WIDA™

2018-2019
District and School Test Coordinator Manual

ACCESS for ELLs 2.0
Kindergarten ACCESS for ELLs
Alternate ACCESS for ELLs

Copyright Notice

This manual is intended for use by Test Coordinators and contains information on the coordination for administration of ACCESS for ELLs 2.0 Paper, ACCESS for ELLs 2.0 Online, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. Information on the administration of these assessments can be found in the ACCESS for ELLs 2.0 Test Administrator Manual.

Version 1.0

Contents

Section 1: Introduction

1.1 How to Use This Manual

This manual is intended for educators who coordinate and manage the 2018-19 administration of ACCESS for ELLs 2.0. District Test Coordinators are considered those staff members who manage overall logistics and test administration at a district level, usually at multiple schools. School Test Coordinators are those who manage testing and Test Administrators within their school. The roles and responsibilities of the Test Coordinator and Test Administrator vary depending on your state or district. Your state may also have different titles for these roles. Please refer to your state's ACCESS for ELLs 2.0 checklist on the WIDA website (wida.wisc.edu).

This manual is laid out into sections guided by the main responsibilities of coordinators, including training management, material management, test scheduling, set-up management, and material return.

New Test Coordinators

Please review your state's ACCESS for ELLs 2.0 checklist for a complete list of all tasks that must be completed before, during, and after testing. Prior to testing, training will include completing training modules online, reviewing this manual, and reviewing other test protocol documents as required by your state.

Returning Test Coordinators

Welcome to another year with ACCESS for ELLs 2.0! We recommend that you take a look at your state's ACCESS for ELLs 2.0 checklist to review the tasks you should complete for the upcoming year. Note that some tasks may have changed, and not all states will require you to retake the complete online training. Returning educators should use this manual as a reference guide and revisit any sections necessary to refresh your understanding of all testing policies and procedures. In the next section, you will find a list of what's new for the 2018-2019 school year.

1.2 About the ACCESS for ELLs 2.0 Suite of Assessments

The ACCESS for ELLs 2.0 suite of assessments includes Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0 Online and Paper, and Alternate ACCESS for ELLs. Each assessment measures students' English language proficiency. English language proficiency describes the language students use in their interactions with peers and teachers in both instructional and social settings.

Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better target and measure younger students' language development, ACCESS for ELLs 2.0 suite of assessments is divided into grade-level clusters.

| ACCESS for ELLs 2.0 Online Grade Clusters | K* | 1 | 2-3 | 4-5 | 6-8 | 9-12 |

| ACCESS for ELLs 2.0 Paper Grade Clusters | K* | 1 | 2 | 3 | 4-5 | 6-8 | 9-12 |

| Alternate ACCESS for ELLs | 1-2 | 3-5 | 6-8 | 9-12 |
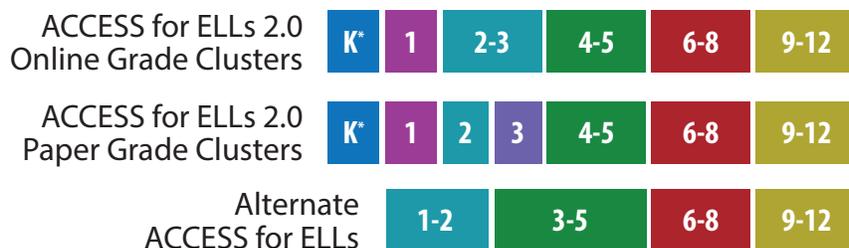
Kindergarten remains an interactive, paper-based kit.

For each grade-level cluster, there is a test in each of the four language domains (Listening, Reading, Writing, and Speaking).

The ACCESS for ELLs 2.0 suite of assessments are designed to allow English language learners (ELLs) the opportunity to show what they can do with academic English language. In that vein, the test items are generally organized into "thematic folders" which is a grouping of several items around a common theme, requiring fewer cognitive leaps between test items over the course of the test. Additionally, each of the assessments has some form of adaptivity built in, to allow a student to see items best suited for his/her ability. These and other defining features of each assessment in the suite are outlined in the following table.

Test Coordinators should become familiar with each assessment that will be administered within their district.

Basics of the ACCESS for ELLs 2.0 Suite of Assessments				
	Kindergarten ACCESS for ELLs	**ACCESS for ELLs 2.0 Paper**	**ACCESS for ELLs 2.0 Online**	**Alternate ACCESS for ELLs**
Audience	Kindergarten students who have been identified as English language learners.	Students in Grades 1-12 who have been identified as English language learners.	Students in Grades 1-12 who have been identified as English language learners.	Students in Grades 1-12 who have been identified as English language learners with significant cognitive disabilities.
Grade-level Clusters	K	1, 2, 3, 4-5, 6-8, 9-12	1, 2-3, 4-5, 6-8, 9-12	1-2, 3-5, 6-8, 9-12
Language Domains Assessed	Speaking Listening Reading Writing			
Task Format	Selected response (Listening, Reading) Constructed response (Writing, Speaking)			
Standards	Social and Instructional Language Language of Language Arts Language of Mathematics Language of Science Language of Social Studies *(Not applicable for Alternate ACCESS for ELLs)*			

Basics of the ACCESS for ELLs 2.0 Suite of Assessments				
	Kindergarten ACCESS for ELLs	**ACCESS for ELLs 2.0 Paper**	**ACCESS for ELLs 2.0 Online**	**Alternate ACCESS for ELLs**
Tiers	Not Tiered	A and B/C	Reading and Listening: N/A Speaking: Pre-A, A, B/C Writing: A, B/C	Not Tiered
Tasks based on	Model Performance Indicators	Model Performance Indicators	Model Performance Indicators	Alternate Model Performance Indicators
ELD Levels Reported	1.0-6.0	1.0-6.0	1.0-6.0	A1-A3 and P1- P3 (P3 in Writing only)
Administration format	All domains are individually administered.	Reading, Listening, and Writing may be group administered. Speaking is individually administered.	All domains may be group administered.	All domains are individually administered.
Adaptivity	The Kindergarten assessment includes stopping rules for when a student hits his/her ceiling.	Tiered forms (A and B/C) are provided to allow students to see items best suited for his/her proficiency level. These forms are fixed.	Computer allows for instantaneous adaptivity: Listening and Reading test items are presented to students based on their performance on items they have already completed. Speaking and Writing placement is based on a student's Listening and Reading Performance.	Semi-adaptive testing includes multiple cues to allow students the opportunity to respond, and stopping rules for when a student hits his/her ceiling.
Anticipated Administration Time	About 45 minutes per student	Listening: up to 40 minutes Reading: up to 45 minutes Speaking: up to 35 minutes Writing: up to 65 minutes	Listening: up to 40 minutes Reading: up to 35 minutes Speaking: up to 30 minutes Writing: up to 65 minutes	Listening: 20 minutes Speaking: 20 minutes Reading: 20 minutes Writing: 20 minutes
Scoring	All domains are scored locally by the Test Administrator, with overall scores calculated by DRC.	Speaking scored locally by the Test Administrator. Listening, Reading, Writing, and Overall score are scored centrally by DRC.	All domains and Overall score are scored centrally DRC.	All domains are scored locally by the Test Administrator, with overall scores calculated by DRC.

About the WIDA English Language Development Standards

The ACCESS for ELLs 2.0 suite of assessments is grounded in the WIDA English Language Development (ELD) Standards for Kindergarten through Grade 12. The WIDA ELD Standards were developed with input from leaders in the field and from educators in WIDA member states. This process was also informed by the latest developments in both English language development research and states' content standards for college and career readiness.

The WIDA ELD Standards divide the continuum of language development into six proficiency levels. These six levels are described by the Performance Definitions, which outline the progression of English language development. For more information on the WIDA ELD Standards and Performance Definitions, see the WIDA website (wida.wisc.edu).

1.3 Who to Contact

Question or Concern	Contact
• WIDA Secure Portal Accounts • ACCESS for ELLs 2.0 Certification and Training Courses • 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 WIDA AMS)
  • Materials Ordering and Additional Materials
  • Adding and editing students in Student Management
  • Adding and editing test sessions and printing test tickets
  • Test tickets
  • Data Validation
  • Viewing and Downloading Student Reports
• Materials Receipt, Inventory, and Return
• Labeling of test booklets (Pre ID, District-School, and Do Not Process labels)
• INSIGHT and TSM Installation, Functionality, and Troubleshooting
• Unique situations regarding paper materials
  • Handling damaged materials
  • When to transcribe
	DRC Customer Service
	WIDA@datarecognitioncorp.com
	855-787-9615

• State-specific policies and procedures
  • Administration schedule
  • Accommodations
  • Testing Irregularities/ Breaches of Administration
	State Education Representative
	For contact information, visit the visit the WIDA Consortium page of the WIDA website.

Section 2: General Coordination Information

This section provides an overview of the work that must be done at the school and district level in order to deliver ACCESS for ELLs 2.0 efficiently and appropriately. Details about specific jobs and roles are provided in later sections.

2.1 ACCESS for ELLs 2.0 Testing Resources and Updates

- **WIDA Website:** New for the 2018-19 school year, the WIDA website (wida.wisc.edu) has been redesigned to streamline the resources educators most commonly access. On the previous ACCESS for ELLs 2.0 webpage and tabs, information and links to testing resources were scattered among several locations. On the new website, these testing and training resources have now all moved behind the WIDA Secure Portal (portal.wida.us) login and can be accessed in one, easy-to-use place. In order to access testing materials and training and technology resources, all educators who coordinate or administer ACCESS for ELLs testing will now need a login to the WIDA Secure Portal. Your state's ACCESS for ELLs 2.0 checklist contains information on how to create new WIDA website accounts. If you previously had an account for the WIDA website, you are able to use the same login information as in past years.

- **WIDA Logo:** You may notice that the WIDA logo has been redesigned! Test materials, both printed and online, will now have an updated version of this logo for the 2018-19 school year. The logo on training materials will be updated on a rolling basis in both 2018-19 and 2019-20.

- **ACCESS Paper Tiers:** Starting in the 2018-19 school year, tiers on the ACCESS for ELLs 2.0 Paper test will be combined from Tiers A, B, and C to Tiers A and B/C for the Listening and Reading domains. The Speaking and Writing domains remain unchanged from past years—these two domains were already divided into Tiers A and B/C. Please note that this update does not impact the online assessment. Additional guidance on ACCESS Paper tier placement, as well as an updated tier placement protocol, can be found in Section 3 of this manual.

- **ACCESS Online Test Practice:** WIDA recognizes that the embedded test practice students see in ACCESS for ELLs 2.0 Online should reflect student abilities and realistically represent the test items. For 2018-19, WIDA has enhanced the Speaking and Writing test practice with additional tier options as well as updated test practice items for the ACCESS for ELLs 2.0 Online writing assessment.

- **State-Specific Information:** The location of state-specific documents and resources has now been consolidated with the WIDA website redesign, and all state-specific information can now be found on your state's page. Please note that the State-Specific Directions, previously included in shipments, is now an online resource available on your state's page. To access your state's page, go to the WIDA Consortium page of the WIDA website (wida.wisc.edu).

- **Nondisclosure and User Agreement (NDUA):** Users who log in to the WIDA Secure Portal automatically agree to the NDUA. Printed copies will no longer be included in material shipments. Most educators involved in testing will require access to the Secure Portal, and will therefore

have already agreed to the terms of the NDUA. In rare instances where someone involved in test administration does not have and will not need an account on the WIDA Secure Portal, an electronic version of the NDUA is available to print and sign. Any paper copies should be kept for your records and should not be returned to DRC.

- **Braille: ACCESS for ELLs 2.0 Paper:** Braille accommodated forms will now be available in Unified English Braille (UEB) for Grades 6-8 in addition to the previously available Grades 1-5 forms. Additionally, the Braille Kit will now include the Speaking Test Booklet when shipped; a separate order for the Speaking Test Booklet is no longer required.

Testing Resources

The following information outlines materials and resources frequently used during ACCESS for ELLs 2.0 test administration preparation. All materials listed and additional information and updates regarding ACCESS for ELLs 2.0 for the 2018-19 school year can be ffound on the Test Preparation and Administration page of the WIDA website.

Resource	Description
Your State's ACCESS for ELLs 2.0 Checklist	Enables you to assign and document completion of the range of tasks that are required to administer ACCESS for ELLs 2.0. The state checklist indicates who typically handles each task in your state, along with any state-specific guidance. More information about the checklist is found in the following section of this manual.
WIDA Website (wida. wisc.edu)	Redesigned for the 2018-19 school year to streamline access to test training and preparation materials. All materials related to testing now live in the WIDA Secure Portal (see below), which requires a login. The exception to this is the student test practice items for ACCESS for ELLs 2.0 Paper and Online. Those can be found on the Student Preparation page.
WIDA Secure Portal (portal.wida.us)	Contains resources needed for training and test preparation, as well as documents to support educators before, during, and after testing. A login is required to access the WIDA Secure Portal. The Training Course portion of the WIDA Secure Portal contains training tutorials and resources for all WIDA assessments, including ACCESS for ELLs 2.0. The training course is used by Test Administrators to become certified to administer the ACCESS for ELLs 2.0 suite of assessments and by Test Coordinators to monitor certification progress. More information about the training course, including how to log in, is found in the following section of this manual.
ACCESS for ELLs 2.0 District and School Test Coordinator Manual (this document)	Explains all coordination responsibilities and tasks related to the implementation of the ACCESS for ELLs 2.0 suite of assessments.
ACCESS for ELLs 2.0 Test Administrator Manual	Focuses on all tasks and responsibilities of the Test Administrators, immediately before, during, and immediately after testing.

Resource	Description
ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement	Highlights test administrative considerations, universal tools, and accommodations for individual ELLs, in order to produce valid assessment results. The supplement is intended for district and school-level personnel as well as decision-making teams, including Individualized Education Program (IEP) teams and 504 Plan teams, as they prepare for and implement ACCESS for ELLs 2.0. The information provided in the supplement applies to all ELLs who take ACCESS for ELLs 2.0 (Paper or Online), Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. Please check with your state regarding specific accommodation policies for English language proficiency tests. The accessibility features and accommodations specified and described in the supplement are recommendations only and do not replace or amend state policies.
WIDA Assessment Management System (AMS) User Guide	Covers the functionalities and capabilities of WIDA AMS, as well as detailed information on how to perform different tasks throughout testing. More information about WIDA AMS and the WIDA AMS User Guide is found in the following section of this manual.
DRC INSIGHT Technology User Guide (online only)	Describes how to configure, install, manage, and troubleshoot the DRC INSIGHT Online Learning System, the secure, Web-based, online testing interface. The Technology User Guide is designed primarily for the Technology Coordinators (TCs) who are responsible for setting up and managing online testing and ensuring their systems work effectively and securely.
Technology Readiness Checklist for WIDA Online Assessments	Designed to be used by Technology Coordinators and other educators within schools and districts who are involved in technology setup, as they prepare to administer ACCESS for ELLs 2.0 Online and/or WIDA Screener Online. The checklist is designed to identify various factors that a site should address to provide a positive student online testing experience. The checklist is organized by the timeframes and categories of the activities.

Summary of Training Materials Available for Each Role

The following table outlines common testing roles and the key resources that are important for educators in these roles to reference. Your state's checklist contains state-specific information on which resources to review based on your role.

