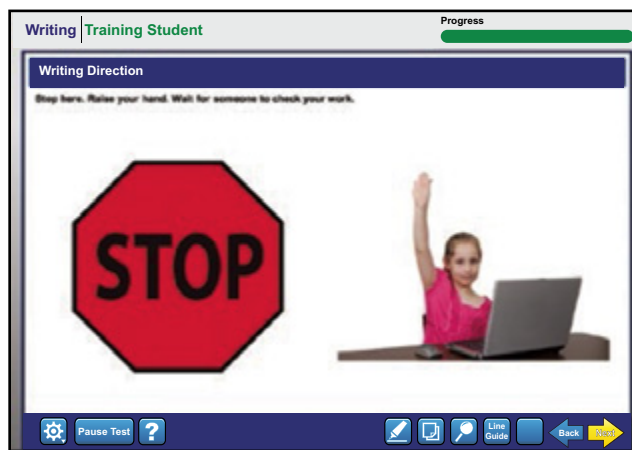
Figure 65: Check-in at the End of the Directions and Practice

If a student has not completed the Writing task, you should navigate back to the appropriate screen on the device using the **Back** button and encourage the student to do his or her best to complete the task. When all students have completed the practice test item, you should instruct the students to click the **Next** button; if handwriting, to go on to the next page in the test booklet.

Check-ins will occur after the completion of each part of the Writing test (Part A, Part B, and Part C), prompting the students to raise their hands and wait for the Test Administrator to check their work.

At this point you follow the same procedure, using the **Back** button to check whether or not the student has attempted to respond the task. After you have confirmed that the student has finished responding to the Writing task, you should instruct the student to proceed to the next task by clicking the **Next** button; if handwriting, to go to the next page in the text booklet.

Monitoring Student Progress with Check-Ins

- When a student raises his or her hand, you should check with that student individually to determine whether or not he or she has completed the practice test item. If a student has completed the practice item, ask the student to wait until all students can proceed to the Writing test together.

- After all students have completed the test directions and practice item and you have checked with each student to see if the practice item has been completed, you should instruct all the students to proceed directly to the Writing test by clicking the **Next** button. It is not necessary for you to do anything at that point, unless a student is having difficulty moving on to the Writing test items.

- While students are completing the Writing test, circulate through the room making sure that the students are completing the tasks and pacing their writing so that they will have enough time to do their best on all parts.

- Note: When checking if a student has finished responding to a Writing task, Test Administrators should not evaluate the quality or quantity of the student's writing. The purpose is rather to ensure that the student attempted to respond and didn't accidentally move forward without attempting or completing a response.

- In the case when a student has not finished responding to the Writing task, take the student back to the Writing task by clicking the **Back** button and encourage the student to complete the task.

- The audio will automatically play once the student navigates to the page and will only play one time. Note: Students taking the Writing test with certain accommodations can manually play and/or repeat the audio.

- After the completion of each part of the Writing test (Part A, Part B, and Part C), students will see the check-in screen and be prompted to raise their hands and wait for the Test Administrator to check their work. At this point, follow the procedures described earlier under Check-ins.

Maximum Character Limit

For keyboarding responses to the Writing test, the response space has a variable limit. Most students typing an appropriate response should not reach those limits. If a student reaches 4,050 characters, he or she will see the message in Figure 66.
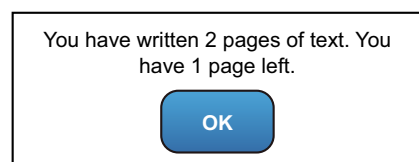
> You have written 2 pages of text. You have 1 page left.
>
> **OK**

Figure 66: Message When Student Has Typed 4,000 Characters

If a student reaches the character limit, he or she will see the message in Figure 67.

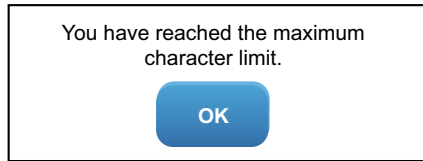> You have reached the maximum character limit.
>
> **OK**

Figure 67: Message When Student Has Reached 6,050 Character Limit

If a student sees either message in Figure 66 or Figure 67, instruct the student to click **OK** and ensure that the student is appropriately completing the task.

Monitoring Handwritten Response

If Writing booklets are needed, contact your Test Coordinator to place an Additional Material orders in WIDA AMS.

Student Pre-ID labels will be shipped with the test materials (if your district or school has identified students needing the test booklets). Pre-ID labels contain the name, grade, and other pertinent information about the individual students, as well as district and school information. If you need to bubble student information on the test booklet, refer to the directions found in Section 3 of this manual.

Remember, even if a student will respond on paper, the student still needs to be seated at the desktop, laptop, or tablet in order to view the Writing task and click through the prompts using the mouse. Make sure that each student has enough space in front of him or her to comfortably fit the test booklet and be able to write in it without difficulty. Students who are handwriting their responses will not need to utilize the keyboard after logging into the test, so it might be possible to gain more space for the Writing Response Booklet by moving the keyboard out of the way at that point.

The INSIGHT test system is set up to automatically exit a student's test session after 30 minutes of no keyboard or mouse activity. As students are writing in their Writing Response Booklets, you should monitor the student's progress to ensure that the session does not automatically exit due to inactivity, since this student won't necessarily need to use the keyboard or mouse while responding. If a student is logged out automatically, he or she should return to the login screen and re-enter the login information from the test ticket.

Collecting and Disposing of Materials

A sheet of blank scratch paper (for notes, drafts, diagrams) should be provided to every student taking the Writing test.

- After the administration of the Writing test has been completed, you must collect the Student Test Roster, all of the student test tickets, any test booklets, and all of the scratch paper from the students and ensure that every student turned in his or her test ticket and scratch paper. You must collect scratch paper even if the student did not write anything on it.

- With handwritten student responses, make sure the Writing Response Booklets are returned to the Test Coordinator. The Test Coordinator will make sure these materials are stored in a secure place at the school, and either returned properly to DRC (test booklets) or securely disposed of (Student Test Roster, student test tickets, scratch paper), in accordance with the school/district policy.

- Note: Scratch paper should only be used for notes, drafts, and diagrams. Student responses that are intended to be scored should not be on the scratch paper. This is especially true for instances when the student is providing a handwritten response to the Writing test rather than keyboarding.

- For handwritten responses: If the student exceeds the response space provided, you are advised to transcribe all the student's responses to another test booklet in the appropriate writing box, ensuring that the whole response fits within the allotted space. See the Accessibility and Accommodations Supplement for guidelines on transcription.

- Make sure no loose papers are tucked into the test booklets, as DRC will not score any material on loose paper. If a student's response runs off the page or is incomplete, raters will score what is submitted on the student response pages in the booklet. Note: The response space provided for each Writing task is specifically matched to the task expectations and so is adequate for a full credit response (barring unusual circumstances).

Speaking Test Administration

Timing

The Speaking test (including directions and practice) is designed to take up to 50 minutes. Note that the approximate test administration time does not include convening students, taking attendance, or explaining test directions.

Recording response time on every task on the Speaking test has a pre-set time limit, which varies depending on the grade-level cluster, tier, and task level. Students learn about the time limits in the test directions and practice. On their screens, testing students see a circle change color and then disappear as the time to respond elapses. While there is a limit to how long students can take to record their responses, students can navigate the directions, practice, and test items at their own pace. Students click the **Next** button when they are ready to move on from a screen, without time limits. The test does not advance automatically.