Role	Materials Available
All Roles	The WIDA Assessment Management System (AMS) User Guide The WIDA Website (including webinars) Online test: test demo and practice test items located at wida-ams.us Paper test: Sample Items for the Public located on the Student Preparation page of the WIDA website.
Test Coordinators	Your state's ACCESS for ELLs 2.0 checklist The District and School Test Coordinator Manual The Accessibility and Accommodations Supplement Facilitator Toolkit Test Administrator and Technology Coordinator training materials (see below)
Test Administrators	Your state's ACCESS for ELLs 2.0 checklist The Test Administrator Manual The Accessibility and Accommodations Supplement Online test: training course tutorials and quiz Paper test: training course tutorials, Speaking Scoring module and quizzes
Technology Coordinators (online only)	The Technology Readiness Checklist Technology User Guide Additional reference materials located in the WIDA Secure Portal.

2.2 Test Security

All materials for ACCESS for ELLs 2.0 are considered secure test materials during testing. Therefore, it is important to take the appropriate measures to maintain confidentiality of all testing materials. All users of the WIDA website will be prompted to read and sign a Non-Disclosure and User Agreement (NDUA) upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) and INSIGHT test engine are also subject to the terms of use outlined in WIDA AMS. See the WIDA AMS subsection later in this section for more information about WIDA AMS. Users will be prompted to agree with the test security policy upon their first login.

Test Security Reminders

- Keep personal information and test materials secure.
- Test Coordinators should track all secure booklets on the ACCESS for ELLs 2.0 Security Checklist.
- Ensure that online test content does not remain open unattended on screens before or after testing.
- Ensure that any paper material is secure and treated as secure test materials. Do not leave materials unattended before or after testing.
- Ensure that no specific information about the content of the test or test materials are shared with students or their families prior to or after testing.
- Collect all test materials from Test Administrators and place all secure material in locked storage.
- Do not duplicate any secure test material.
- Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores.
- Secure documents that must be returned to DRC should never be destroyed, except in cases of soiled material.
- District and school personnel must also adhere to state specific test security procedures.

If test security has been compromised in any way, please contact your state education agency to determine remediation steps.

2.3 Responsibilities for Testing

Your State's ACCESS for ELLs 2.0 Checklist

WIDA has worked directly with your state education agency to update the ACCESS for ELLs 2.0 checklist for the 2018-2019 school year. This list highlights in detail all tasks that need to be completed before, during, and after testing within a school or district and outlines which tasks are assigned to Test Coordinators and Test Administrators. It also provides additional procedures from your state that must be followed as you prepare for and administer ACCESS for ELLs 2.0.

As a Test Coordinator, it is your responsibility to review your state's checklist in detail prior to completing any training and work with Test Administrators and Technology Coordinators in your school or district. Should you function in multiple roles within your school or district, please complete all necessary tasks on the checklist that pertain to each role you fill. Please review this carefully as policies and procedures have been updated to reflect your state's most current practices. Your state's checklist can be found on your state's page on the WIDA website.

Responsibilities of the Test Coordinator

The Test Coordinator facilitates overall test administration from start to finish. He or she manages logistics and coordinates assignments and communication between Technology Coordinator(s), Test Administrator(s), and classroom teachers. The Test Coordinator is also the main contact with Data Recognition Corporation (DRC), the company responsible for delivering, scoring, and reporting on ACCESS for ELLs 2.0. **Please refer to your state's checklist within the training course for a comprehensive list of tasks.**

Responsibilities of a District-Level Coordinator

In most states, District Test Coordinators oversee test preparation, materials management, test administration, and materials return. WIDA strongly encourages District Test Coordinators to become familiar with the test material policies as materials ordering and, in particular, additional materials ordering require special considerations and coordination at the district level. More information on district responsibilities related to testing materials can be found in Section 3 of this manual.

Responsibilities of the Technology Coordinator (Online Only)

The Technology Coordinator provides technological support prior to and during the online test administration. He or she coordinates the successful installation, deployment, and configuration of the testing software throughout the district. The Technology Coordinator will review with all Test Coordinators and Test Administrators how to access the software and how to resolve basic technical issues prior to or during testing. It is important for the assessment/ELL team to work with the district technical team ahead of testing. Technical issues like access to the network and whitelisting can crop up and a healthy relationship among all members of the team can expedite problem solving. It is recommended that the team members meet at the beginning of the school year to introduce themselves, summarize the WIDA program and why technical assistance is needed, and review the technical team's task list. **Please refer to the Technology Readiness Checklist within the Training Course for a comprehensive list of tasks.**

Responsibilities of the Test Administrator

The Test Administrator gives the assessment and monitors students while they complete it. He or she is also responsible for managing student data prior to, during, and after testing. **Please refer to your state's checklist within the training course for a comprehensive list of tasks assigned to each role in your state.**

2.4 Training for Test Coordinators

WIDA recommends that Test Coordinators be familiar with the training course associated with each assessment that will be given in their district or school. In addition, Test Coordinators who will also administer the test must complete applicable training course tutorials for each assessment they will administer. Please refer to your state's ACCESS for ELLs 2.0 checklist for more detailed information on which tutorials and tasks you should complete.

WIDA Secure Portal-Training Course

The WIDA Secure Portal provides an online training course for the ACCESS for ELLs 2.0 suite of assessments and proof of certification to district and school personnel. Here, educators can complete all requirements to become certified to administer ACCESS for ELLs 2.0. Within the WIDA Secure Portal, you will also find additional materials and resources that will be valuable before, during, and after your state's testing window.

Depending on your state, it may be the responsibility of the Test Coordinator to create WIDA user accounts for Test Administrators. Refer to your state's checklist for more information on how accounts are created in your state. Please contact the WIDA Client Services Center at help@wida.us for assistance with account creation.

WIDA user accounts provide access to the training course and Facilitator Toolkit within the WIDA Secure Portal. Google Chrome is the preferred browser for viewing training modules. All training course users are subject to the terms and conditions outlined in the Non-Disclosure and User Agreement (NDUA) agreed to on initial log in.

The WIDA Secure Portal can be accessed by logging in from the WIDA website homepage (See Figure 1). After logging in, you will be directed to the Secure Portal homepage.

Figure 1. My Account and Secure Portal

On this page, you can do the following:

- Navigate to the various training course components
- Update personal account information, including your district and school information
- Access personal training records
- Access the Facilitator Toolkit for resources to be used by local trainers
- View important documents and resources related to test preparation and administration

Ideally, training should take place 2-3 weeks prior to administration of the test. The training course may be completed in one sitting or in as many sessions as necessary. Within the secure portal, you will see several tiles labeled with the names of the different assessments (e.g., Kindergarten, Alternate ACCESS, Grades 1-12, etc.). Select a tile to begin training.

Refer to your state's WIDA webpage to determine whether your state or district has selected the online or paper test for Grades 1-12. If a Test Administrator will administer both the paper and online tests, both training course components must be completed.

The ACCESS for ELLs 2.0 Online and Paper training courses are made up of tutorials that outline important information to know before, during, and after testing. Your state's ACCESS for ELLs 2.0 checklist contains information on which roles (Test Coordinator, Test Administrator, etc.) should view which tutorials.

Each assessment's training course has a general administration quiz, which educators must pass with a score of 80% or higher in order to become certified to administer the assessment. WIDA recommends taking the quiz immediately after completing the training. There is no limit to the number of quiz attempts.

The following information outlines the requirements for the completion of each training course.

Kindergarten ACCESS for ELLs
- Training pages and video
- Kindergarten Administration Quiz, passed with a score of at least 80%

Alternate ACCESS for ELLs
- Training pages and tutorial
- Alternate Test Administration Quiz, passed with a score of at least 80%

ACCESS for ELLs 2.0 Paper
- Test preparation and administration tutorials
- If you are only administering the Listening, Reading and Writing domains, you must take the Paper Administration Quiz with a passing score of 80% or higher.
- If you also administer and score the Speaking test, you are required to go through the Speaking Scoring module series and pass the applicable Speaking Quiz (Grades 1-5 and/or 6-12) with a score of 80% or higher.

ACCESS for ELLs 2.0 Online
- Test preparation and administration tutorials
- Online Administration Quiz, passed with a score of at least 80%

Training Certificates

Once a score of 80% or higher is earned on an administration quiz, the training certificate within the WIDA Secure Portal will be updated to reflect your status as a certified Test Administrator for that component of the assessment suite. Records of training will be available within the secure portal on the "My Training & Quiz History" page, and you can print a certificate listing completed training components by clicking "My Training Certificate."

Figure 2. Training Certificate and Quiz Icons

Test Coordinators can also view Test Administrators' completion of the training courses within the WIDA Secure Portal by clicking on the Account Management & Training Status tile.

Figure 3. Account Management & Training Status Tile

If a District Test Coordinator would like to edit or make changes to the account of a Test Administrator, for example, if an educator has left the district, the WIDA Client Services Center can provide state-specific steps that should be taken.

2.5 Accessibility and Accommodations

Detailed accommodations information can be found in the ACCESS for ELLs 2.0 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 ELLs, 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 ELLs.
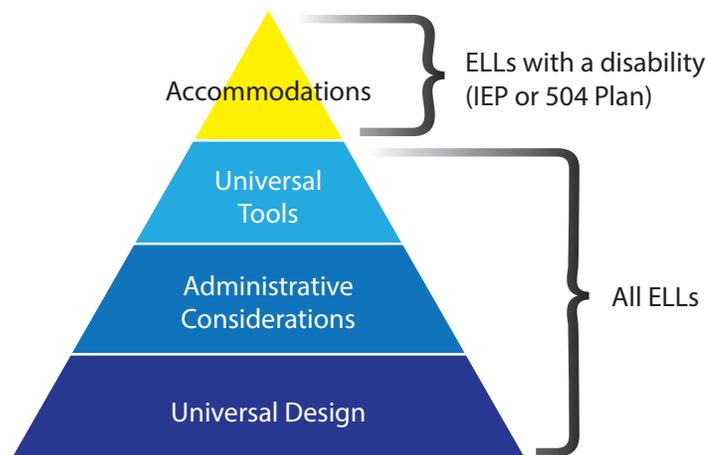
Figure 4. WIDA Accessibility and Accommodations Framework

To protect the validity of the ACCESS for ELLs 2.0 suite of assessments, only those accessibility supports 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.

Be sure to refer to your state's accommodations policies for English language proficiency assessments for specific guidance prior to administering the ACCESS for ELLs 2.0 suite of assessments to students with disabilities.

2.6 WIDA Assessment Management System (WIDA AMS)

WIDA AMS (www.wida-ams.us) is the interface that allows educators to complete various administrative functions/coordination tasks for the ACCESS for ELLs 2.0 testing program. The purpose of this online administrative portal is to order test materials, edit student demographic information and accommodations, and download the ACCESS for ELLs 2.0 Score Reports. There are a wide variety of tasks that must be completed by using the WIDA AMS; your state's ACCESS for ELLs 2.0 checklist will include information about which tasks should be completed based on your role.

Figure 5. WIDA Assessment Management System (WIDA AMS)

WIDA AMS is accessible with a login provided by DRC, which is separate from the WIDA Secure Portal user account login.

- If you were a Test Coordinator for ACCESS for ELLs 2.0 in 2017-2018, you should already have a login and access to the current administration. If you already have access to WIDA AMS, when you receive permissions for the 2018-2019 administration, you will receive a notification email. No action is needed in response to the email.
- If you are a new Test Coordinator who needs access to WIDA AMS or you are a returning Test Coordinator who cannot access the 2018-2019 administration in WIDA AMS, you should contact **DRC Customer Service** at WIDA@datarecognitioncorp.com or 855-787-9615. When you are granted access to WIDA AMS the first time, you will receive an email from WIDA AMS with a temporary user ID and a link to the website. Follow the instructions on the email to log in and read and accept the Security Agreement.
- If you have accounts in your district that need to be deactivated due to transfers or retirements, this is the responsibility of the District Test Coordinator. The WIDA AMS User Guide provides details on how to deactivate, manage, and add user accounts.

User Roles in WIDA AMS

WIDA AMS defines certain user roles within the system. Each user role has a set of permissions associated with the typical responsibilities of that role. The WIDA AMS User Guide includes a matrix that outlines the permissions available and which roles are assigned these permissions.

Generally speaking, these are the ways in which educators fulfilling different testing roles (Test Coordinator, Test Administrator, Technology Coordinator) will interact with WIDA AMS:

- For paper and online administration, the Test Coordinator manages the testing window of the district to its completion. Responsibilities could include ordering of materials, inventorying of materials, managing of student data and test sessions, tracking and returning all materials, and accessing reports.
- For online administration, the Test Administrator manages the testing sessions at the school to its completion. Responsibilities could include preparing materials for testing, printing test tickets, marking accommodations, managing test sessions, confirming materials and test sessions are accurate and complete, and returning materials to the district.

- The Technology Coordinator manages the installation and deployment of the software and confirms that it is working correctly prior to testing and that all administrators are trained in accessing the software and handling basic troubleshooting of technical issues.

Administrator Management

As a District Test Coordinator, you are responsible for the creation and management of all user accounts within WIDA AMS for your district. The accounts and the roles are based on a hierarchy system ranging from District Coordinator or School Coordinator, to Test Administrator. Permissions can be assigned in default permissions sets or one by one depending on the transparency and responsibility you would like to give to the users in your district. For security purposes, neither WIDA Client Services nor WIDA DRC Customer Service can create accounts or assign permissions to users. These are solely the responsibility of the District Test Coordinator. For more information on the types of permissions and roles, please refer to the WIDA AMS User Guide.

Using WIDA AMS—Paper versus Online

It is important to note that in conjunction with the general uses outlined below, all Test Coordinators must adhere to state specific guidelines and policies. In addition to ACCESS for ELLs 2.0 Paper and Online-based assessments, the information below highlights Kindergarten and Alternate ACCESS for ELLs in both administration scenarios. Please review your state's ACCESS for ELLs 2.0 checklist for a full understanding of the tasks you are responsible for completing in WIDA AMS.

ACCESS for ELLs 2.0 Online	ACCESS for ELLs 2.0 Paper
Materials Ordering Submit counts for Kindergarten, Alternate, Braille, Large Print, **and** Online ACCESS for ELLs 2.0 **Additional Materials** Order additional materials	**Materials Ordering** Submit counts for Kindergarten, Alternate, Braille, Large Print, **and** Paper ACCESS for ELLs **Additional Materials** Order additional materials
Student Management • Edit Pre-ID data for booklets with Pre-ID Labels that contain errors • Marking accommodations and Do Not Score Codes for Paper and Online • For online testers, edit student information, add new students, set-up test sessions, and print test tickets • Monitor student test progress	**Student Management** • Edit Pre-ID data for paper testers whose Pre-ID Labels contain errors • Marking accommodations and Do Not Score Codes for students whose test booklets will have Pre-ID Labels may be completed on the booklet or WIDA AMS
Test Management Manage test sessions	
Data Validation Validate and edit student information from Pre ID data, WIDA AMS Student Management, and bubbled data	**Data Validation** Validate and edit student information from Pre ID data, WIDA AMS Student Management, and bubbled data
Report Delivery Access district, school, and student reporting including translated reports	**Reporting** Access district, school, and student reporting including translated reports

Student Data and Test Sessions in WIDA AMS for Online Test Administration

Student data will be loaded into WIDA AMS. The Test Administrator can use WIDA AMS to verify each student's demographic information. If a student is missing from WIDA AMS, the Test Administrator can ask the District Test Coordinator to add him or her into the system (online only). For more information on viewing, adding, and editing student data in WIDA AMS, please see the WIDA AMS User Guide.

Students loaded into WIDA AMS from the Pre-ID or via the Upload Multiple Students functionality will automatically be placed into generic test sessions based on grade-level cluster and domain. If desired, these generic test sessions can be renamed, edited, or deleted. The Test Coordinator will also use WIDA AMS to create new or additional test sessions and add or remove students from test sessions.

Important: while all Pre-ID data is to be updated in WIDA AMS (paper and online students), paper testers do not need to be added to test sessions.

For more information on test sessions in WIDA AMS, see the *WIDA Assessment Management System User Guide,* which is available on the WIDA website and directly from WIDA AMS.

WIDA AMS User Guide

To better understand the functionalities and capabilities of WIDA AMS, the WIDA Assessment Management System User Guide is available for detailed information on how to perform different tasks throughout testing. This guide is available on the WIDA website.
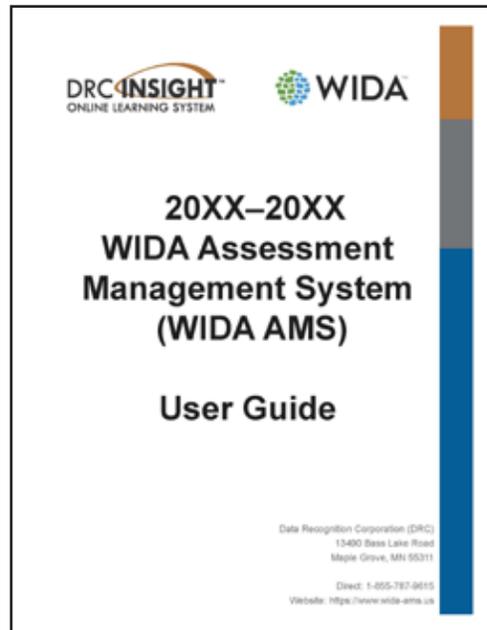
Figure 6. WIDA AMS User Guide

Section 3: ▶ Materials Management

This section provides specific information on placing the initial materials order, receiving the test materials, inventorying the materials received, labeling test booklets, and ordering additional materials.

3.1 Ordering Materials

In many cases, materials ordering is completed by district Test Coordinators; however, some state education agencies order materials for their districts. Please review your state's ACCESS for ELLs 2.0 checklist to determine whether test materials ordering is completed at the state or district level during each of the state-specified ordering windows. The WIDA AMS User Guide contains complete instructions for ordering materials, both during the initial order window and the additional orders window, for those districts that order their own materials.

All ordering of test materials, for both online and paper-based assessments, must be completed via WIDA AMS. Test materials ordering procedures must be followed to ensure that the appropriate test materials are provided. See your state's member page on the WIDA website for your state's specific ordering dates.

There are two test materials ordering windows: one for the initial order (Test Materials Ordering Window) and one for additional materials (Additional Materials Ordering Window). When ordering materials, it is important to note which type of order you are making, as there are different processes for the different types of orders.

Ordering Considerations—ACCESS for ELLs 2.0 Paper

It is important to note that WIDA and DRC will include overage for both schools and districts to ensure that sufficient quantities are available. As part of the effort to streamline test materials across a district and reduce waste, all educators involved in ACCESS for ELLs 2.0 testing within a district should be aware that this overage is available for use across a given district. Overage is included automatically and does not need to be manually added when completing your initial materials order.

ACCESS for ELLs 2.0 Paper is divided into two tiers: A and B/C. Each tier assesses a different range of language proficiency. Therefore, to ensure the best possible testing experience for every student and the most meaningful results, it is necessary to place individual students into the tier that best matches his or her proficiency level.

The selection of a student's tier is best made by his or her teachers, based on the information they have about the student's language proficiency. Criteria may include the student's progress in the classroom as well as test results from past administrations of ACCESS for ELLs 2.0, WIDA MODEL, WIDA Screener, and/or the W-APT.

In 2018-19, WIDA is changing the tier structure of ACCESS Paper. This year, the Tier B and Tier C test forms are being consolidated into a single Tier B/C test form for the Listening and Reading domains.

The Speaking and Writing domains remain unchanged from past years—these two domains were already divided into Tiers A and B/C. The consolidated Tier B/C Listening and Reading test forms will target Proficiency Levels (PLs) 3-5.

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
TIER A is most appropriate for English language learners who - have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR - currently receive literacy instruction ONLY in their native language, OR - have recently tested at the lowest level of English language proficiency		**TIER B/C** is most appropriate for English language learners who - have social language proficiency and are beginning to approach or have acquired academic language proficiency in English, OR - have acquired some literacy in English or are approaching grade level literacy in English, OR - will likely meet the state's exit criteria for support services by the end of the academic year			Level 6 - Reaching

Figure 7. Tier Placement Protocol

Like every year, educators need to consider the appropriate tier for ELLs who are taking ACCESS Paper. WIDA recommends that educators make few changes in student tier placement as a result of the new tier structure. Please see the following table for WIDA's recommendations on tier placement. WIDA has also included guidance based on students' previous scores attained on either ACCESS for ELLs 2.0 or on WIDA Screener.

Tier Placement through 2017-18	Tier Placement in 2018-19	PL score guidance
A	A	Overall PL 2.0 or below
B	B/C	Overall PL above 2.0
C	B/C	NA

Additional Considerations
- **Noteworthy Progress:** Some students who previously scored in the 1.0-2.0 range may have demonstrated significant growth since they were last tested and may be ready to take the Tier B/C ACCESS Paper test forms. Local educators are the best judges of a student's appropriate test tier.
- **English Literacy Development:** Educators may want to keep in mind their students' literacy skills. Students who have emerging levels of English literacy can find the ACCESS for ELLs Tier B/C Writing test challenging, and younger students, particularly those in Grade 1, can find the ACCESS for ELLs Reading test challenging.
- **State and District Guidance:** States may wish to provide more specific guidance on PL scores used to determine tier placement. More information on state guidance can be found on your state's ACCESS for ELLs 2.0 Checklist.

If you have any questions about tier placement for your students, please contact the WIDA Client Services Center (help@wida.us).

Ordering Considerations—ACCESS for ELLs 2.0 Online

Student performance on the Listening and Reading tests will determine the appropriate tier that the student will take in the Writing and Speaking tests. Note that during testing for students who require a Writing Response Booklet, a Tier Placement Report must be completed after Listening and Reading to identify which booklet (A or B/C) the student should receive. The WIDA AMS User Guide contains instructions for running the Tier Placement Report.

Grades 1-3 Writing Test Booklets

All Grades 1-3 online testers will hand-write their responses in a Grades 1-3 Writing Test Booklet. Even though their writing response is handwritten in a booklet, these students are still considered online test takers. Grades 1-3 Writing Test Booklets are available in two tiers: A or B/C. For ordering purposes, DRC will use a calculated ratio to determine the number of Tier A and Tier B/C Writing Test Booklets to provide at each grade-level cluster (Grade 1 and Grades 2-3) based on the total student counts for these grades as provided in WIDA AMS.

As Needed—Writing Response Booklets for Online Writing Grades 4-12

For Grades 6-12, all students will view the Writing prompts on the screen. The default response mode is keyboarding. For Grades 4-5, all students will view the Writing prompts on the screen. Each state will determine whether the default response mode for students in Grades 4-5 will be keyboarding or handwriting. This information is provided on your state's page on the WIDA website.

For sites where the default response mode is keyboarding across Grades 4-12, Writing Response Booklets for Grades 4-12 for instances where students may need to hand write instead of keyboard their response will need to be ordered during the Additional Materials Window.

For sites where the default response mode is handwriting for Grades 4-5, DRC will use the total number of Grades 4-5 student counts provided in WIDA AMS to determine how many Writing Response Booklets to provide. In instances where Grades 6-12 students may need to hand write instead of keyboard their response, Writing Response Booklets should be ordered during the Additional Materials Ordering Window.

In instances where not enough Writing Response Booklets are provided for a certain tier and grade-level cluster, Test Coordinators may order additional booklets through WIDA AMS. Information on ordering additional materials can be found in the WIDA AMS User Guide.

Ordering Materials in WIDA AMS

Materials are ordered separately for each participating school. Materials are assigned and distributed to individual schools and each school is given the appropriate amount of testing materials and labels. Materials cannot be ordered at the district level. **Ordering windows will not be extended for late entries.** Any district that did not order materials during the initial materials ordering window will need

to wait to order materials during the Additional Materials Ordering Window, roughly two weeks prior to testing. Refer to your state's page on the WIDA website to know when your initial materials ordering and additional materials ordering windows are for your district.

For in-depth instructions on ordering, please review the WIDA AMS User Guide.

3.2 Materials Receipt and Inventory

Testing materials are delivered either to districts (Ship-to-District) for distribution to schools or directly to schools (Ship-to-Schools) depending on state policy. The materials shipment arrives before the start of testing and contains all testing materials. Please see your state's page on the WIDA website for the delivery date. All materials shipped are secure and must be signed for upon delivery.

Receipt of Materials

For ship-to-district sites, each school's materials are packaged separately in one or more boxes. The materials packaged in each school's box will exactly match the number of testing materials ordered for the school with no overage. Overage test materials for ship-to-district sites are sent within the district specific boxes as well as the school-specific boxes. Use the School Box Range Sheet to separate the boxes by school and confirm that the correct number of boxes was received.

For ship-to-school sites, schools will receive the materials directly. Overage for ship-to-school sites are distributed within each school's shipment and an additional portion of overage will also be sent to districts for distribution as needed throughout testing.

Ship-to-District and Ship-to-School boxes contain the following:

Locate the highest numbered box of the shipment. This is the district box and contains necessary paperwork for test administration and return of test materials at the district level. It contains the following material. • District Packing List (white)* • District Security Checklist (white)* • School Box Range Sheet (white)* • School Packing Lists-District Set (white)* • School Packing Lists (white) • School Security Checklist (white) • Plastic Bags and Ties for Materials Return • Return Materials Instruction Packet	All boxes contain the following items: • Student Labels (Pre-ID, District/School, and Do Not Process) • Testing Materials including Overage (as applicable)

Ship-to-District shipments only.

Alternate ACCESS for ELLs Materials
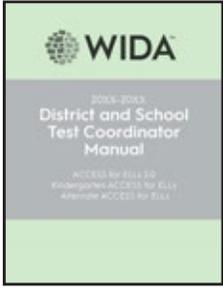Alternate ACCESS for ELLs test materials arrive in the same shipment as ACCESS for ELLs 2.0. They will not be in a separate box. If a box contains Alternate ACCESS for ELLs materials, there will be a blue label on that box to indicate this, but there may also be materials from other assessments, like ACCESS for ELLs 2.0 and Kindergarten ACCESS for ELLs, included within the blue-labeled box.
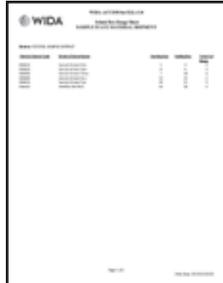
Description of Paperwork

This table provides more information about the paperwork provided in the highest numbered box in your shipment.

Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Packing List	White sheet of paper Summary of materials and quantities shipped to the district or school Range of security barcode numbers for each test item Ship-to-District will receive: • District Packing List • School Packing Lists-District Set Ship-to-School will receive: • School Packing List	Inventorying test materials Keep this document throughout the testing window so materials can be re-inventoried for return shipment.	Yes		No
Security Checklist	White sheet of paper A list of every security barcode number assigned to the district or school Ship-to-District will receive District Security Checklist and a copy of the School Security Checklist Ship-to-school will receive the School Security Checklist	Inventorying test materials Record the name of the Test Administrator who received and returned the test materials You may choose to track at the student level, and instead repurpose the column labeled Test Administrator for recording the name of the student assigned to the booklet.	Yes		No

Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Student Booklet Labels	• Pre-ID Labels (white) • District/School Labels (yellow) • Do Not Process Labels (white/orange)	Apply to student test booklets for Paper, Alternate, and Kindergarten ACCESS for ELLs. For Online ACCESS for ELLs 2.0, please apply only when handwriting is necessary for a given student.	No		Do not return unused District/School and Do Not Process Labels to DRC. Refer to your state's checklist for information on unused Pre-ID Labels.
District and School Test Coordinator Manual	Manual used for coordinator instruction and reference	For Test Coordinator use when ordering, inventorying, scheduling, distributing, monitoring testing, and returning materials. Additional copies can be found in the WIDA Secure Portal.	Yes		No

| Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Test Administrator Manual	Manual used for Test Administrator reference.	Provide to Test Administrators to reference immediately before, during, and after testing. Additional copies can be found in the WIDA Secure Portal.	Yes		No
Plastic Bags for Material Return	Rolls of 5 packaged in the highest numbered box, may also be included in later boxes.	Large, clear plastic bags protecting test books during return shipping. Plastic ties for sealing the bag are also included	N/A		Use as needed, do not return overage to DRC

Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Return Materials Instruction Packet	Provided in the last/highest numbered box, may also be included in later boxes Contains Return Pack and Ship Instructions and DRC Return Labels for ship-to sites (i.e., district in ship-to-district configuration), UPS labels are also included if the site will return materials via UPS	When time to return materials, follow the instructions in this packet and utilize the labels provided	NA		Use as needed, do not return overage to DRC
Ship-to-District only					
School Box Range Sheet	White sheet A cover sheet that documents range of boxes for each school	Confirm the boxes received align with the number ranges on the sheet Use this when distributing to schools to ensure each site receives the correct material	Yes		No

Materials Inventory

Materials inventory can occur at either the district level or the school level depending on district policy. If the district receives materials, but the school inventories them, be sure to distribute materials to school promptly to allow time for inventory. **Regardless of whether the district or school is inventorying materials, a close count of all overage should be kept and monitored at the school and district level so that additional material needs can be met from this overage prior to placing an additional materials order. See the Additional Materials Ordering subsection for more information on this process.**

Use the Packing List (white) and the Security Checklist (white) to inventory the test materials upon delivery. Test Coordinators should use these forms to document the location of secure materials by security code at all times. When secure materials are not returned and show up on the missing material list, they will show up as missing from the school they were initially assigned to, even if they were transferred to another location. You may make copies of these forms. These forms do not need to be returned to DRC. Keep them for your records.

For secure testing materials (i.e. Student Response Booklets), the Packing List documents the security code ranges of the materials in the shipment. Verify that the Packing List security barcode ranges match those on the testing material. Some testing material will be packaged in shrink-wrap with a range sheet (cover sheet) identifying the quantity of booklets and the range of security barcode numbers in the package. These range sheets can be used to inventory the booklets without opening the packages. Do not open packages that you will not be using; return unused materials to DRC in **unopened** packages.
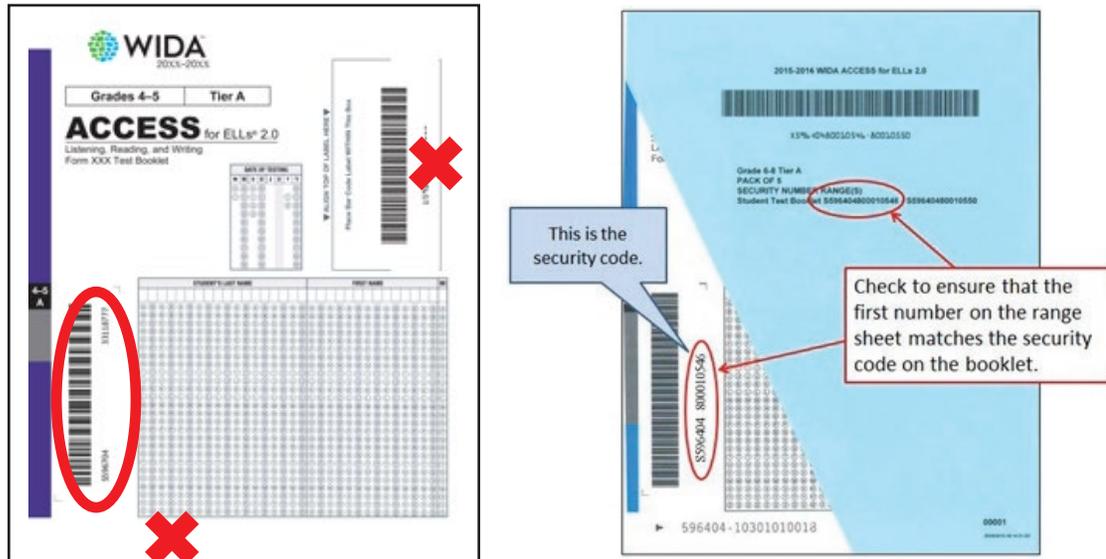
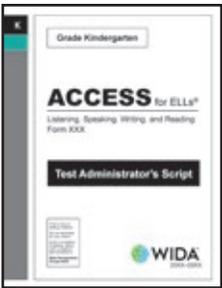**Figure 8. Pack of Test Booklets with Range Sheet**

If you note any discrepancies, reference the Accountability Form under Materials in WIDA AMS. There, you will list the discrepancy in the comments section for the school or district. You should also contact DRC Customer Service to report any material discrepancies in cases where what is on the packing list does not align with the materials received.