Test Administrators should monitor students as they proceed through the test and ensure that students are not pausing for more than a few minutes to review a single screen. The time to complete the Speaking test will depend on the grade-level cluster of the test, the test tier, and the pacing of each student.

Speaking Test Design

The Speaking test is completely computer-delivered and student responses are captured as they speak into the microphone. Students are guided through the Speaking test and are administered tasks by a Virtual Test Administrator. The Speaking test also includes a Model Student who is also administered similar tasks by the Virtual Test Administrator. The purpose of the Model Student is to demonstrate the language use expectations of the Speaking task.

The Speaking test is divided into three different forms—Pre-A, A, and B/C. The form the student will take will be determined by the student's Listening and Reading test results and will automatically load for the student upon logging into the test platform with his or her test ticket information. The Pre-A form is designed to address the needs of newcomer students and to allow those students at the beginning stages of English language development an opportunity to respond to tasks appropriate to what they are able to do. The Pre-A forms also include a simplified version of the

Speaking test practice to ease the burden of learning how to respond to Speaking tasks on the screen for newcomer students. The majority of students will be placed in either the A or B/C form. The Tier Placement Report should always be run, as the placement may affect how you schedule the Speaking administration.

Group vs. Individual Delivery

The Speaking test should be administered in small groups of students. For students in all grade-level clusters taking the Tier A and Tier B/C forms, it is recommended that the Speaking test be administered to groups of 3–5 students.

During group delivery, the Test Administrators should make sure that there are at least 2–3 computers between each student, or that the students are seated approximately 4–6 feet apart. During the Speaking test, students should be seated far enough apart so they can speak at a normal volume without disrupting other students.

Individual administration would generally occur because students at lower proficiency levels may need extra support in taking the online Speaking test. It is recommended that students taking the Pre-A form be administered the test individually so Test Administrators can provide additional support during the test. Note: For students in all tiers, the Speaking test may be administered individually, or in smaller groups of students than mentioned above if needed. Test Administrators should use their professional judgment to consider whether students with high test anxiety or students requiring extra support should be given the test individually or in a very small group.

Speaking Test Audio

Do not use speakers to administer the Speaking test. The students should only use headsets with built-in microphones to listen and respond to the Speaking tasks. Note: Some headsets have two separate ports for connecting audio-out (headphone) and audio-in (microphone), while some laptop computers and tablets only have a dual port used for both audio-out and audio-in. In this situation an adapter is also required to ensure that the headset is working properly.

Make sure to check specific equipment requirements before using headsets and work with your Technology Coordinator to ensure that the proper equipment is available and working properly before administering the test.

Speaking Test Microphone Check

After logging into the Speaking test, students will be required to do a microphone check. The microphone check is only done once prior to the student beginning the Speaking test. During the microphone check the students will record their voice and listen to make sure their voice has been recorded. Refer to the Test Administrator's Script to assist students during the microphone check.

Students will click on the **Record** button and each student will say his or her name and school's name into the microphone (see Figure 68 on the following page). When the student is done talking, he or she will click the **Stop** button.
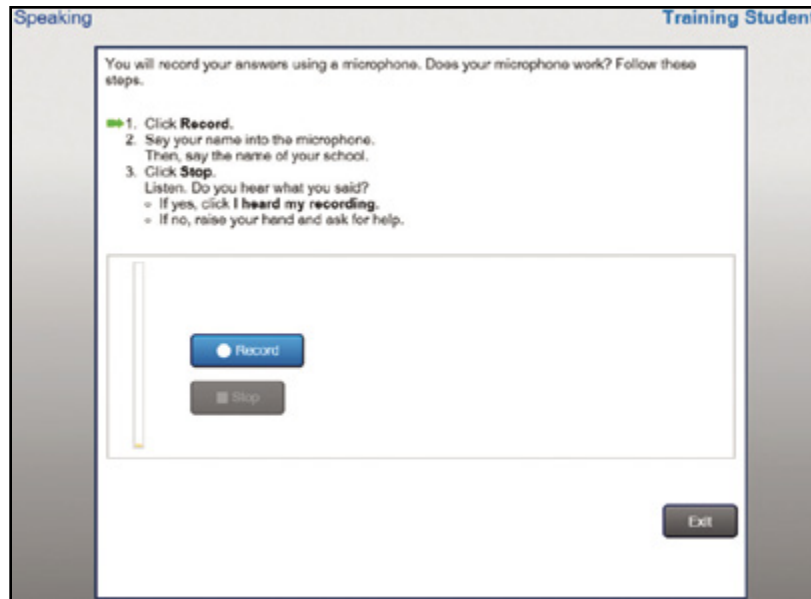
Figure 68: Student Microphone Check Screen Step 1

The student's recording will play back. If the student hears his or her recording, the student should click **I heard my recording**. If the recording is not heard, the student will be instructed to raise his or her hand. In this case, assist the student. Ensure that the student is speaking directly into the microphone. If the student's headset has a mute button, ensure that the mute function is not turned on. Then, ask the student to click **Try Again**.

Figure 69: Student Microphone Check Screen Step 2

It is very important that students do not proceed to the test directions unless they have heard their voice replayed during the microphone check.

Speaking Test Buttons and Icons

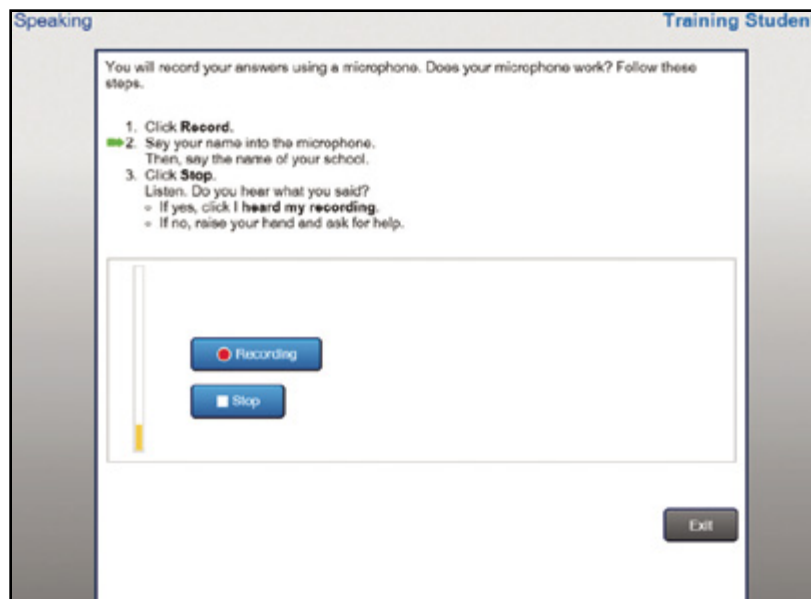| Speaking Test Screen Buttons and Icons		
Button/Link/Option	**Button/Icon Name**	**Purpose/Function**
	Progress Indicator (Blue)	An indicator of the time remaining to record the response—the indicator is blue when the student clicks on the **Record** button.
	Progress Indicator (Yellow)	An indicator of the time remaining to record the response—the indicator changes from blue to yellow when 10 seconds remain.
	Progress Indicator (Count Down)	The indicator will move within the circle for the final 10 seconds of allotted response time.
	Progress Indicator (White)	An indicator of the time remaining to record the response—the indicator changes to white when time is up and the recording automatically ends.
	Spectrum Analyzer	Visual indicator that the student is speaking loudly enough.
Record	Record (Disabled)	Disabled until the audio has finished playing.
Record	Record (Enabled)	Allows the student to begin recording a response.
Recording	Recording (Enabled)	Highlights that recording is in progress.
Stop	Stop (Disabled)	Disabled until the student clicks on the **Record** button to begin recording.
Stop	Stop (Enabled)	Enabled once the student clicks the **Record** button to begin recording—ends the recording of the student response.
✕ Try Again	Try Again	Navigates the student back to the beginning of the Student Microphone Check, as the student did not hear the recording and wishes to try again.
✓ I heard my recording	I heard my recording	Allows the student to navigate to the Test Directions Page from the Student Microphone Check.