Be sure to save the box(es) in which the materials were sent. They will be used to return the materials after testing is completed. If a box is damaged, or if all materials do not fit into the original box(es), a box similar in size and strength from the school may be substituted.

3.3 Description of Secure Test Materials

The following charts are broken down by ACCESS for ELLs assessment. Each chart details the items that are shipped to administer the assessments. These materials are considered secure and must be returned upon completion of testing. All materials must be securely stored before and after testing.

Please note that all materials listed are secure, and as such, cannot be copied for any purpose unless otherwise noted. Any additional materials needed must be addressed with a follow up order. Please see the Additional Material Ordering Section of this manual for more information.

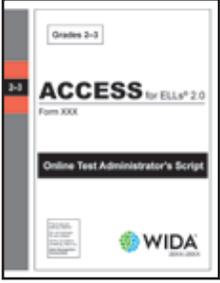| Kindergarten ACCESS for ELLs Secure Test Materials and Their Uses			
Image	**Title**	**Content and Use**	**Return to DRC?**
	Test Administrator's Script (part of Ancillary Kit)	• Always in use by Test Administrator • Contains everything the Test Administrator says • Must be followed exactly	Yes
	Student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

ACCESS for ELLs 2.0 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 CD	• To be used in a CD player or Computer for Listening and Speaking administration • See the Test Administrator Manual for the minimum computer requirements to play the CD	Yes
	Speaking Test Booklet	• 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
	Student 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, collected, and returned to DRC	Yes
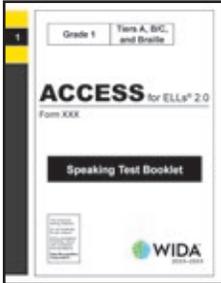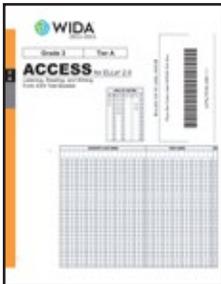
ACCESS for ELLs 2.0 Paper Secure Test Materials and Their Uses			
Image	Title	Content and Use	Return to DRC?
Only if Ordered during Additional Materials Ordering			
	Human Reader Accommodation Script*	• Only for students with specific accommodations • Accompanies the Listening and Speaking portions played on CD	Yes
	Large Print Test Materials	• Only for students with specific accommodations • The kit includes the Test Administrator's Script and Listening and Speaking CD.	Yes
	Braille Test Materials	• Only for students with specific accommodations • The kit includes the Test Administrator's Script, the Speaking Test Booklet, and Listening and Speaking CD.	Yes
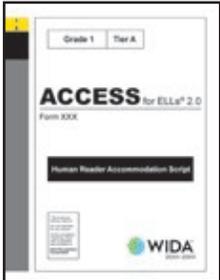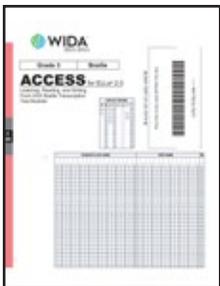
The Human Reader Accommodation Script is intended for use only in cases where students have the specific Human Reader accommodation for ACCESS for ELLs 2.0 Paper. To order this document, please contact DRC Customer Service and have ready the information of the student for whom this accommodation applies. More information about the Human Reader accommodation can be found in the Accessibility and Accommodations Supplement. Please note that this accommodation is not applicable for ACCESS for ELLs 2.0 Online.

ACCESS for ELLs 2.0 Online Secure Test Materials and Their Uses			
Image	**Content**	**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 • Separate scripts for Grades 1, 2-3, and 4-12 • Additional scripts for Grades 4-12 can be found online at portal.wida.us/accesstraining/online	Grades 1 and 2-3 Test Administrator's Scripts should be returned. Grades 4-12 Test Administrator's Scripts are not considered secure and can be discarded at the end of testing.
	Grades 1-3 Writing Test Booklets	• For students to record Writing test responses	Yes
	Grades 4-12 Writing Response Booklets (as applicable)	• For Grades 4-12 students who handwrite Writing responses instead of keyboarding • Booklets for Grades 4-12 may be ordered via WIDA AMS Additional Materials if permitted by state policy • Any booklets needed for Grades 6-12 will only be available via Additional Materials Ordering	Yes

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	Yes

Alternate ACCESS for ELLs Secure Test Materials and Their Uses			
Image	**Title**	**Content and Use**	**Return to DRC?**
	Alternate 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

3.4 Test Booklet Labels

Test booklets will need to be labeled using provided labels. There are three types of labels which may be affixed to a student test booklet:

- Pre-ID Labels
- District/School Labels
- Do Not Process Labels

General Instructions for Labels

- Any booklet that contains student response information must have either a Pre-ID Label or a District/School Label with bubbled student information. Homemade labels of any kind will not be scored. Only WIDA-created labels can be used and scored.
- Before affixing any label to a test booklet, check the label to ensure that the information is correct.
- Affix the appropriate label to each test booklet used by a student. **Test booklets returned without a Pre-ID or District/School Label will not be scored.**
- Carefully place the label squarely in the box located in the upper right-hand corner on the front of the test booklet.
- **Do not remove or cut out any label that has been affixed to the test booklet; this will damage the booklet.** Instead, the label may be covered with another label of the appropriate type.
- **Do not write on the labels, as doing so will not correct information on a label.**
- Booklets that contain Pre-ID or District/School Labels but no student responses will still be scored and a report will be generated for that student.

Pre-ID Labels (White)

Pre-ID Labels contain the name, grade, and other pertinent information about the 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. **Pre-ID labels eliminate the need to complete the demographic page on the back cover of the test booklet; however, the date of testing must be completed on the front cover.**

Pre-ID labels are generated from the Pre-ID data file upload and automatically shipped to the district or school within the materials shipment prior to the testing window. Please review your state's ACCESS for ELLs 2.0 checklist to determine whether Pre-ID data submission is completed at the state or district-level. In the event Pre-ID data submission is completed by the district, review the relevant tutorials and the WIDA AMS User Guide for in-depth instructions.
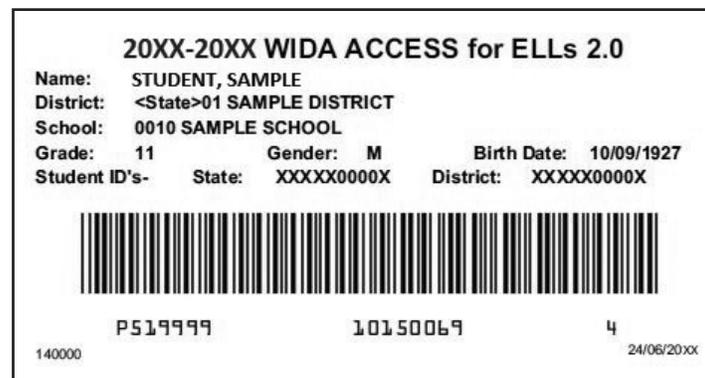
Figure 9. Sample Pre-ID Label

Pre-ID Label Instructions
- Pre-ID Labels are printed on plain white label stock.
- Check the labels carefully to be sure that the information displayed is correct.
- If the information is not correct, you may still use the label. The information should be corrected in WIDA AMS by the Test Coordinator. **Do not write on the labels, as doing so will not correct information on a label.**
  - Student information changes or demographic changes made by writing on a Pre-ID Label or by completing the demographic pages on the front and back cover of the test booklet WILL NOT change the information embedded in the Pre-ID Label. **Embedded Pre-ID Label information will supersede information filled on the demographic pages.** The data must be changed in WIDA AMS. For detailed information on editing Pre-ID data in WIDA AMS, please review the WIDA AMS User Guide.
  - If using a Pre-ID label, the date of testing must still be completed on the front cover of the booklet. Accommodations and Do Not Score fields (back cover) may be bubbled or marked in WIDA AMS.
  - If you do not have a Pre-ID label for a student, the student demographic information must be manually filled in on the front and back covers and the District/School Label must be affixed on the test booklet in order for the test booklet to be processed properly.
  - Schools should securely destroy Pre-ID labels for students who will not be tested.

District/School Labels (Yellow)

District/School Labels only contain the district- and school-specific information. **If a student does not receive a Pre-ID Label, a District/School Label must be affixed and the demographic pages must be completed on the front and back cover of the test booklet, following the directions in the Completing the Demographic Information section.** The label contains a barcode that indicates the test booklet should be processed and scored for the student whose information is provided on the demographics page.
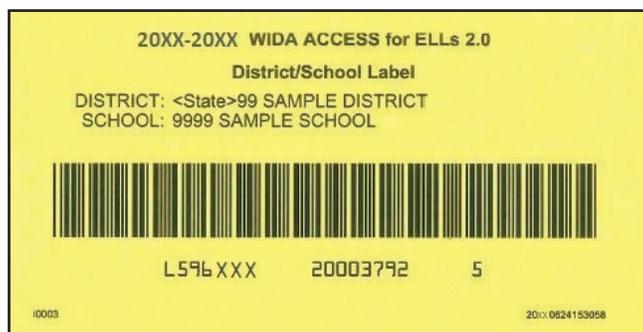
Figure 10. Sample District/School Label

District/School Label Instructions

- District/School Labels are to be used for students who do not receive Pre-ID Labels.
- District/School Labels are printed on yellow label stock.
- The district and school listed on the label must be checked to ensure they are correct. If they are incorrect, contact DRC Customer Service.
- Place the label in the box located in the upper right-hand corner on the front of the test booklet.
- Follow the directions in the Completing the Demographic Information in the following subsection of this section.
- 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.
- District/School Labels are school-specific and may not be shared between schools.
- Each school will receive an ample supply of District/School labels. DRC provides one label for every test booklet ordered plus an overage.
- Every site will receive more than one District/School Label per anticipated student tested, which is considerably more than should be required under normal circumstances. Therefore, additional requests for District/School Labels must be approved by your SEA.

Do Not Process Labels (White with Orange Stripe)

The Do Not Process Label contains a barcode that indicates 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 not be processed even if there are student responses inside.

DRC has preprinted a "blank" barcode space on the front of every test booklet. A "blank" barcode space with no label applied indicates that the test booklet has not been used and should not be processed. **There is no need to place a Do Not Process Label on test booklets that haven't been used.**
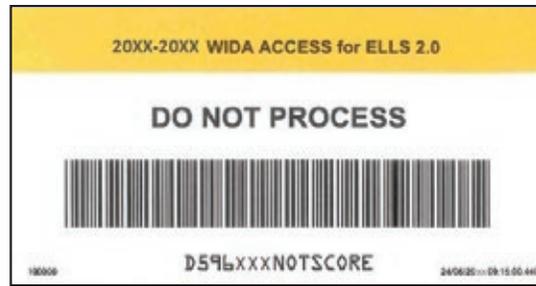
Figure 11. Sample Do Not Process Label

Do Not Process Label Instructions
- Do Not Process Labels are white with an orange stripe across the top.
- Place the label in the box located in the upper right-hand corner on the front of the test booklet. If a Pre-ID or District/School label is in that box, place the Do Not Process Label directly on top of it.
- Do Not Process Labels may be used on booklets that are completed or partially completed. A booklet with a Do Not Process Label on it results in the booklet being checked in as unused. Any student responses will not be captured or scored.

Do Not Process Labels should be used very rarely, so you will receive only a small supply. Do Not Process Labels should be used in the following situations:

- A test booklet becomes torn or damaged. Transcribe the student's answers into a new booklet (making sure to apply a District/School Label and grid student demographic information) and return the torn/damaged booklet to DRC with a Do Not Process Label applied. (Note: Booklets that are soiled by bodily fluids should not be returned to DRC. See Section 5 for instructions on returning materials.)
- A student mistakenly uses one test booklet for one domain and another for the others. Transcribe the student answers from one document to the other and return the partially completed test booklet with a Do Not Process Label applied.
- A Pre-ID or District/School Label is applied to a booklet that is not used by a student. Cover the Pre-ID or District/School Label with a Do Not Process Label. Only used test booklets should be returned with a District/School Label.

Do Not Process Labels should NOT be applied in the following circumstances:

- A booklet is unused and does not contain student responses and/or demographic information. Booklets are pre-printed with a "Blank" barcode, indicating that the booklet is unused. Any used test booklets that need to be scored should be returned with a label (Pre-ID or District/School Label).
- A student did not test because he/she was absent, refused to test, his/her IEP/504 team determined that the student should defer participation, or his/her responses need to be invalidated. In this scenario, the test booklet still needs to be processed with the correct Do Not Score Code associated with it.
  - To have part of the booklet processed, use a Pre-ID or District/School Label and complete the Do Not Score Section on the back of the test booklet. DRC will process the booklet and the Do Not Score Code will be applied to the student record.

Label Placement
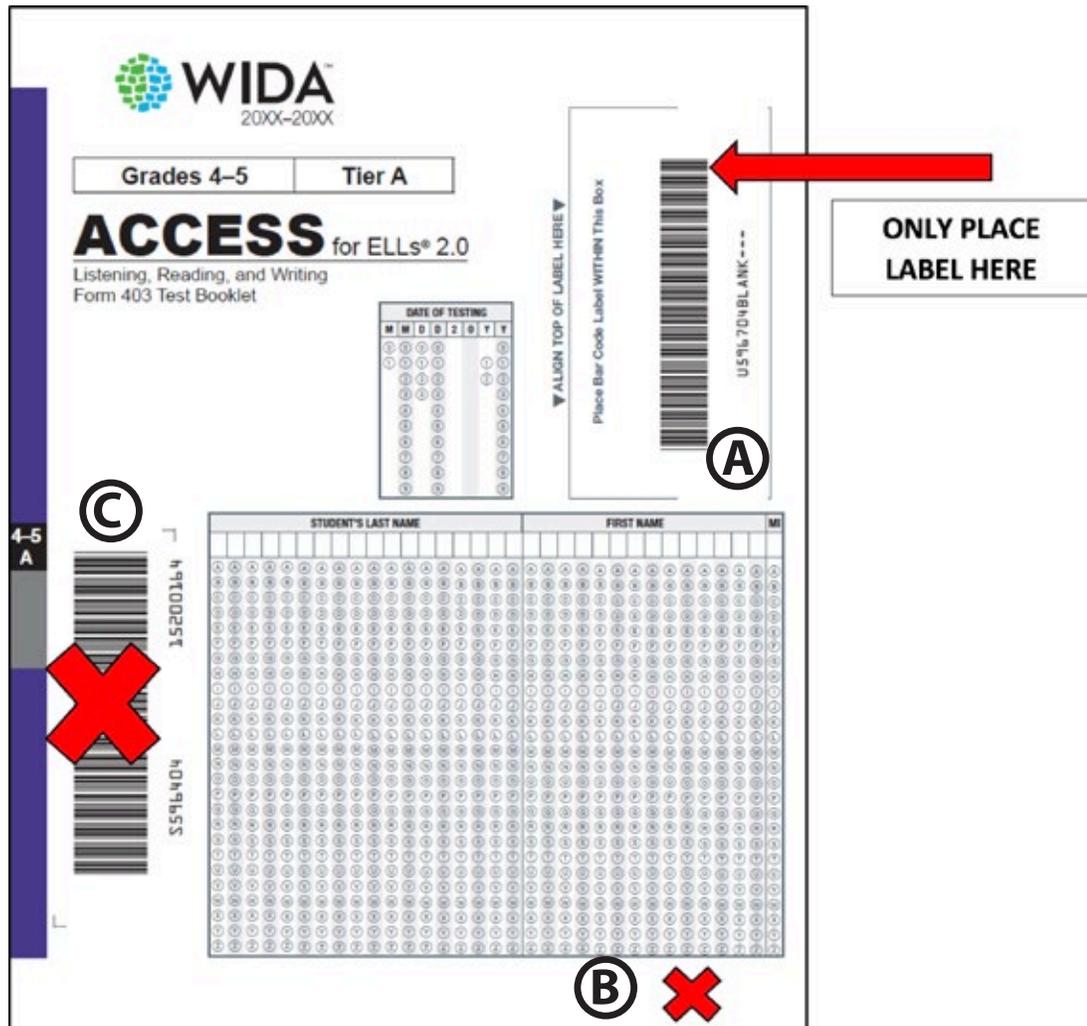
Figure 12. Test Booklet Cover Showing Where to Affix Labels

Please follow these steps when affixing student labels to a test booklet:

- If using a Pre-ID Label, apply label to box marked **(A)** and bubble the date of testing and begin testing.
- If no Pre-ID Label: Apply District/School Label to the box marked **(A)** and complete all demographic information and begin testing.
- DO NOT apply any labels to areas marked **(B)** or **(C)** .

Completing Demographic Information

It is critically important that student demographic data fields are entered and reviewed carefully for accuracy. WIDA's research agenda relies on accurate and complete data that can be used to the tremendous benefit of English language learners across the Consortium.

If a student does not have a Pre-ID Label, the correct District/School Label must be used and school personnel MUST complete the demographics pages correctly on the front and back cover of the test booklet. 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.

Be sure to follow any special instructions provided by your state or district or on your state's checklist. The front and back of the test booklet must be completed with a **number 2 pencil** when a District/School Label is affixed.

Figure 13. Test Booklet Front Cover Showing Where to Enter Demographic Information

1. **TEST BOOKLET LABEL** Place the Pre-ID, District/School, or Do Not Process Label in the box. Leave blank if booklet remains unused. 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 responsible for verifying this information on the Pre-ID Label or recording this information on the student demographic pages of each test booklet.

   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.

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). (In situations where 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 (3-23) 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.

   Student Response Booklets sent back without the student name both written and bubbled in below each letter may not be scored. Both steps must be completed for booklets to be processed and for students to receive a score.

Figure 14. Test Booklet Back Cover Showing Where to Enter Demographic Information

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

    - For District Name: starting at the left, print the district name, putting one letter or number in each box.
    - For School Name: starting at the left, print the school name, putting one letter or number in each box.

5. **NATIVE LANGUAGE** Starting at the left, print the student's native language (as defined by your state), putting one letter or number in each box. If the native language code provided by your state does not fill all boxes, please start at the left and leave the remaining box(es) blank. Contact your state education agency for the native language codes specific to your state.

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

7. **GRADE LEVEL** Select the grade level for the student. **Important: Incorrect Grade level will impact reporting.**

8. **LENGTH OF TIME IN LEP/ELL PROGRAM** Starting at the left, fill in the number of years (rounded down) a student has been enrolled in an LEP or ELL program. If the student has been in the program less than a year, fill in 00; one year, 01; two years, 02; etc. Fill in one bubble in each column.

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

10. **RACIAL/ETHNIC GROUP** Part 1: if a 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, 1999, bubble in 03151999 (03 for March [MM], 15 for the day [DD], and 1999 for the year [YYYY]).

12. **DATE FIRST ENROLLED U.S. SCHOOL** Starting at the left, bubble the date the student enrolled in a U.S. 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]).

13. **IEP STATUS** Fill in the Y bubble if the student has been identified as having an Individualized Education Program under the Individuals with Disabilities Education Act.

14. **TITLE III STATUS** Fill in the Y bubble if the student is part of the district's Title III, ESSA allocation.

15. **MIGRANT** Fill in the Y 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** 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.

17. **STATE STUDENT ID 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 2.0 Online, bubble the State Student ID exactly how it appears in WIDA AMS.

18. **STATE DEFINED OPTIONAL DATA** Starting at the left, print the unique information your state has required you to record for each student and fill in the corresponding bubble below each number. The state will provide the type of information and instructions on how to record it on the State-Specific Directions available on your state's page of the WIDA website.

19. **DISTRICT STUDENT ID 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** Starting at the left, print the unique information your district has required you to record for each student and fill in the corresponding bubble below each number. The state will provide the type of information and instructions on how to record it on the State-Specific Directions available on your state's page of the WIDA website.

21. **LIEP CLASSIFICATION** Fill in the bubble next to the Language Educational Program (LIEP) classification that best applies to the student. Please refer to your state policy for more information about these classifications. The following table shows the LIEP classifications.

LIEP Classification	Code	Definition
EL Bilingual	EBL	**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:** ELLs share the same native language.
Mixed Bilingual	MBL	**Language Focus:** Approximately equal focus to English and a partner language, including content instruction in the partner language. **Class Composition:** ELLs and non-ELLs are placed together in the same classroom.
EL-specific Transitional Instruction	ETI	**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:** ELLs only.
Mixed Classes with Native Language Support	MNL	**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:** ELLs and non-ELLs are placed together in the same classroom.
EL-specific English-only Instruction	EEO	**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:** ELLs only.
Mixed Classes with English-only Support	MEO	**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:** ELLs and non-ELLs are placed together in the same classroom.
No Support Provided	NSP	*This item is included for data collection purposes and doesn't qualify as an LIEP.* ELLs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual certified educator.
Parental Refusal		If this student's parent/guardian has opted to refuse language education services, fill in Y.

22. **ACCOMMODATIONS**

- **For District/School Labels,** accommodations provided to a student must be bubbled.
- **For 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. Please note that 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. Additionally, if an accommodation must be removed, it should be removed both in WIDA AMS and on the booklet.

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

Fill in the bubble next to any accommodation that applies to the student. The following table shows the accommodations and the associated codes.

AVAILABLE ACCOMMODATIONS (VARIES BY TEST AND FORMAT) Alphabetical order by the first letter of the accommodation name. Codes in parenthesis reference the lettering on the back cover of the booklet.	
Braille (BR)	Interpreter signs test directions in ASL (SD)
Extended testing of a test domain over multiple days (EM)	Large Print (LP)
Extended Speaking test response time (ES)	Manual control of item audio (MC)
Extended testing time within the school day (ET)	Repeat item audio (RA)
Human reader for items (HI)	Scribe (SR)
Human reader for response options (HR)	Student responds using a recording device, which is played back and transcribed by the student (RD)
Human reader for repeat of items (RI)	Test may be administered in a non-school setting (NS)
Human reader for repeat of response options (RR)	Word processor or similar keyboarding device to respond to test items (WD)

23. **DO NOT SCORE THIS SECTION FOR THIS STUDENT** Filled-in bubbles in this field indicate a special circumstance. Fill in the appropriate bubbles only for the conditions explained in the following table. 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.

   - For District/School Labels, this section must be bubbled to indicate special circumstances as described below.
   - For 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, please 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. Please note that if you change the Do Not Score Code 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. Additionally, if changes must be made to the Do Not Score Code, they should be done both in WIDA AMS and on the booklet.

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. State and district policy will inform what constitutes an invalid test. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices. Contact your state for more information.
DEC	Declined indicates a student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. 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.

Alternate ACCESS for ELLs Student Response Booklet

The Alternate ACCESS for ELLs Student Response Booklet has an additional table on the inside cover on page 3 of the booklet that must be filled out by the Test Administrator. Complete page 3 of the Alternate Student Response Booklet using the following information.

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 alternate state content assessments. Fill in the No bubble if the student does not participate (or will not participate) in alternate state content assessments.

2. **NUMBER OF YEARS STUDENT HAS BEEN EXPOSED TO ACADEMIC ENGLISH** Starting at the left, write in the number of years the student has been exposed to academic English as a two digit number in the boxes (e.g., 01, 09, 10, etc.). 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.

Note: The disability codes on page 3 and in the WIDA data files are not the same. The following table is provided for your reference.

Disability Category	Alt Page 3	Alt Data File	ACCESS Data File
Autism	AUT	AS	AS
Deaf-blindness	DB	DB	DB
Deafness/Hearing Impairment	D/HH	HI	HI
Developmental Delay	SDD	DD	DD
Emotional Impairment	EBD	SED	SED
Intellectual Disability	CD	ID	ID
Multiple Disabilities		MD	MD
Orthopedic Impairment	OI	OI	OI
Other Health Impairment	OHI	OHI	OHI
Specific Learning Disability	SLD	SLD	SLD
Speech or Language Impairment	S/L	SLI	SLI
Traumatic Brain Injury	TBI	TBI	TBI
Visual Impairment including Blindness	B/VI	VI	VI
Infant/Toddler with a Disability		ITD	ITD

Page 4 of the Alternate ACCESS for ELLs Student Response Booklet contains questions related to the administration of the assessment. Answer these questions to the best of your ability, clarifying any information with colleagues as needed. Please note that the responses to these questions will appear on the second page of the Alternate ACCESS for ELLs Individual Student Report. For more information on the scores and information reported on the Individual Student Report, please see the Alternate ACCESS for ELLs Interpretive Guide.

3.5 Distributing Material

Material distribution methods will vary based on the shipping method and size of your school or district. Test Coordinators should keep material security in mind when distributing all material to School Coordinators (if applicable) and Test Administrators.

The Test Coordinator should conduct a test briefing with Test Administrators to go over all aspects of the ACCESS for ELLs 2.0 suite of assessments (i.e., materials, policies, and procedures). At this time, remind Test Administrators of the importance of the following things:

- Verifying the accuracy of student Pre-ID Labels (if provided) before placing them on the test booklets
- District/School Labels and bubbling demographic information on test booklets for students who did not receive a Pre-ID Label
- Signing out and signing in each secure booklet on the Security Checklist (white)
- Consulting with District Test Coordinators on overage supplies in the case of a shortage of material sat a school site

Figure 15. Security Checklist
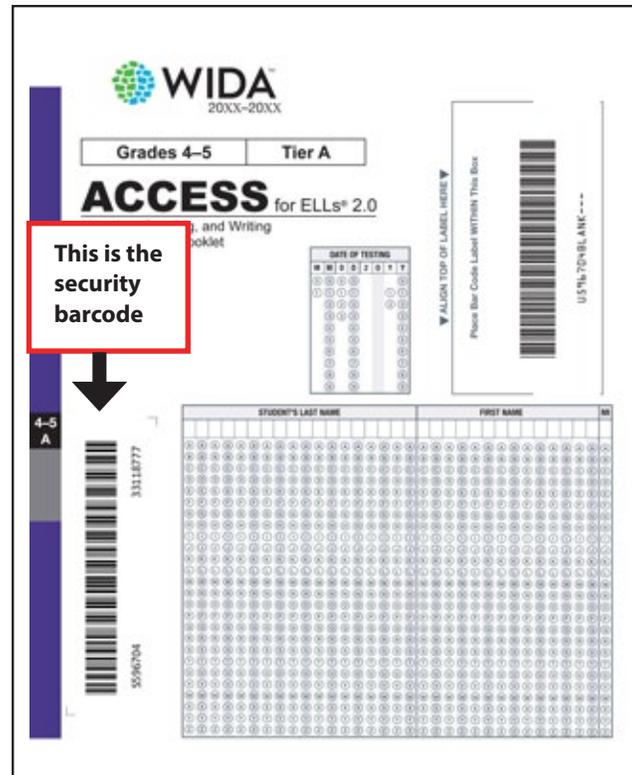
Figure 16. Security Barcode

District Distribution of Test Material (Ship-to-District)

Deliver designated school boxes to each school. School boxes contain the following items:

- School Paperwork (last/highest numbered box), Test Materials, and Large print or Braille tests (if ordered)
- Student Labels (Pre-ID, District/School, and Do Not Process)

School Distribution of Test Material (Ship-to-School)

Open and inventory school boxes. Distribute the following to each Test Administrator, as needed. Boxes contain the following items:

- Test materials and large print or braille tests (if ordered)
- Student labels (District/School, Pre-ID, and Do Not Process)

3.6 Maintaining Test Security

Maintain test security prior to and during testing. Remind all personnel involved with testing to do the same. All of the test materials must be kept secure and confidential. The personnel involved with testing are responsible for ensuring that no test materials are duplicated and that no specific test information is shared with students prior to or after testing. Please adhere to the following guidelines:

- All state and district test security procedures should be met.
- Student tests should not be distributed prior to the state's designated testing dates. However, WIDA recommends that Test Administrators have an opportunity prior to testing students to familiarize themselves with one set of test materials for the grade-level cluster(s) of the test that they will be administering. This will also be dependent on state policy and procedure.
- The Test Coordinator must account for all materials that are distributed to Test Administrators and returned to after each testing session.
- Inventory all assigned test materials after each testing session.

3.7 Additional Materials Ordering in WIDA AMS

Using Overage First

Before placing an additional order, all school and district overage should be utilized. All sites will receive overage regardless of whether they are ship-to-school or ship-to-district. Initial order overage will be shared between the school and district boxes.

School Test Coordinators should take note of all additional copies of test materials they receive when inventorying materials and report these overage totals back to the District Test Coordinator.

Compiling a List of Needed Materials

If Test Administrators or School Test Coordinators request additional materials for which there is not sufficient overage, the following should occur:

1. Confirm that the materials requested aren't available for free download. These materials include:

   - Online Test Administrator's Scripts for Grades 4-12
   - Test Administrator and District and School Test Coordinator Manuals
   - State-Specific Directions
   - Non-Disclosure and User Agreement

2. Check the school's inventory to confirm no overage exists at the school.

3. If the school does not have the materials needed, School Test Coordinators should provide an exact count of each of the materials needed to the District Test Coordinator.

4. District Test Coordinators should check the district inventory. If materials are not in the district's inventory, the District Test Coordinator will need to coordinate with other School Test Coordinators in order to procure available materials. District Test Coordinators should track security codes of booklets that are transferred in the event that booklets go missing.

5. If materials are not available from school or district inventories, the District Test Coordinators should compile all requests into one order. **District Test Coordinators should NOT submit additional materials orders as they are received.** Instead, wait until all schools have provided an estimate of needed materials.

Reminder: District Test Coordinators should compile needed materials into **one** additional materials order.