Virtual Test Administrator and Model Student

Tier A and Tier B/C Forms

- Test directions introduce students to the Virtual Test Administrator, who will guide students through the Speaking test, and the Model Student, who will model test responses for the students.

- The test directions will demonstrate to the students what they will see on the screen during the test, and instruct them how to record their responses during the test.

- Students will first listen to directions for recording their answers. Figure 70 shows the Virtual Test Administrator explaining to the students how to use record buttons during the Speaking test. Figure 70 shows the Virtual Test Administrator explaining the role of the Model Student.

Pre-A Form

- This form includes a simplified version of the test directions and practice.

- Test Administrators provide additional support for students to understand how to respond to test tasks.
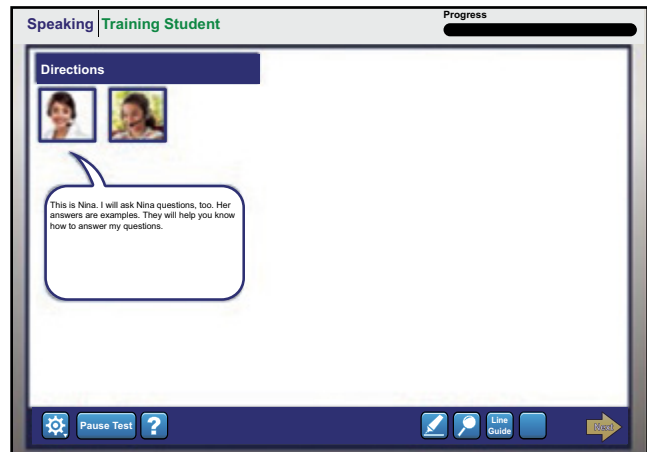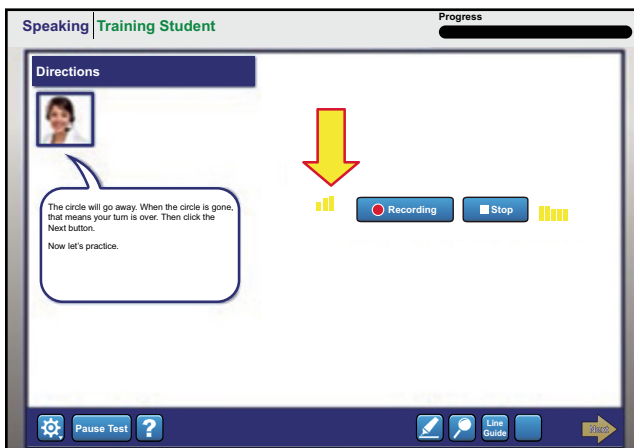
Figure 70: Test Directions Screen Introducing Virtual Test Administrator

Figure 71: Test Directions Screen Introducing Model Student Monitoring Student Progress

Monitoring Student Progress

While students are completing the Speaking test, circulate through the room making sure that the students are completing the tasks. Make sure that students continue to speak directly into the microphone and that they don't move the microphone away from where it can record their voice.

- Monitor the Spectrum Analyzer on each student's response screen (see Speaking Test Buttons and Icons in the previous section for more information about the Spectrum Analyzer). The Spectrum Analyzer shows yellow bars that will move quickly up and down if a student's voice is being recorded successfully. If these bars don't show any movement while a student is speaking, assist this student in recording his or her voice.

- If at any point a student sees the audio check pop-ups pictured in Figures 72 and 73, assist the student in ensuring that he or she is speaking loudly enough and that his or her microphone is positioned and connected properly. If the system has exited the student from the test, assist the student in logging back into the test once the issue has been addressed.

While monitoring student progress through the Speaking test, keep the following in mind:

- You can remind students to think about their responses before clicking **Record**. However, you should only intervene during the test administration if students have issues or questions. Otherwise, allow students to work through the test independently.

- The audio will play once the student navigates to the page and will only play one time. Note: Students taking the Speaking test with accommodations can manually play/or repeat the audio (for more details about accommodations, see the Accessibility and Accommodations Supplement).

- Students cannot go back to review and listen or change their answers. Once a student has clicked on the **Stop** button, the student's response has been submitted and cannot be changed.

- Once a student hits the **Record** button, he or she will have a set amount of time to record a response. The Progress Indicator circle shows the student when there are ten or fewer seconds remaining. **The student only has one chance to record. If the record button is grayed out, that means the student has already selected the button, and the student didn't respond verbally in time.**

- When a student records a response, it is not possible to re-record a response to that task. The only exception is cases when the system has not been able to record the response, and the student is prompted to re-record.

- Emphasize to students that they should not feel obligated to fill up the whole amount of time given for the recording. If they are finished with their response, they may click the **Stop** button and move on.

Troubleshooting Speaking Test Audio

The system will automatically verify if a student's response was recorded at an acceptable volume throughout the test practice and test items at any point where the student records a response. If the system determines that the volume of the student's voice is too low, a pop-up will appear prompting the student to check the microphone and speak louder (see Figure 72).

> The recording didn't work.
> You need to record your answer again.
>
> Check your microphone.
> Remember to speak clearly.
> Don't whisper.
>
> Now click the OK button to try again.
>
> **OK**
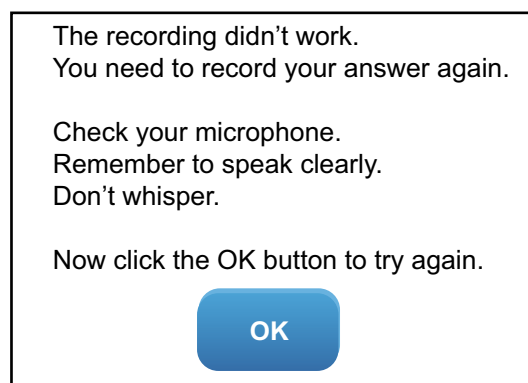
Figure 72: Pop-up When the Student's Voice is not Successfully Recorded.