All test materials can be shared amongst schools within a district with the exception of District/School Labels, as these contain school-specific information. Test Coordinators should keep track of the location of all secure materials at all times using the security barcodes.

Completing Your District's Additional Materials Order

Once District Test Coordinators have received all additional materials requests from schools and confirmed no overage or online download is available, unlike last year, they will place only one additional materials order in WIDA AMS.

- This order should be placed well into the testing window to ensure the majority of transfer students, tiered forms, and transitions to different forms (for example, keyboarding to handwriting) are already known and material estimates can be as accurate as possible.
- District/School Labels are unique to this process. Only SEAs can order additional District/School Labels. Should your school require additional labels of this type, you should contact your state education agency for more information.
- The Additional Material Ordering window closes one week BEFORE the testing window ends.
- Additional materials cannot be ordered in the final week of testing.

For instructions on ordering additional materials in WIDA AMS, see the Materials Menu section of the WIDA AMS User Guide.

Section 4: Managing Test Administration (Before and During Testing)

4.1 Before Testing

Scheduling: ACCESS for ELLs 2.0 Online

Please note that for ACCESS for ELLs 2.0 Online, test demos and test practice are available for student and educator use prior to test administration. WIDA encourages educators to use these tools with students about two weeks prior to testing, to acclimate students to the online test platform. Information about the test demo and test practice can be found in the Test Administrator Manual.

Test Sessions

ACCESS for ELLs 2.0 Online is administered in a series of test sessions. At the most basic level, a test session is the administration of a single domain of the test to one or more students in the same grade-level cluster. What is labeled a test session in your test schedule may be the same way a "session" is defined in WIDA AMS, but it also may be different, so please pay careful attention to how this term is used. All students uploaded via Pre-ID data or via the Upload Multiple Students functionality to take ACCESS for ELLs 2.0 Online are assigned to generic test sessions. Generic test sessions group students by grade and domain. However you're under no obligation to create a test schedule based on these generic test sessions. You may group students according to your local needs. Detailed examples of online test scheduling can be found in the Test Scheduling tutorial in the online training course.

Combining Grades and Tiers During Testing

Because ACCESS for ELLs 2.0 is administered online, as long as students are taking the same domain, it is possible to combine students from different grade-level clusters and tiers into the same test administration session. For example, if you are setting up a 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 scheduled in and administered the test during the same Writing test session. Please note that the content of the Listening, Reading, and Speaking domains in the Test Administrator's Script can be applied to Grades 1-3 and 4-12, and sessions combining these grades can use either Test Administrator's Script.

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 test.

During a Writing test session, it is also possible to administer the test simultaneously to students keyboarding and students handwriting their responses. For example, if there is a mix of students who will keyboard their responses and handwrite their responses, these students may be administered the Writing test at the same session; however you must ensure that students who will handwrite their responses are in a "Handwriting" test session within WIDA AMS.

The Speaking Tier Pre-A test and the Writing 1 and 2-3 tests are an exception to these guidelines. Administration of the Grades 1-3 Writing test 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). In addition to this, test sessions for Grades 1-3 Writing cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12.

Students taking the Speaking Tier Pre-A test should also be administered the Speaking test separately from students taking the Tier A and Tier B/C Speaking tests. For more detailed information about the Speaking Tier Pre-A and Grades 1-3 Writing test administration procedures please see the Test Administrator Manual. Note that during testing for students who require a Writing Test Booklet, a Tier Placement Report must be completed after Listening and Reading is completed to identify which booklet (A or B/C) the student should receive, Procedures for running this report are given in the WIDA AMS User Guide.

Number of Students in an Online 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 desktops, laptops or tablets available in a room, while in a Writing test session, fewer students may be scheduled so that the Test Administrator can perform check-ins with students.

Smaller groups of 3-5 students are recommended for the Speaking test, since background noise can interfere with testing. 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.

See Scheduling ACCESS for ELLs 2.0 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs for more information about scheduling those assessments.

Timing of Each Online Domain Test

Test Coordinators and Test Administrators do not need to schedule testing times in WIDA AMS, but they will need to know how long each test will take when reserving desktops, laptops, or tablets for each test session.

The table below provides approximate times to test for each domain across all grade levels. Included are approximate times educators should plan on 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. **For scheduling purposes, the times listed below represent the approximate amount of time that a domain test may take. These times may be different based on school, district, and state policies.** More specific information about timing each domain test is available in the Test Administrator Manual.

Online Test Administration Time (Approximate)			
Domain	Convening/Dismissing Students and Test Setup (Launch and Login)	Test Directions and Student Practice	Test Time
Listening		About 5 min.	Up to 40 min.
Reading		About 5 min.	Up to 35 min.
Speaking	15-20 min. depending on group size	Up to 10 min.	Up to 30 min.
Writing Tier A		About 5 min.	Up to 50 min.
Writing Tier B/C		About 5 min.	Up to 65 min.

ACCESS for ELLs 2.0 Online is self-paced, but WIDA provides time estimates for the following reasons:

- 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.

For ACCESS for ELLs 2.0 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. WIDA does not provide guidelines for the amount of time in which all domains should be completed, but your state policy may reflect otherwise.

Educators need to plan for enough time for each domain so that students working productively aren't interrupted by normal classroom interruptions and breaks, such as lunchtime or the end of the school day. For example, a morning test session is planned and lunch is at 11:30am. While a student working productively could theoretically take as long as necessary to complete the domain, when scheduling the domain's start time, educators will want to be mindful of not letting the test run into the lunch period. Educators should also evaluate the productivity of any students not finished by 11:30am 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.

Student Test Tickets and Student Test Roster

Once all test sessions are scheduled, it is the responsibility of the Test Coordinator to ensure all materials are distributed to the appropriate Test Administrator. For ACCESS for ELLs 2.0 Online, the majority of testing material will be student test tickets and student test rosters.

Figure 17. Example Test Ticket

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 17 for an example of a student 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 as well as if an INSIGHT test engine online accommodation has been assigned to a student.

ACCESS for ELLs ® 2.0

Student Test Roster

District:DRC Use Only - Sample District MS
School:DRC Use Only - Sample School
Domain:Reading
Assessment:Reading Gr 45
Test Session:Generic Grade 4

Completed	Accommodation(s)	Student Name	Date of Birth	State Student ID	User Name	Password
☐	N/A	Brown, Charlie	12/24/2001	3333333334	cbrown30	212463
☐	N/A	Dog, Goofey	11/15/2000	1111111111	gdog2	503949
☐	N/A	Mouse, Mickey	12/21/2001	6543212345	mmouse3	513893

Figure 18: Example of a Student Test Roster

Test Coordinators may choose to provide the test tickets and student test rosters to Test Administrators in advance with the other secure materials, or instruct Test Administrators to print and cut tickets out prior to testing. Please note that access to WIDA AMS is required for accessing test tickets and rosters. For more information on editing and printing Student Test Rosters and test tickets, see the WIDA AMS User Guide.

Keep in mind when discussing test tickets with Test Administrators that it is important to check the test ticket prior to distributing to students to ensure a Test Administrator is giving both 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 a student is taking. It will either say Writing, for a keyboarded response, or Writing HW, for a handwriting Writing Response Booklet. NA in the Accommodation field is used for all accommodations outside of the three online accommodations (MC, RA, ES). Please note that students in Grades 1-3 will not have test tickets for the Writing domain as this is completed on paper Student Test Booklets.

Scheduling: ACCESS for ELLs 2.0 Paper and Kindergarten ACCESS for ELLs

WIDA provides several resources to assist with planning and scheduling the paper-based testing at your sites: Test Session Master Schedule, Group Administered Test Session Roster, Individually Administered Test Session Roster. Detailed examples of how to schedule the paper test using these materials is found in the Test Scheduling Tutorial in the paper training course.

Timing of Kindergarten ACCESS for ELLs

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. Test Administrators may use their professional judgment in accordance with state policies to determine if additional time is needed. 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. It is recommended that Kindergarten ACCESS for ELLs be administered in one session. However, if needed, the test may be separated into two sessions with no more than two consecutive school days in between the sessions.

Timing of ACCESS for ELLs 2.0 Paper Domains

The table below provides approximate times to test for each domain across all grade levels. Included are approximate times educators should plan on for convening students and attendance, test setup (including material distribution), test directions and embedded student test practice, and dismissing students. **For scheduling purposes, the times listed below represent the approximate amount of time that a domain test may take. These times may be different based on school, district, and state policies.**

Test Administrators may use their professional judgement in accordance with state policies to determine if additional time is needed. It is important to note that a domain must be administered in one sitting and domain administration cannot be split across multiple days. Testing must be completed within the testing window. WIDA does not provide guidelines for the amount of time in which all domains should be completed, but your state policy may reflect otherwise.

More specific information about timing each domain test is covered in the following section on the Test Session Master Schedule and in the Test Administrator Manual.

Paper Test Administration Time (Approximate)			
Domain	Convening/Dismissing Students and Test Setup	Test Directions and Student Practice	Test Time
Listening	15-20 min. depending on group size (less for Speaking as it is administered individually)	About 10 min.	Up to 40 min.
Reading		About 5 min.	Up to 45 min.
Speaking		5-10 min.	15-35 min. per student
Writing Tier A, Grade 1		5-10 min.	Up to 35 min.
Writing Tier A, Grades 2, 3, 4-5, 6-8, 9-12		5-10 min.	Up to 60 min.
Writing Tier B/C		5-10 min.	Up to 65 min.

Test Session Master Schedule

Test Coordinators are responsible for scheduling test sessions and should complete and retain the Test Session Master Schedule. WIDA recommends that ACCESS for ELLs 2.0 Paper be administered in three separate sessions, with Session 1 consisting of the Listening and Reading group administration. Session 2 should be the Writing group administration and Session 3 should be for the individually administered Speaking test. Please note that for the group administered tests (Session 1: Listening and Reading and Session 2: Writing) you should allot about 15 minutes in addition to the times listed below to convene students and distribute and collect test materials. For scheduling purposes, approximate administration times for each domain test are given in the following tables.

ACCESS for ELLs 2.0 Paper Session 1 Listening and Reading Administration (Group Administered)			
Grade-level Cluster	**Tier**	**Domain**	**Time to Administer**
ALL	ALL	Listening	25-40 minutes (higher Grade-level clusters and tiers take more time)
ALL	ALL	Reading	35-45 minutes (higher Grade-level clusters and tiers take more time)

ACCESS for ELLs 2.0 Paper Session 2 Writing Administration (Group Administered)		
Grade-level Cluster	**Tier**	**Time to Administer**
1	A	30 minutes plus five (5) additional minutes to finish writing if needed
	B/C	60 minutes plus five (5) additional minutes to finish writing if needed
2, 3, 4-5, 6-8, 9-12	A	45 minutes, plus fifteen (15) additional minutes (five minutes per task) to finish writing if needed
	B/C	60 minutes, plus five (5) additional minutes to finish writing if needed

ACCESS for ELLs 2.0 Paper Session 3 Speaking Administration (Individually Administered)			
Grade-level Cluster	**Tier**	**Domain**	**Time to Administer**
ALL	ALL	Speaking	15-35 minutes per student

Note: While the sequence above (Listening, Reading, followed by Writing, then Speaking) is recommended for the ACCESS for ELLs 2.0 Paper administration, each domain test section may be administered in any order. For example, the Writing test can be administered before the Reading test. It is also possible for separate domains (e.g., the Reading test and the Listening test) to be administered on different days. **However, a single domain cannot be separated into multiple administrations over different days.**

The Test Session Master Schedule allows you to view at a glance all test sessions for group-administered tests (Listening/Reading; Writing) for all grade-level clusters and tiers. Figure 19 shows an example of this schedule. **Blank schedule forms are available from the training course on the WIDA website. There is also a blank form in Appendix A of this manual. Feel free to duplicate this form as necessary.**

The following scenario illustrates how test sessions might be scheduled in one school.

Assume a middle school has to test 60 students, all in the same grade-level cluster (6–8) and evenly distributed across Tier A and B/C: that is, 30 in Tier A and 30 in Tier B/C. The School Test Coordinator could set up the following sessions at the scheduled dates and times, preparing rosters for each session. In this plan, all 60 students could be tested in Listening/Reading and Writing for a total of 8 sessions. This schedule could reflect the fact that there is a single Test Administrator in the school, so there would be no simultaneous sessions. If the school had multiple Test Administrators, simultaneous sessions (in different rooms) could be possible, in which case the Master Schedule would also indicate the name of the Test Administrator for each scheduled session.

ACCESS for ELLs 2.0 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.

Test Session Master Schedule (Paper Only)							
School: Sample School Coordinator: Ms. Johnson							
Week of			Listening/Reading Sessions: # of Students		Total # of Students	Writing Sessions: # of Students		Total # of Students
Session	Grade(s)	Day/Time	Tier A	Tier B/C		Tier A	Tier B/C	
1	6-8	Mon 9am	15		15			
2	6-8	Mon 11am		15	15			
3	6-8	Mon 1pm				15		15
4	6-8	Tues 9am					15	15
5	6-8	Tues 11am	15		15			
6	6-8	Tues 1pm		15	15			
7	6-8	Wed 9am				15		15
8	6-8	Wed 11am					15	15

Figure 19: Example of Test Session Master Schedule

If you are scheduling test sessions in a school that includes two or more grade-level clusters, you should also indicate the grade-level cluster (e.g., 1, 2, 3, 4-5) of each test session.

Test Session Rosters

The Test Session Roster is a tool used to assign students to test sessions scheduled on the Test Session Master Schedule. One roster template is provided for the group administered tests (Listening, Reading, and Writing) and another template for the individually administered tests (Speaking). Test Coordinators should complete Test Session Rosters in this format, or in a format of their choice. They should distribute them to Test Administrators and the teachers of students to be tested at least two days prior to testing. **Blank rosters are available from the training course on the WIDA website. There are also blank forms in Appendix A of this manual. Feel free to duplicate these forms as necessary.**

Please note that if a student is absent for a group and/or individual administration session, he or she would need to be rescheduled for a makeup session.

Group Administered Test Session Rosters

Use the Test Session Roster—Group Administration to create a roster of students for each Test Administrator giving the group administered sections of the test (Listening, Reading, and Writing). A blank roster is provided on the next page.

When scheduling tests and creating rosters, the main factors to consider are student tiers and daily schedules. Below are several guidelines for scheduling group administered test sessions and creating Test Session Rosters:

- WIDA recommends not including more than 22 students in a single group-testing session.
- **Schedule only one Tier (A or 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 grade-level 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 Roster for group administered tests will only include one grade-level cluster and one tier.

Individually Administered Test Session Rosters

Use the Test Session Roster- Individual Administration: Speaking to create rosters for administrations of the Speaking test. This test is individually administered, so the main consideration for scheduling is the student's schedule.

Plan for up to 35 minutes for Speaking test administration, and additionally allow several minutes between students so that the Test Administrator can reset the materials, return the student to his or her classroom as necessary, and pick up the next student.

Appendix A contains a blank Test Session Roster for Individual Administration of the Speaking Test that can be used to assign students at your school site to test sessions.

Scheduling Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is unique in that placement into this assessment is not determined by grade level but rather by a student's Individualized Education Program (IEP). As a Test Coordinator, it is your responsibility to ensure that all students who qualify for this assessment are correctly assigned and scheduled.

Participation Criteria for Alternate ACCESS for ELLs

Approximately 1% of ELL students have significant cognitive disabilities that prevent their meaningful participation in state accountability systems (as required by ESSA [2015] and IDEA [2004]), which require all students with disabilities to participate in state- and district-wide assessment systems. State educational agencies provide IEP teams with criteria for identifying a student with a significant cognitive disability. Generally speaking this means a student is identified as having one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc.); and their cognitive impairments may prevent them from attaining grade-level achievement standards, even with the best instruction (adapted from U. S. Department of Education: Alternate Achievement Standards of Students with the Most Significant Cognitive Disabilities Non Regulatory Guidance, August 2005).

Participation in the Alternate ACCESS for ELLs assessment cannot be solely based on a student having an IEP alone; having a certain special education disability; having emotional or behavioral difficulties; having visual, auditory, or physical disabilities; having excessive or extensive absences; or social, cultural, or economic factors. Many of these factors may be taken into consideration when determining if the student meets participation criteria for Alternate ACCESS for ELLs, but each of these factors alone cannot be the sole criterion for making the determination.

Participation in alternate assessments has to be decided by the student's IEP team. WIDA's recommendation is that if a student's educational goals are aligned to the state's alternate academic standards (e.g., extended standards, essential elements, standards linked to grade level standards, etc.) the student's IEP team may consider the student participating in the Alternate ACCESS for ELLs.

IEP teams may use the following Participation Criteria Decision Tree to help guide them in the decision making. Check with your state agency for your state's specific participation criteria for Alternate ACCESS for ELLs.
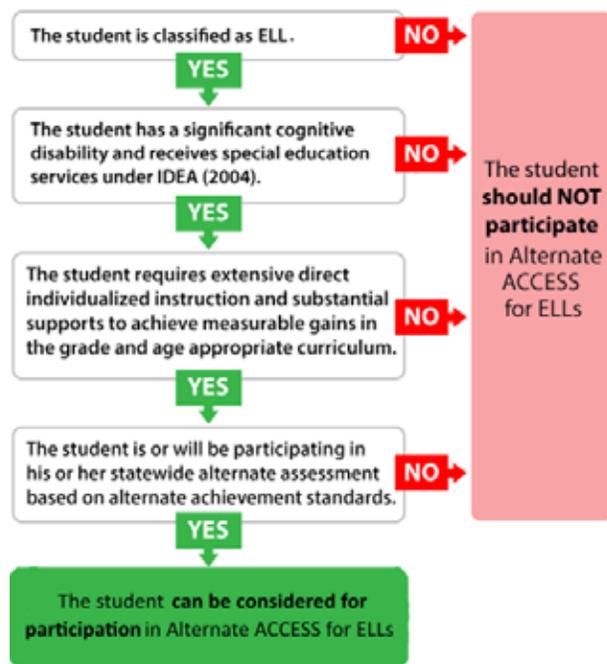
Figure 20: Alternate ACCESS for ELLs Participation Decision Tree

Timing of Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is not a timed test. Approximate administration times for each individual section are provided for scheduling purposes only; there likely will be variation in testing times based on the students' grade levels, abilities, and behaviors. Students are able to take a break after completion of any test item at the discretion of the Test Administrator, based on student's needs.

It is recommended that the Alternate ACCESS for ELLs test be administered in four separate administration sessions, one for each language domain.

Recommended Administration Order for Alternate ACCESS for ELLs		
Language Domain	**Number of Tasks**	**Time**
Listening	9	20 minutes
Reading	9	20 minutes
Speaking	8	20 minutes
Writing	10	20 minutes

4.2 During Testing

At all points before, during, and after test administration, the Test Coordinators should be available to answer questions from Test Administrators. Please refer to the Test Administrator Manual for complete guidance on procedures during test administration, including test materials and room setup.

Online Administration Considerations

Technology Troubleshooting

If you run into a system message…

- 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 sticky note and notify your IT department.
- If IT cannot resolve the issue, have them call DRC Customer Service with the following reporting information.

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, please follow the link on the login page 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 2.0 online testing. Information on using this feature of WIDA AMS is found in the WIDA AMS User Guide as well as the tutorials within the training course. Please note that accessing this function requires specific permissions in WIDA AMS.

Common Error Messages and Troubleshooting Steps

The following table outlines common errors that occur during online test administration. For errors that are not listed on this table, please refer to the Technology page of the WIDA website for the most up to date information.

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.
Internet/Network Connection Error There was an interruption in the internet connection and the testing device cannot reach DRC servers or the TSM.	• Did the district technical department whitelist both the urls and the IP addresses on all content filters, firewalls, and antivirus software? • If wireless, check the access point to computer ratio. Are there too many devices connecting to one access point? • Conduct a speedtest at www.speedtest.net to Minnetonka, MN. What is the upload and download speed? If it is less than 10 mbps, it is too slow to test.
TSM Connection Error Workstation cannot connect to the TSM internally on the network.	• Contact local IT staff to confirm the local machine firewall is turned off on a windows TSM. • Contact local IT staff to confirm that the TSM service is running. • If no one can test, restart or reboot the service.

Common System Message	Troubleshooting Action
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 local IT staff to register the device to the Device Toolkit.
No TSM Configured The Testing Site Manager has not been installed on the local network or configured in the Device Toolkit	Contact local IT staff to install or configure a Testing Site Manager.
Connection Error Retrieving Content Testing Device cannot connect to the TSM or content servers to access test content.	• Contact local IT staff to confirm that all content files are on the TSM management portal. • Contact local IT staff to confirm content files are up to date. • Proceed with Internet Connection Error Troubleshooting.
Proxy -336 Error This is an issue with configuration within the Device Toolkit.	Contact local IT staff to confirm that there is nothing in the proxy host field within the Device Toolkit. If so, erase, 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.
The record button is grayed out.	The student has already hit record and the response is recorded. This is not a technical error.
The next button is grayed out.	The student has not completed the question on the test. This is not a technical error.
Other error messages not listed here	Please visit the Technology page of the WIDA website for the most up to date information.

If after troubleshooting there are still issues with testing, contact DRC customer service with the information below.

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"	

When does the error message occur (e.g. 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 Tool Kit)	
Wired or wireless	
Do the System Readiness Check: Are there red exclamation points? Which settings?	

4.3 Student Transfers

The steps educators should take in student transfer situations depend on when the student transfers in or out of the school/district. Please review the information below and in Appendix B of this manual for complete instructions on student transfer situations. Please note that all state policies outlined on your state's ACCESS for ELLs 2.0 checklist should be followed in addition to the general guidelines below.

If a student transfers in or out of the school, district, or state **before testing,** follow these guidelines:

- **Student transfers IN**—follow all the steps on your state's ACCESS for ELLs 2.0 checklist regarding any new students who do not have Pre-ID Labels. Once the testing window opens, test the student as you normally would, using a District/School Label and bubbling in all applicable information on the Student Test Booklet.
- **Student transfers OUT**—if the student received a Pre-ID Label, that label should be securely destroyed in compliance with state policy.

If a student transfers in or out of the school, district, or state **after testing,** you will not be able to test the student for that school year. Please note that for student data security, test scores cannot be shared across state lines under any circumstances.

If a student transfers in or out of the school, district, or state **during testing,** more complicated considerations apply. Appendix B explains how to handle student transfers that occur during testing.

4.4 Monitoring Test Completion at the End of the Testing Window

It is your responsibility as the Test Coordinator, working in conjunction with the Test Administrator(s), to confirm all tests have been completed for all necessary students prior to the close of the testing window. Test Coordinators should check in on testing progress at least two weeks prior to the end of the testing window.

Test Coordinators should take the following steps to confirm that testing is progressing as scheduled and that all tests will be completed by the end of your state's testing window.

Paper Administrations (ACCESS for ELLs 2.0 Paper, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs)

1. Using the test session master schedule (outlined in a previous section of this manual), or using the scheduling system your school or district elected to use, confirm with Test Administrators that all scheduled test sessions have been completed for all students.
2. Ensure that all eligible students have been tested. This includes any students eligible to take an ACCESS for ELLs 2.0 assessment who transferred to the school after the testing schedule was completed. Ensure that these students have the correct District/School Label and bubbled demographic information completed on their Student Response Booklets.
3. For any students who have yet to complete testing, ensure all necessary test sessions are scheduled prior to the end of your state's testing window.

Online Administration (ACCESS for ELLs 2.0 Online)

WIDA AMS offers a number of tools that allow you to view your site's progress toward test completion. WIDA recommends using the Student Status Dashboard to monitor students both during testing and towards the end of the testing window.

The Student Status Dashboard provides many ways to view progress in online testing sessions, such as from a chart showing the number of students at the school at each testing status, to a table showing the progress at each domain, to a list of individual students.

1. Begin by going to the **Student Management** menu and clicking on **Student Status Dashboard**. Type in your school name or site number into the search box. Note that you must type at least three characters for the search box to become active. Next, choose the administration.
2. Look at the Status chart. This is a high-level overview of the school's progress towards finishing ACCESS for ELLs 2.0 testing. The chart is grouped and color-coded by the categories of sessions **Not Started, Completed,** and **In Progress.**
3. Hover the cursor over any category to see the exact number of individual test sessions in that category.
4. Note that **Completed** means a student has finished a test session. It does not mean that the student has completed all four domains of the test and it does not mean all students assigned to the session are done. Each student within a session is listed separately.
5. At the bottom of the dashboard, you can see a list of all students in the school assigned to a test session. For example, if student "Adam Anderson" is assigned to a Listening test session and a Reading test session, both sessions will be listed separately, along with Adam Anderson's status for the sessions.
6. At the top right of the Status box you can see a small grid. Clicking it switches the view from a chart to a table displaying the same information.
7. Tests that have a status of **In Progress** or **Completed** at the close of your testing window will be included in final scoring and reporting. Tests that have a status of **Not Started** will not be included; however, these could represent students who were initially set up in test sessions and are no longer enrolled, or who completed the paper version of ACCESS for ELLs 2.0.
8. For any students who have yet to complete testing, ensure all necessary test sessions are scheduled prior to the end of your state's testing window.

Section 5: Returning Materials (After Testing)

This section discusses how to prepare test materials for return after testing. It also covers common questions and concerns.

5.1 Test Materials Handling and Return (After Testing)

All secure test materials must be shipped to DRC by the deadline indicated on your state's WIDA web page. This deadline is also outlined on the State-Specific Directions. Only materials shipped to DRC on or before the final materials return date will be processed in time for reporting. If materials are returned late, you will not receive reports or data files on your state's reporting date.

If you have completed your testing, do not wait until the deadline to ship materials back. As soon as the majority of a school's (Ship-to-School) or district (Ship-to-District) testing population has completed testing, prepare, box, and return the materials. Only enough materials should be retained to account for make-ups and new enrollments. These materials should be returned via a second shipment.

Collecting All Test Materials

All test materials should be collected and accounted for prior to returning to DRC. Use the packing list and School Security Checklist to complete your inventory.

- **Packing List (white)**
  Upon the completion of testing in your school and/or district, use this form to verify that all materials have been returned. Keep this form for your records.

- **School Security Checklist (white)**
  Use this form to verify that all materials with security numbers assigned to the school have been returned. All secure test materials with security barcodes must be returned to DRC. Please refer to the Section 3.3 for a complete list of secure materials to be returned. Keep this form for your records.

What to Include in the Return Shipment

The following table outlines the material to include in your return shipment and material that should not be included. Please note that some state policies may require materials to be returned and/or securely destroyed in a way that is different from what is outlined below. Specific instructions on what to return, keep, and destroy, if different than below, are outlined on your state's ACCESS for ELLs 2.0 checklist.

Secure Materials to return	Materials you do not need to return
• Student Response Booklets by grade in plastic bag packages • All Paper Test Administrator's Scripts • Online Grades 1 and 2-3 Test Administrator's Scripts • Speaking Test Booklets • Listening and Speaking Tests CDs • All used and unused large print and braille test materials • Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets • Kindergarten ACCESS for ELLs ancillary materials.	• Packing lists* • Security Checklists* • District and School Test Coordinator Manual • Test Administrator Manual • School box range sheet • Online Grades 4-12 Test Administrator's Scripts
Unused Pre-ID and District/School Labels These labels may or may not be returned depending on your state's material security policy. Refer to your state's ACCESS for ELLs 2.0 checklist for more information.	

These documents should be kept on file after testing, at least until score reports are received, or longer, depending on your state's policy.

Preparing Materials for Return

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 test information will result in booklets being processed as unused and no score will be assigned.**

Use the following steps when preparing all test booklets for return.

1. Ensure all booklets that contain student responses have the WIDA-printed Pre-ID or District/School Label in the box located in the upper right-hand corner on the front of the test booklet. **There should not be a label anywhere else on the booklet besides this space.** If a completed test booklet does not have a label with a barcode, the student will not receive a score. Please note that homemade labels will not be correctly processed. Only labels sent to sites from DRC in the original shipment or in an additional materials order are scannable.
2. Ensure all booklets with a yellow District/School Label have complete demographic pages on the front and back cover of the test booklet.

    a. Use a number 2 pencil.
    b. Make sure the student name on the front of the booklet has been bubbled correctly. **Student name cannot just be written in order to be processed, it must also be bubbled in.**
    c. Make sure the date of testing has been filled in.
    d. Make sure the information on the back of the booklet has been bubbled correctly using the Completing Demographic Information section of this manual.
    e. Make sure the correct grade has been bubbled.
3. Remove any staples, paper clips, or sticky notes from test booklets unless otherwise indicated by customer service at DRC.
4. Consult your state policy for specific guidance on materials with any student pre-test work written on scratch paper, as you may be required to return this in the shipment or securely destroy it on site. Any final student responses written on scratch paper must be transcribed into a student response booklet and appropriately labeled.

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.** If a Do Not Process Label is placed, the booklet will not be processed.

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 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 sized box.

Common Errors and Unique Situations When Preparing Materials for Return

The following information describes common situations that occur when preparing materials for return. If in doubt about the extent of the damage and whether a new booklet is needed, contact DRC Customer Service at 855-787-9615 or WIDA@datarecognitioncorp.com.

If a used test booklet is **damaged**, it should be transcribed. Booklets with significant tearing or water damage cannot be scanned by DRC, but must be returned. Follow these procedures for damaged booklets.

1. Transcribe the student's responses into a new test booklet. (See the Accessibility and Accommodations Supplement 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 using the Completing Demographic Information section of this manual.
4. Place an orange Do Not Process Label on the damaged booklet. Do not cut off or remove the original label.
5. Include both the damaged booklet and the transcribed booklet in the return materials shipment to DRC.

If a booklet is **soiled by bodily fluids** (e.g., blood, vomit), it should be transcribed; however, these should not be returned to DRC. Follow these procedures for soiled booklets.

1. Transcribe student responses to a new test booklet. (See the Accessibility and Accommodations Supplement 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 using the Completing Demographic Information section of this manual.
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 booklet

The following table outlines common errors and situations that may occur during and after testing. In addition to these guidelines, please follow any additional steps outlined in your state's ACCESS for ELLs 2.0 checklist.

Common Errors and Unique Situations When Preparing Materials for Return

Issue	Solution
No student label on booklet	Locate the student's Pre-ID Label 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 affixed, but demographic information not bubbled	Use a number two pencil to complete student demographic information on the front and back of the test booklet. If a District/School Label is used, the demographic pages on the front and back cover of the test booklet must be completed. 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
Pre-ID Label crossed out	If the barcode is crossed out: Obtain a yellow District/School label and place it over the Pre-ID label. Use a number two pencil to complete student demographic information on the front and back of the test booklet. If the barcode has no marks on it and it is able to be scanned, any incorrect information must be corrected in the WIDA AMS Student Management. You cannot edit the Pre-ID Label by writing on it. For detailed information on editing Pre-ID data in WIDA AMS, please review the WIDA AMS User Guide .
Pre-ID Label applied and demographic information bubbled	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. Any incorrect information should be edited in the WIDA AMS Student Management. If the information on the Pre-ID Label is correct, return document as is.
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 domains marked.
Student mistakenly completes domains in multiple booklets	Transcribe responses as necessary to create a 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 returning to DRC. Document the issue and resolution; keep a copy for your records.
Student mistakenly responds in another student's test booklet or using another student's test ticket (online administration only)	Please contact DRC Customer Service at 855-787-9615 or WIDA@ datarecognitioncorp.com for direction.