Instruct the student to click **OK**. After clicking **OK**, the student will have an opportunity to re-record an answer. If the volume of the student's voice is still determined to be too low, a pop-up will prompt the student to raise his or her hand for the Test Administrator to assist (see Figure 73).

```
The recording didn't work again.
Raise your hand.
Wait for the teacher.


            OK
```
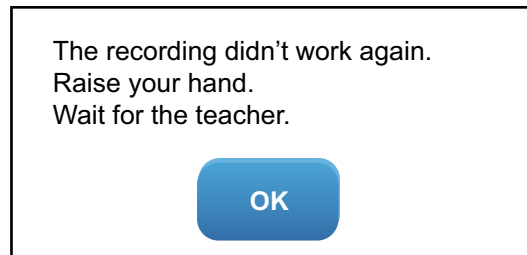
Figure 73: Pop-up Asking the Student to Raise His or Her Hand for Help

- At this point, the system will exit the student from the test to allow for manual troubleshooting. You should ensure that the student's headset is properly connected to the device.

- Ensure that the student's microphone is properly adjusted so he/she can speak directly into it.

- Ensure that the student's headset is set as the default device. On a Windows computer, select Control Panel, select Sound, and then select the Recording tab. If the headset is not set as the default device, right-click on it and select Set as Default Device.

- Headsets with mute buttons are not recommended for the Speaking test. However, if a student is using a headset with this button, make sure it is not set to mute.

After following these manual troubleshooting steps, instruct or assist the student to log back into the test using the same procedures used initially to log in. Encourage the student to speak loudly enough and to not whisper.

When a student logs back into the test, the test will resume from the last task to which the student was responding, and any previously recorded responses will have been saved.

If the above steps don't resolve the issue and the student still sees the pop-up messages in Figures 72 and 73, have the student use a different headset or have the student move to a different computer.

If an issue persists, consult the Technology Coordinator or contact DRC Customer Service (WIDA@datarecognitioncorp. com or 1-877-560-8378, Option 5) for further assistance.

Returning Materials

Upon the completion of testing all domains, Test Administrators must:

- collect all material, both used and unused

- confirm all necessary labels and student information is filled in

- return test tickets to a Test Coordinator for secure disposal

- dispose of any scratch paper

- securely store all test materials until they can be collected by a Test Coordinator for return shipment

> **Refer to the Materials Management Section on page 16 of this manual for complete information on material management proceeding testing.**

ALTERNATE ACCESS FOR ELLs

Test Design and Materials

Alternate ACCESS for ELLs[1] is a large-scale test of English language proficiency intended for ELs with significant cognitive disabilities who participate, or who would be likely to participate, in Michigan's alternate content assessment(s).

Items target five of the six WIDA alternate English language proficiency levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, and 5-Bridging. Level 6-Reaching is considered proficient in English and therefore is not assessed on the Alternate ACCESS test. Alternate ACCESS for ELLs is made up of four sections assessing the four language domains—Listening, Reading, Speaking, and Writing. **Each section is individually administered.** The Writing Section is divided into three parts, Parts A, B, and C. All sections of Alternate ACCESS for ELLs are semi-adaptive, which means that the administration of a test section should be ended if the student scores No Response, Incorrect, or Approaches on three consecutive tasks. The domain tests can be administered in any order, and the different domain tests can be administered on different days, with no minimum or maximum break between the administrations. Alternate ACCESS is available in four grade-level clusters: Grades K-2, Grades 3-5, Grades 6-8, and Grades 9-12.
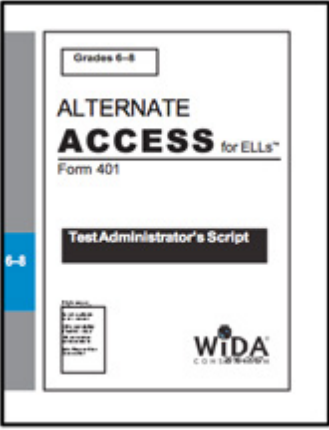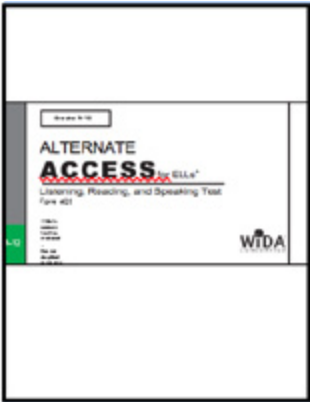
Components of Alternate ACCESS for ELLs Federal Compliance			
Test Section	**Standards**	**Number of Tasks**	**Range of Levels**
Listening	All	10	1-5
Reading	All	10	1-5
Speaking	All	8	1-5
Writing	All	8	1-5

Test Materials

The materials described below comprise the materials for the Alternate ACCESS for ELLs. Note: The Test Administrator and the student should only write in the Student Response Booklet.

Alternate ACCESS for ELLs Secure Test Materials and Their Uses

Image	Title	Content and Use	Return to DRC?
	Test Administrator's Script	• contains the text and directions for Test Administrators • one copy • grade-level cluster specific 4-12	Yes
	Test Booklet	• contains Listening, Reading and Speaking stimulus and response options • one copy needed for each student taking the test during an administration • grade-level cluster specific	Yes
	Student Response Booklet	• contains additional student information bubble pages • contains Listening, Reading, and Speaking answer sheets • contains writing stimulus and response options including writing space • one booklet is needed per student	Yes

Test Setup and Scheduling

Preparing the testing room in advance will facilitate smooth test administration. It is recommended that you do the following:

- Test in a quiet, familiar space with enough room to comfortably accommodate you, the student, and the test materials.

- Arrange the space so that you are either facing the student, sitting at a 45 degree angle from the student, or sitting on the same side of the table as the student.

- If the student uses assistive technology devices, have them available in the testing room.

- Obtain a sharpened Number 2 pencil for the student being tested. Have extra sharpened pencils available, as sharpening pencils during a test session could be a distraction. Have a plan for sharpening pencils between test sessions.

- Make or obtain from your Test Coordinator a **"Do Not Disturb: Testing"** sign to be placed on the outside of the testing space door on test days.

- Plan to have a table on which to lay out test materials.

- Have a watch on hand, or make sure there is a functioning clock in the testing room.

Note: It is recommended that Test Administrators cover any print on the walls or on classroom materials; however, Test Administrators for Alternate ACCESS for ELLs only have the option to leave material uncovered should covering the print on the walls be considered significantly disruptive for the student.

Test Scheduling

Alternate ACCESS for ELLs is not a timed test. **Each domain test takes about 30 minutes**. However, due to the adaptive nature of the test and the unique abilities and behaviors of your students, actual test times can vary widely. Breaks during the test administration session (as described later in this section) are appropriate for Alternate ACCESS students, and these interruptions can increase the time needed for test administration. It is recommended that the Alternate ACCESS for ELLs test be administered in four separate administration sessions.

The approximate test administration times do not include the time that may be needed to set up the testing space, bring the student to the testing space, and distribute the testing materials.

Listening, Reading, Speaking, and Writing sections can be administered in any order. The different domain sections can also be administered on different days, with no minimum or maximum break between the administrations, as long as the entire Alternate ACCESS for ELLs assessment is administered within the testing window.

Accessibility and Accommodations

A number of supports and accommodations are available for students taking the Alternate ACCESS for ELLs assessment. Educators should review the WIDA Accessibility and Accommodations Manual (https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf) for more information about the availability of Universal Tools and Accommodations for students.

Adapting Materials

Test Administrators may adapt the Listening, Reading and Speaking Test booklet (where the answer choices are). You can cut the booklet apart to use the provided graphics to provide individualized supports to meet student needs, such as attaching them to an eye gaze board. Additionally, graphics can be mounted on a foam core board or on blocks to add depth if needed. The pieces of the disassembled booklet must be kept together, ideally in a large manila envelope labeled with the student's name and with the barcode from the back of the book securely affixed to the envelope. If adapting the Test Booklet, you must present the item in the same layout and order as the original booklet.

Note: The Student Response Booklet will be scanned and may not be disassembled in any way.

The Writing test is the only time the student interacts directly with the Student Response Booklet. For this domain, the student can be given a separate piece of paper or other material to write on that he or she typically uses during instruction. WIDA recommends student work be transcribed into the Student Response Book, although this is not required.

Alternate ACCESS for ELLs test booklets should not be copied except for enlarging the provided graphics. If copying is needed, make sure the copier's digital memory is erased after the test materials are copied. Check with the Office of Educational Assessment and Accountability (OEAA) to find out if there is a specific policy on how to do this.

Instructional Supports Used During Assessment

Individualized instructional supports that you're used to using with the student in everyday classroom instruction can be used during testing only if they do not change what is being tested. For example, do not provide graphic organizers, do not decrease the number of response choices you present to the student, and do not select or provide responses for the student. Work with your Test Coordinator as you plan which supports you'll use on testing day.

Augmentative Communication Devices

An Augmentative/Alternate Communication (AAC) device is considered the student's voice for testing purposes and does not need to be documented as an accommodation. Because it is unusual for individual sounds to be programmed into speech-generating devices, any test item for which the student is asked to produce an isolated phoneme can be correctly answered by the student indicating a letter. For example, if you ask the student to say /g/, the student could indicate the letter G. Additionally, available vocabulary may impact a student's ability to respond to specific test items.

For example, if a student is asked to identify an apple and the student does not have access to the word "apple" on their AAC, it is unreasonable to require the student to say "apple." On multiple choice items, the student can indicate their response by indicating the letter or number of their response choice. **Never provide a special Alternate ACCESS page on a student's communication device just for the assessment.** Such an arrangement would not be representative of the student's day-to-day skills with English language for academic contexts. Take care when interpreting English language proficiency scores for students who use AAC devices, as their proficiency with the device as well as available vocabulary can impact the test experience.

General Test Administration Procedures

Detailed instructions for administering each section of the Alternate ACCESS for ELLs are contained in the Test Administrator's Script. Below are some additional details for Test Administrators about preparing for and administering the test.

Distributing Test Materials

- Wait until the student is seated before giving the student any test materials.

- Double-check to ensure that the name of the student you are testing matches the name on the Student Response Booklet.

- Make sure the student has at least one sharpened Number 2 pencil.

- Open the Student Response Booklet to the correct page.

Testing Considerations

Your rapport with students sets a positive tone for testing. Greet students as naturally as possible in accordance with whether and how well you know them. Follow the warm-up script to create a welcoming environment and to help students feel comfortable in the test setting. Pay close attention to the student throughout the test. A student having a bad day is unlikely to fully demonstrate his or her linguistic abilities. If the testing schedule allows, you might stop and resume the domain test from where you left off on a different day to ensure you capture the most valid demonstration of the student's abilities. In any case, do your best to ensure the student has a positive test experience.

In addition, keep the following in mind as you administer the test:

- **Follow the Test Administrator Script exactly.** Read only the parts that are printed in bold type on a white background. Emphasize words that are underlined. Take note of the Moving On boxes, which include scripting for either continuing or stopping the domain test. The instructions students hear are black and bold. Anything that is in regular (not bold) type is not read aloud. Regular type text helps guide you through the test administration.

- Confirm you have the correct booklet for the student. For details on correctly labeling and recording student information on test booklets, see Section 3 of this manual.

- Do not present any test materials until the student is ready.

- **Do not encourage students to guess.** Although there is no penalty for guessing on Alternate ACCESS, simply encourage students to do their best.

- You have the option to transcribe student responses for both the Speaking and Writing tests. Transcription provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

- Only fill in one response per task. If there is more than one bubble filled in, the task cannot be scored.

Breaks During Testing

Allow students to take brief breaks as needed within domain tests. For example, a restroom or stretch break between domains is appropriate. As much as possible, avoid interruptions during testing.

ALTERNATE ACCESS FOR ELLs

Test Design

WIDA Alternate ACCESS is an English language proficiency assessment for students with the most significant cognitive disabilities. It is typically appropriate for ELs who participate, or who would be likely to participate, in your state's alternate content assessments.

Alternate ACCESS assesses the four language domains of Listening, Reading, Speaking, and Writing. Items in each domain address each of the five WIDA English Language Development Standards:

1. Language for Social and Instructional Purposes

2. Language for Mathematics

3. Language for Science

4. Language for Language Arts

5. Language for Social Studies

Items target five of the six WIDA alternate English language proficiency levels: 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, and 5—Bridging. Level 6—Reaching is considered proficient in English and therefore is not assessed on the Alternate ACCESS test.

Components of WIDA Alternate ACCESS			
Test Section	**Standards**	**Tasks**	**Targeted Proficiency Levels**
Listening	All	10	1-5
Reading	All	10	1-5
Speaking	All	8	1-5
Writing	All	8	1-5

Each individually administered domain test of Alternate ACCESS is semi-adaptive, meaning that administration ends when the student scores No Response, Incorrect, or Approaches on three consecutive tasks. The domain tests can be administered in any order, and the different domain tests can be administered on different days, with no minimum or maximum break between the administrations. Alternate ACCESS is available in four grade-level clusters.

WIDA Alternate ACCESS Grade-Level Clusters			
Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12

You are the only person who evaluates and scores the student's responses! When you return test materials for analysis, the scores you mark are used to generate the student's score report. Always mark scores using a number 2 pencil and fill in ovals completely. Using slashes, check marks, or dots instead of filling in ovals completely can prevent the student from receiving a score!

WIDA Michigan-Specific Test Administration Manual

Test Timing

Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for information on who in your school or district is responsible for test scheduling. Detail on scheduling is available in the District and School Test Coordinator Manual. All testing must be completed within your state's testing window.

Alternate ACCESS is administered in four testing sessions, one for each domain. **Each domain test takes about 30 minutes.** However, due to the adaptive nature of the test and the unique abilities and behaviors of your students, actual test times can vary widely. Breaks during the test administration session (as described later in this section) are appropriate for Alternate ACCESS students, and these interruptions can increase the time you'll need for test administration.

In addition to actual testing time, you need time to welcome the student, distribute and collect test materials, and go over test directions. Visit your member/state page of the WIDA website for any state and district test timing guidance that applies to your students.

Test Materials

> Remember Alternate ACCESS test materials will be recognizable by name as well as by the image of our test guide dog, Candoo!

All of the following are secure test materials. Return them to your test coordinator when testing is complete. See the Materials Management section of this manual for details on secure material management.

WIDA Alternate ACCESS Test Materials

Material	Usage
Test Administrator Script	Contains everything you say to guide students through all four domain tests.
Test Booklet	Contains the pictures and prompts students see for the Listening, Reading, and Speaking domain tests.
Student Response Booklet	Contains space to note details about the test administration, mark scores for the Listening, Reading, and Speaking domain tests, and the pictures, prompts and response space for the Writing domain test. Also includes the Individual Characteristics Questionnaire (ICQ).

As needed and appropriate for the student, you can adapt the Test Booklet by cutting it apart and presenting the graphics in another format. For example, you might attach them to an eye gaze board or mount them on foam core or blocks to give students a tactile method of responding.

- If adapting the Test Booklet, you must present the item in the same layout and order as the original booklet.

- Always keep the pieces of a disassembled booklet together and identified with the bar code from the back of the booklet. For example, you might put all the pieces in a large envelope or a small box, write the student's name on it, and securely tape on the barcode.

ALTERNATE ACCESS FOR ELLs

> **Do not adapt the Student Response Booklet!** This booklet is scanned to collect scores, and should not be disassembled or modified in any way.

Do not photocopy test materials, except for the purpose of enlarging graphics. If enlargement is necessary, erase the copier's digital memory after the test materials are copied. Consult your test coordinator for guidance on enlargement policies and procedures.

Accommodations

Alternate ACCESS offers several accommodations and a variety of accessibility features. Refer to the Accessibility and Accommodations Manual for detail. Keep in mind that many accommodations that are appropriate for other ACCESS for ELLs tests are not applicable for Alternate ACCESS because the whole test is administered by you and is not timed. For example, accommodations related to test audio and human readers do not apply to Alternate ACCESS.

Preparing for Testing

Planning for test day facilitates a smooth test administration and helps give your students a positive test experience. Here are a few best practices for test planning:

- Identify a quiet, familiar testing space with enough room to comfortably accommodate the student, yourself, and the test materials.

- If the student uses assistive technology devices, have them available in the testing room.

- Cover any posters that could assist or distract students during testing unless this change would be disruptive or distracting to your student.

- Make or obtain from your test coordinator a Do Not Disturb: Testing sign that you can place outside the door during testing. Consult your test coordinator about any additional testing room setup requirements that apply in your state or district.

- Verify that you have all necessary test materials (see the WIDA Alternate ACCESS Test Materials table, above).

- Bring at least one sharpened number 2 pencil, with a good eraser, for yourself. In addition to ensuring the score sheets are completed correctly, you can use the eraser of a pencil to point to objects as instructed in the Test Administrator Script.

- Ensure the student's preferred writing instrument is available for the Writing test.

- Confirm that each Student Response Booklet has an appropriate label and the correct information completed on the demographic sheet. See the Materials Management section topic in this manual for details.

Instructional Supports and Augmentative Communication Devices

Individualized instructional supports that you're used to using with the student in everyday classroom instruction can be used during testing only if they do not change what is being tested. For example, do not provide graphic organizers, do not decrease the number of response choices you present to the student, and do not select or provide responses for the student. Work with your test coordinator as you plan which supports you'll use on testing day.

An Augmentative/Alternate Communication (AAC) device is considered the student's voice, for testing purposes, and does not need to be documented as an accommodation. Because it is unusual for individual sounds to be programmed into speech-generating devices, any test item for which the student is asked to produce an isolated phoneme can be correctly answered by the student indicating a letter. For example, if you ask the student to say /g/, the student could indicate the letter G. Additionally, available vocabulary may impact a student's ability to respond to specific test items. For example, if a student is asked to identify an apple and the student does not have access to the word "apple" on their AAC, it is unreasonable to require the student to say, "apple." On multiple choice items, the student can indicate their response by indicating the letter or number of their response choice.

Never provide a special Alternate ACCESS page on a student's communication device just for the assessment. Such an arrangement would not be representative of the student's day-to-day skills with English language for academic contexts. Take care when interpreting English language proficiency scores for students who use AAC devices, as their proficiency with the device as well as available vocabulary can impact the test experience.

Administering the Test

Your rapport with students sets a positive tone for testing. Greet students as naturally as possible in accordance with whether and how well you know them. Follow the warm-up script to create a welcoming environment and to help students feel comfortable in the test setting. Pay close attention to the student throughout the test. A student having a bad day is unlikely to fully demonstrate his or her linguistic abilities. If the testing schedule allows, you might stop and resume the domain test from where you left off on a different day to ensure you capture the most valid demonstration of the student's abilities. In any case, do your best to ensure the student has a positive test experience.

In addition, keep the following in mind as you administer the test:

- **Follow the Test Administrator Script exactly.** Read only the parts that are printed in bold type on a white background. Emphasize words that are underlined. Take note of the Moving On boxes, which include scripting for either continuing or stopping the domain test. The instructions students hear are black and bold. Anything that is in regular (not bold) type is not read aloud. Regular type text helps guide you through the test administration.

- Confirm you have the correct booklet for the student. For details on correctly labeling and recording student information on test booklets, see the Materials Management section of this manual.

- Do not present any test materials until the student is ready.

- **Do not encourage students to guess.** Although there is no penalty for guessing on Alternate ACCESS, simply encourage students to do their best.

- You have the option to transcribe student responses for both the Speaking and Writing tests. Transcription provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

- Only fill in one response per task. If there is more than one bubble filled in, the task cannot be scored.

- Before, during, and after administration, ensure test materials are stored and handled appropriately. For detail on test security practices, see the Materials Management section of this manual.

Breaks

Allow students to take brief breaks as needed within domain tests. For example, a restroom or stretch break between domains is appropriate. As much as possible, avoid interruptions during testing.

Stopping

Stop each domain test when a student offers no response, an incorrect response, or an Approaches response on three consecutive tasks. Follow the scripting in the Moving On box to end the test, and mark the remaining tasks as Not Administered in the Student Response Booklet.

Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	two pennies	○	●	○	○	○	n/a
2	calculator	○	○	○	●		n/a
3	glue	○	○	○	●	○	n/a
4	computer	○	○	●	○	○	○
5	sunny day	○	○	○	●	○	○
6	test tube	○	○	○	●	○	○
7	sandals	○	○	○	●	○	
8	road map	○	○	○	○	○	●
9	recycling bin	○	○	○	○	○	●
10	the desert	○	○	○	○	○	●

> The student has received **only two** Incorrect scores in a row at this point, so testing continues.

> The student has received **three** Incorrect scores in a row at this point, so testing ends.

Only fill in the Not Administered ovals in situations where a test administration has stopped because the student has received No Response, Incorrect, or Approaches on three items in a row. If you stop administration of a domain test for a different reason, you may need to submit an Incident Report in the OEAA Secure Site.

Listening and Reading Tests

Administering the Listening and Reading Tests

Keep the tests going at a steady pace. Read clearly and don't rush, but also avoid slowing down unnaturally.

> The reading domain includes a new item type called Closed Cloze. This item type looks like a fill-in-the-blank item, but students will have wording options to choose from.

Go through the following procedure for each item, pausing after each cue to let the student respond.

1. Follow the directions in the script to read through CUE A.

2. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond, repeat CUE A.

3. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond to the repeated CUE A, read CUE B.

4. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond to CUE B, read CUE C.

5. Mark the Student Response Booklet and follow the directions in the Moving On box.

Scoring the Listening and Reading Tests

Fill in one oval per row in number 2 pencil:

- Fill in the **Cue A** oval when the student responds correctly after hearing CUE A (either the initial prompt or the repeated prompt).

- Fill in the **Cue B** oval when the student responds correctly after hearing CUE B. In this case, the student has heard CUE A twice in addition to hearing CUE B.

- Fill in the **Cue C** oval when the student responds correctly after hearing CUE C. In this case, the student has heard CUE A twice in addition to hearing CUE B and Cue C.

- Fill in the **Incorrect** oval when the student responds incorrectly to any cue **and provides no further response or an incorrect response to all additional cues.**

- Fill in the **No Response** oval when the student provides no evidence of engagement or does not respond in English, even after you present all cues.

- Fill in the **Not Administered** oval if you stop the test without administering the task.

Speaking Test

The Speaking test has eight tasks that progressively increase in difficulty from level P1 to level P5. Each task in the Speaking test is made up of three questions. You will transcribe and score student responses. The expectations of a student response at each proficiency level are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors.

Take time to become familiar with the expectations at each proficiency level before you administer the test. During test administration, take note that **QUESTION 1 of each task is aligned to the proficiency level of the item, and the proficiency level expectation for each Speaking task is listed in the Student Response Booklet.** QUESTIONS 2 and 3 offer the student additional scaffolding and support. Test administrators will score Meets for the question that the student responds to appropriately. If the student does not meet the expectation for QUESTIONS 1, 2, and 3, then the test administrator will mark Approaches or No Response. Consult the table below for expectations at each proficiency level.

Proficiency Level	Fill in the Meets oval when:
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4	The student responds with two or more simple connected statements or questions related to the task.
5	The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts.

The specific proficiency level expectations are listed in the Student Response Booklet next to the scoring bubbles.

Transcribing the Speaking Test

For both the Speaking and Writing tests, there is space provided in the Student Response Booklet for you to transcribe student responses. **Transcription is optional** and provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

Capture the student's spoken response as well as any non-verbal communication that informed how you scored that response. For example, for a non-verbal student you may write "Student used eye gaze to look at the tree" or "Student used AAC device to respond, Walk to store." If the student's speech is incomprehensible, write "Response was incomprehensible." See the Accessibility and Accommodations Manual for additional information on transcription.

SPEAKING
If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session. Fill in one bubble per task. Mark all tasks that were not administered **Not Administered**. As the student responds, transcribe the student's response verbatim in the box below the item.

Task	Expect	Meets			Approaches	No Response	Not Administered
		Q1	Q2	Q3			
1	Q1: Chunks of language or phrases (at least 2)	○					
	Q2: Chunks of language or phrases (at least 2)		○				
	Q3: At least 1 intentional sound or word			○			
					○	○	n/a

Transcription of student response (optional):

Administering the Speaking Test

Students have six opportunities (QUESTIONS 1, 2, and 3 with repetition) to provide a **Meets** response to each Speaking task. If the student demonstrates the Meets scoring criteria at any point during a task administration, follow the script in the Moving On box to continue to the next task.

If a student asks you to repeat a question, do so and don't count this request as the repetition built into the standard administration procedure described below. If a student asks for an explanation of a word or phrase in the task, verify that the student understood your pronunciation. If pronunciation is not an issue, encourage the student to respond based on what they do understand of the question.

Go through the following procedure for each task. Pause after each question to let the student respond:

1. Follow the directions in the script to read QUESTION 1 and transcribe the student's response in the designated Transcription box.

2. If the student's response meets the Expect Statement for QUESTION 1 located in the Student Response Booklet, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond, repeat QUESTION 1.

3. If the student's response meets the Expect Statement for QUESTION 1, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond to the repeated QUESTION 1, read QUESTION 2.

4. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 2 or the student does not respond, repeat QUESTION 2.

5. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and

follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 2 or the student does not respond to the repeated QUESTION 2, read QUESTION 3.

6. If the student's response meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 3 or the student does not respond, repeat QUESTION 3.

7. If the student meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3, fill in the Approaches bubble. If the student does not respond, mark the No Response bubble.

8. Follow the script in the Moving On box.

Scoring the Speaking Test

Mark a score that reflects the student's best response to a task. For example, if a student provides a response that approaches the scoring criteria and then provides no further response, give the student a score of Approaches for the task.

Fill in one oval per row in number 2 pencil:

- Fill in the **Meets** oval when the student's response meets or exceeds task level expectations. Expectations are listed in the Student Response Booklet next to the scoring bubbles.

- Fill in the **Approaches** oval after reading QUESTION 3, when the student provides a response and there is clear evidence that the demands of the task are beyond the student's current linguistic abilities. For example, if you ask for a word and the student simply vocalizes, that response is scored Approaches.

- Fill in the **No Response** oval when the student provides no verbal response in English.

- Fill in the **Not Administered** oval if you stop the test without administering the task.

Pronunciation is not evaluated in Speaking responses unless the student is providing a specific phoneme. For example, if a student says "all" instead of "ball," score the response as Meets because the student communicated a comprehensible response.

Writing Test

For the Writing test, students interact directly with the Student Response Booklet. They can use their preferred writing instrument, and they can write in the booklet, on a separate piece of paper, or on any medium they typically use during instruction, provided the tool gives the student access to all 26 letters of the alphabet. For example, a student might use a pen, a marker, a whiteboard, a keyboard, an alphabet flipbook, or an eye-gaze board instead of providing paper-and-pencil responses. Students who use symbol systems or AAC devices should use the keyboard in the device or have access to an alternate pencil when writing is required.

When a student uses an alternate device and does not write directly in the Student Response Booklet, you are allowed to scribe their responses. For example, if a student uses an assisted writing system, have the student spell each word. If you ask the student to draw or trace in the booklet and the student uses a finger rather than a writing instrument, copy the movement the student demonstrated with your pencil. See additional transcription guidelines in the Accessibility and Accommodations Manual.

> The Writing test in grades K–2 differs from the Writing test in grades 3–5, 6–8, and 9–12, as it includes additional scaffolding and modeling throughout QUESTIONS 1, 2, and 3. Often these supports include shared writing activities where the test administrator writes part of the response, and the student completes the task. This intentional design is intended to support early literacy and writing for early learners.

The expectations of a student response for each task are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors.

Take time to become familiar with the expectations at each proficiency level before you administer the test. During test administration, take note that **QUESTION 1 of each task is aligned to the proficiency level of the item, and the proficiency level expectation for each Writing task is listed in the Test Administrator Script by the scaffolded question.**

If meets, go to **MOVING ON** box.
If approaches or no response, continue on next page.

| Q1 EXPECT | The student writes a single word. |

QUESTIONS 2 and 3 offer the student additional scaffolding and support. Test administrators will score Meets for the question that the student responds to appropriately. If the student does not meet the expectation for QUESTIONS 1, 2, and 3, then the test administrator will mark Approaches or No Response. Consult the table below for expectations at each proficiency level.

Proficiency Level	Fill in the Meets oval when:
1	The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task.
2	The student writes a single word related to the task.
3	The student writes one or more chunks of language, phrases or clauses related to the task.
4	The student writes one simple sentence related to the task.
5	The student writes at least two simple sentences or at least one compound sentence with detail related to the task.

Transcribing the Writing Test

For both the Writing and Speaking tests, there is space provided in the Student Response Booklet for you to transcribe student responses. **Transcription is optional** and provides an opportunity to reflect on your scoring practice, and to look holistically at scoring across domains.

Transcribe any student marks that may not be easily decipherable. If you include a transcription, please put quotation marks around it, so that independent reviewers can easily identify it. See the Accessibility and Accommodations Manual for additional information on transcription.

Administering the Writing Test

Follow the script to read through the directions for the task, and if the student's response is difficult to decipher, be sure to transcribe it before moving on.

Students have six opportunities (QUESTIONS 1, 2, and 3 with repetition) to provide a **Meets** response to each Writing task. If the student demonstrates the Meets scoring criteria at any point during a task administration, follow the script in the Moving On box to continue to the next task.

If a student asks you to repeat a question, do so. Do not count this request as the repetition built into the standard administration procedure described below.

Go through the following procedure for each task, pausing after each question to let the student respond:

1. Follow the directions in the script to read QUESTION 1. Transcribe the student's response, if necessary.

2. If the student's response meets the Expect Statement in the Test Administrator Script, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement in the Test Administrator Script or the student does not respond, repeat QUESTION 1.

3. If the student's response meets the Expect Statement in the Test Administrator Script, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement in the Test Administrator Script or the student does not respond to the repeated QUESTION 1, read QUESTION 2.

4. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 2 or the student does not respond, repeat QUESTION 2.

5. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 2 or the student does not respond to the repeated QUESTION 2, read QUESTION 3.

6. If the student's response meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3 or the student does not respond, repeat QUESTION 3.

7. If the student meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3, fill in the Approaches bubble. If the student does not respond, mark the No Response bubble.

8. Follow the script in the Moving On box.

Scoring the Writing Test

Mark a score that reflects the student's best response to a task. For example, if a student provides a response that approaches the scoring criteria and then provides no further response, give the student a score of Approaches for the task.

> Mark a score on the bottom of each page of Writing section in the Student Response Booklet.

Fill in one oval per row in number 2 pencil:

- Fill in the **Meets** oval when the student's response meets or exceeds the Expect Statement for the question. Expect Statements are listed in the Test Administrator Script under the prompt for each QUESTION.

- Fill in the **Approaches** oval only after administering all three questions and when the student provides a response, but there is clear evidence that the demands of the task are beyond the student's current linguistic abilities.

- Fill in the **No Response** oval when the student provides no written response in English.

- Fill in the **Not Administered** oval if you stop the test without administering the task.

Incorrect and phonetic spelling is acceptable as long as the errors do not impede your understanding of the student's response. For example, don't lower a student's score because the response includes the word "bal" instead of "ball." However, arbitrary letters and invented marks are not scorable. For example, "bLv" and "KQ" are not words, but "plnt" instead of "plant" or "bo" instead of "boy" can be scored as part of a written response.

After Testing

After your student has completed the tests for all four domains (Listening, Reading, Speaking, and Writing), gather all of the test materials you initially received, including any materials you modified to meet a student's needs. Review each test booklet and make sure all scoring is completed and that ovals are filled in completely in number 2 pencil. Verify that booklets are labeled correctly, and student demographic data is filled out, as necessary, correctly and completely. Securely store all test materials until you return them to your test coordinator. See the Materials Management section of this manual for details on storing and returning test materials.

APPENDIX

Special Instructions for Paper/Pencil Test Booklets

Below is a list of information that **should** be bubbled in on all student's test booklets. Information noted is for students that DO have a Pre-ID label and for those who do NOT have a Pre-ID label. Districts choosing to not bubble in this information for students who do have a Pre-ID label are risking the inability of DRC and MDE being able to match-up a test booklet to a particular student in the event that a label is damaged or falls off. It is in the best interest of schools, students, and parents who desire test scores to do this.

Test Booklet Field	Required if Student HAS a Label	Required if Student Does NOT Have a Label
Date of Testing	Y	Y
Student's Last Name	Y	Y
First Name	Y	Y
MI	Y	Y
District Name	Y	Y
School Name	Y	Y
Native Language		
State Name Abbreviation		Y
Racial/Ethnic Group		Y
Birth Date	Y	Y
Date First Enrolled U.S. School		
Grade Level	Y	Y
Length of Time in LEP/ELL Program		
Gender		Y
IEP Status		
Title III Status		
Migrant		
504 Plan		
State Student ID Number (UIC)	Y	Y
State Defined Optional Data (Barcode Number)		Y
District Student ID Number		
District Defined Optional Data		
Accommodations	Y (if needed)	Y (if needed)
Bilingual/ESL Type		
State Support Delivery Model		
Do Not Score This Section for This Student	Y (if needed)	Y (if needed)
All Questions in Individual Characteristics Questionnaire		

Special Instructions for Students that did not Receive a Barcode Label and Additional Materials Orders

✓ For students that did not receive a barcode label, most student information should be hand-bubbled on the Test Booklet and ensured that they have been pre-identified on the OEAA Secure Site for the "Spring 2024 WIDA" assessment. Instructions for hand-bubbling student demographic information are available in this manual; however, the following additional steps **MUST** be followed to ensure proper scoring and identification of these students.

For students not already pre-identified to the Spring 2024 WIDA in the OEAA Secure Site:

1. Use the "Add Test Cycle" function on the Student Summary page (access through Student Search) to ensure these students are assigned to the Spring 2024 WIDA test cycle. The "Add Test Cycle" function will bring up the Student Demographics page.

2. Once the Test Cycle information is added, press "Save."

3. Once assigned, the Spring 2024 WIDA will appear in the "Assessments Scheduled" portion of the Student Summary page.

4. The student will immediately appear on the Pre-ID Student Report and you can access the student's barcode number to be bubbled on the test booklet.

   For additional information on how to complete these steps in the OEAA Secure Site, please refer to resources found on the Secure Site Training web page (www.michigan.gov/securesitetraining). For questions pertaining to the Secure Site, email mde-oeaa@michigan.gov or call 1-877-560-8378, Option 3.

Completing the State Defined Optional Data field on the Test Booklet

✓ The field *State Defined Optional Data* on the Test Booklet **MUST** be filled in with the student's **10-digit barcode number**. Despite the name, this is not an optional field, nor is it the student's UIC. The student barcode number and UIC number can be found in the Pre-ID Student report in the OEAA Secure Site. To locate the number:

1. Use the "Pre-ID Student Report" function found under the "Assessment Administration" tab.

2. Enter your district or school and select the Spring 2024 WIDA test cycle and press "Search."

3. Your WIDA Pre-ID Student Report will appear and the barcode will be listed in the second column and the UIC number in the third column.

✓ Use the filter function on the report to filter by Pre-ID date. Any students with a Pre-ID date **AFTER December 28, 2023** will need to have their barcode numbers bubbled on the test booklet.

   For additional information on how to generate the Pre-ID Student Report in the OEAA Secure Site, refer to resources found on the Secure Site Training page (www.michigan.gov/securesitetraining). For questions pertaining to the Secure Site, email mde-oeaa@michigan.gov or call 1-877-560-8378, Option 3.

CHANGE LOG

- **November 2023 -- Updated for Spring 2024**

- **November 2022** – Updated for Spring 2023

- WIDA What's New section

- Test Monitoring Application (TMA) section

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Check the OEAA web page frequently during the 2023/24 school year for updated materials.