Issue	Solution
Alternate ACCESS for ELLs materials 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 dissembled or cut apart. It is important that all assessment materials be accounted for, thus WIDA recommends the pieces be kept in a large manila envelope labeled with the student's name and with the bar code from the back of the book securely affixed to the envelope. The bar code is critical in ensuring the Listening, Reading and Speaking Test Booklet is accounted for.

Materials Accountability Form

Materials that could not be returned (for example, soiled booklets) must be accounted for using the Materials Accountability Form in WIDA AMS. This form allows you to document the quantity of materials returned, as well as any that are not returned and the reason(s) why. Completing the Materials Accountability Form is required only for sites that cannot return one or more secure materials that have a security barcode. Once all shipments are received from a state, DRC runs a missing materials report for that state education agency. Later, materials that remain missing are included on the missing materials report that DRC provides to WIDA. The Materials Accountability Form serves as documentation of the reason why the item was not returned. This report can be reviewed by both the state, WIDA, and DRC.

The Materials Accountability Form only documents materials sent out during the original materials shipment. Any materials ordered via Additional Materials will not be listed. The loss or destruction of materials ordered via Additional Materials should still be documented here.

The Materials Accountability Form is available throughout the school year, but it must be completed by the end of the testing window when all materials have been returned to DRC.

All District Test Coordinators have access to the Materials Accountability Form on WIDA AMS. The District Test Coordinator is responsible for assigning permissions to School Test Coordinators, as needed.

1. After logging in, click on Accountability Form under the Materials tab on the navigation menu.
2. Then select the appropriate Administration (State and Year) and click Show.
3. All discrepancies between the number of booklets shipped and the number of booklets returned to DRC should be documented in the "Record reasons for discrepancies here" portion of the form.
4. You should also record the barcode number of any missing materials in the "Record reasons for discrepancies here" portion of the form.

Complete instructions for using the Materials Accountability Form can be found in the WIDA AMS User Guide.

Late and Missing Materials

Materials returned after the state scheduled deadline will not be processed with on-time materials. Late materials will not have a data validation window and reports for late materials will not be issued until the Late Returns Report after testing.

One to two weeks after the deadline, a missing materials report is generated for the state department and then distributed to the districts who are listed as missing materials. The report shows the barcodes that have yet to be checked in by DRC. Districts have a limited window of one to two weeks to return materials to avoid having these materials placed on the missing materials list.

- If the materials cannot be accounted for, districts must complete the Materials Accountability Form.

Student Response Booklets: Do a Final Check

Before you pack everything up, do a final check on every Student Response Booklet.

1. Make sure that every used booklet has a label. Only intact Pre-ID, District/School, or Do Not Process labels are acceptable. No homemade labels, no torn or partial labels.
2. Make sure that the booklet information is bubbled correctly. Booklets with District/School Labels must have the student's name bubbled in fully. Don't just write it, bubble it!
3. Make sure that all extra materials (scratch paper, sticky notes, pencils, etc.) are removed from the booklet.

Failure to ensure that each booklet meets material requirements could result in a student not receiving a score. Make sure each student's work counts—check the booklets before returning them.

Bagging and Boxing Materials

To prepare your return shipment, you need the following materials. These materials were included in the highest numbered box of the district (for ship-to-district) and the last/highest numbered box of the school for (ship-to-school).

Plastic Bags	Use the bags to line the return boxes. This protects the test from moisture and keeps them together in the event that box breaks in transit.
Plastic Ties	Plastic ties for sealing the bags were included in your shipment.
Return Materials Instruction Packet	Contains directions for packing and return, DRC return shipping labels, and UPS return shipping labels
Please note that header sheets do not need to be included when packing materials	

Alternate ACCESS for ELLs materials do not need to be returned in the same box (with the blue label) that they were shipped in. Alternate ACCESS for ELLs materials can be combined in boxes with ACCESS for ELLs 2.0 test materials for shipping; no special labeling is needed.
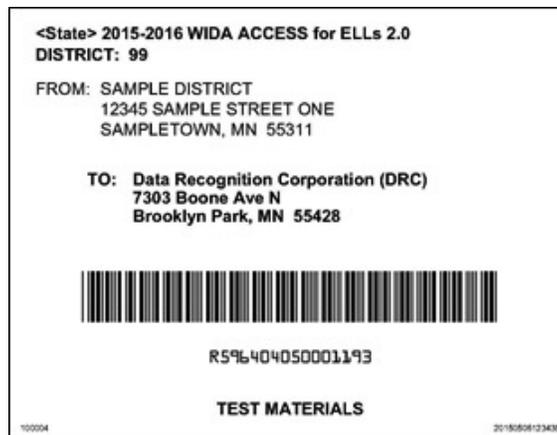
Figure 21. DRC Return Shipping Label

Suggested Order for Return Packaging

When packaging materials for return, it is recommended for ease of return that you group materials to be scored above materials that will not be scored.

1. Student Response Booklets by Grade (in plastic bags)
2. All Paper Test Administrator's Scripts
3. Online Grades 1 and 2-3 Test Administrator's Scripts
4. Speaking Test Booklets
5. Listening and Speaking CDs
6. All USED and Unused large-print and braille tests
7. Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets
8. Kindergarten ACCESS for ELLs Ancillary Materials.

Note: Place unused Student Response Booklets at the bottom of the box

Boxing Steps

The following table shows instructions for how to box up materials.

How to Package Materials for Return to DRC
1. Open and inventory the Return Materials Instruction Packet. This contains directions, DRC return shipping labels, and UPS labels.
2. Use the boxes from your original shipment. If a box is damaged or lost, you may substitute a box of similar size and strength.
3. Place all materials within the protective, plastic DRC return shipment bags.
4. All materials (used and unused, manuals and test books) can be placed in any box. A suggested order of packaging is outlined on the previous page. Alternate ACCESS for ELLs materials may be mixed with ACCESS for ELLs 2.0 materials. Condense boxes whenever possible.
5. Unused student labels may be securely destroyed and need not be returned.
6. Seal each DRC return shipping bag using one of the plastic ties provided.
7. Fill any empty space in the box with crumpled paper or bubble wrap to ensure that material does not shift during transit.
8. Fold the box flaps with the old shipping labels first to expose the unused flaps.
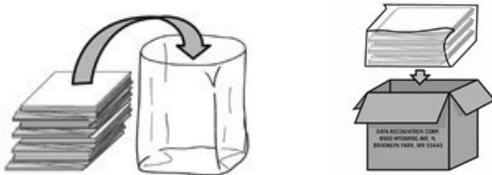
How to Package Materials for Return to DRC
9.   Affix a DRC return shipping label and verify that the label has the correct district/ school name and address. Contact DRC immediately if the address is incorrect. Affix a UPS label to each box.
10.   Seal the boxes securely using heavy duty shipping tape.

Wrap tape 2" on sides

5.2 Returning Materials via UPS

Materials are to be returned using UPS. Pre-paid UPS return shipping labels were provided in the return materials instruction packet. Keep the boxes in a secure location until they are given to the UPS driver.

Ship-to-District	District receives UPS labels in Return Materials Instruction Pack
Ship-to-School	School receives UPS labels in Return Materials Instruction Pack

Verify that your UPS labels show the correct shipping address (district or school). If you find an error, please contact DRC Customer Service immediately at 855-787-9615 or WIDA@datarecognitioncorp. com.

If the site does not have a daily scheduled UPS pickup, call UPS at 866-857-1501 to arrange for materials pickup. Specify that you are using pre-paid, UPS return labels. You must call at least one day prior to the day on which you will ship your materials. Count your boxes and advise UPS of the number of boxes they need to pick-up. Make a note of the UPS Tracking number for each package. **Your UPS Tracking number serves as a record of your on-time materials return. Please keep the number(s) for future reference to document the materials returned to DRC.**

Remember, materials that are not returned on or before the final day for materials return will not be scored and reported on time.

For additional instructions on ordering Additional Materials, please refer to the WIDA AMS User Guide.

> Data validation and score reporting are separate processes that take place after materials have been returned. For more information on the procedures related to these steps in the testing process, please refer to your state's WIDA webpage and the WIDA AMS User Guide.

Appendix A: ACCESS for ELLs 2.0 Paper—Test Scheduling Forms

On the following pages you can find blank copies of useful forms. You can also download blank copies of these forms from the WIDA website.

Appendix A contains the following forms:

- Test Session Master Schedule
- Test Session Roster, Group Administration
- Test Session Roster, Individual Administration

Test Session Master Schedule (Paper Only)								
School: _____ Coordinator: _____								
Week of			Listening/Reading Sessions: # of Students		Total # of Students	Writing Sessions: # of Students		Total # of Students
Session	Grade(s)	Day/Time	Tier A	Tier B/C		Tier A	Tier B/C	

Test Session Roster — Group Administration

Test Date:_____   Time:_____

Location:_____   Test Administrator:_____

Test Section (circle all that apply):   Listening   Reading   Writing

Grade Level(s):_____   Tier (circle one):   A   B/C

#	Student ID #	Last Name	First Name	Grade	Student Location — Teacher/Room	Completed Test (Y/N)?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

			Test Session Roster — Individual Administration: Speaking					
Test Date(s):_____			Testing Location:_____				Grade-Level Cluster: _____	
Test Administrator:_____								
#	Student ID#	Last Name	First Name	Grade	Tier	Student Location — Teacher/Room	Time	Completed Test (Y/N)?
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
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Appendix B: Managing Students who Transfer During Testing

Please refer to the information below regarding student transfer situations. **Please note that state/district policy may dictate that you follow steps that are different than the general directions provided here.**

Student Transferring IN to your school from within your district		
Student has completed **some testing**	**Online testing to Paper testing:** If the student only completed one domain online, the student must take the entire test on paper, including the domain already completed online. Contact DRC Customer Service to remove the completed online record. If the student completed two or more domains online, see the section in the WIDA AMS User Guide titled Transferring Students Between Schools for instructions on transferring a student from one school to another within the same district. Please note that to transfer a student in WIDA AMS, you must have district-level permission. Once this is completed and processed, the new school can run a Tier Placement Report to determine which booklet to provide to the student, bubble in the student name and Student State ID to match exactly what is in WIDA AMS, and test the remaining domain(s) for that student.	**Paper testing to Paper testing:** If allowable, paper materials can be transferred to the receiving site using secure material transfer protocol. If not allowable in your state or district, see the section in the WIDA AMS User Guide titled Transferring Students Between Schools for instructions on transferring a student from one school to another within the same district. Please note that to transfer a student in WIDA AMS, you must have district-level permission. Once this process is complete, any domains that have yet to be tested can be completed at the new school, and partial booklets can be sent from each school. DRC will then merge the student's records and scoring will reflect testing at both sites. Please note that it is imperative that all student information match exactly from both testing sites in order for records to correctly merge. If the state student ID, student name, grade, and date of birth do not align exactly, the records will not merge. The sending site must also have a Pre-ID Label for the student. If no Pre-ID Label exists, there will not be a record to transfer to the WIDA AMS.
	Online testing to Online testing: See the section in the WIDA AMS User Guide titled Transferring Students Between Schools for instructions on transferring a student from one school to another within the same district. Please note that to transfer a student in WIDA AMS, you must have district-level permission. Once this is completed, the new school can test the remaining domain(s) for that student.	**Paper testing to Online testing:** If allowable, paper materials can be transferred to the receiving site using secure material transfer protocol. The student would complete the remainder of the test on paper. If not allowable in your state or district, the student must take the entire assessment online, including the domains already completed on paper.
Student has completed **no testing** or it is unknown	Test the student as you normally would. Since no Pre-ID Label will be available for that student (Pre- ID Labels cannot transfer between schools), apply a District/School Label and bubble in all student information on Paper test booklets. If testing Online, add a new Student under the Student Management section in WIDA AMS. Consult the WIDA AMS User Guide for full details on this process. Adhere to any additional state policies regarding new students, which can be found on your state's ACCESS for ELLs 2.0 checklist.	
Student has completed **all testing**	Depending on state and district policy, student scores may or may not be shared within a district. A full student record can be transferred only when the state testing window is open and during data validation. Consult your state's policy for more information. A District Test Coordinator will have access to scores in WIDA AMS during your state's reporting dates. However if scores cannot be shared between schools in a district and the new school wishes to have a student score record, proceed with testing.	

Student Transferring IN to your district/school from within your state (different district)		
Student has completed **some testing**	**Online testing to Paper testing:** If the student only completed one domain online, the student must take the entire test on paper, including the domain already completed online. Contact DRC Customer Service to remove the completed online record. If the student completed two or more domains online, coordinate with the sending district to decide who will complete the student transfer form in WIDA AMS. See the Student Transfer Form section in the WIDA AMS User Guide for instructions on completing the student transfer form. Once this is completed and processed, the new school can run a Tier Placement Report to determine which tier test booklet to provide to the student and test the remaining domain(s) for that student.	**Paper testing to Paper testing:** If allowable per state/district material security policy, paper materials can be transferred to the receiving site using secure material transfer protocol. Replace any existing Pre-ID information with a School/District Label and bubble in the applicable information. If secure material transfer is not allowable in your state or district, coordinate with the sending district to decide who will complete the student transfer form in WIDA AMS. See the Student Transfer Form section in the WIDA AMS User Guide for instructions on completing the student transfer form. Once this form is complete, any domains that have yet to be tested can be completed at the new school, and partial booklets can be sent from each school. DRC will then merge the student's records and scoring will reflect testing at both sites. Please note that it is imperative that all student information match exactly from both testing sites in order for records to correctly merge. If the student information does not align exactly, the records will not merge. The sending site must also have a Pre-ID Label for the student. If no Pre-ID Label exists, DRC will not a have record to transfer to the receiving district in WIDA AMS.
	Online testing to Online testing: Coordinate with the sending district to decide who will complete the student transfer form in WIDA AMS. See the Student Transfer Form section in the WIDA AMS User Guide for instructions on completing the student transfer form. Once this is completed and processed, the new school can test the remaining domain(s) for that student.	**Paper testing to Online testing:** If allowable per state/district material security policy, paper materials can be transferred to the receiving site using secure material transfer protocol. The student will complete the remainder of the test on paper. Replace any existing Pre-ID information with a District/School Label and bubble in the applicable information. If secure material transfer is not allowable in your state or district, the student must take the entire assessment online, including the domains already completed on paper.
Student has completed **no testing** or it is unknown	Test the student as you normally would. Since no Pre-ID Label will be available for that student (Pre-ID Labels cannot transfer between schools), apply a District/School Label and bubble in all student information. Adhere to any additional state policies regarding new students, which can be found on your state's ACCESS for ELLs 2.0 checklist.	
Student has completed **all testing**	Depending on state and district policy, student scores may or may not be shared amongst districts. A full student record can be transferred only when the state testing window is open and during data validation. You will need to contact the student's original district to request the student's Individual Score Report. If the district is unable to provide score information, contact the State Education Agency in which the student completed testing. Due to student confidentiality and security laws, DRC and WIDA do not have access to student scores. If scores cannot be shared and the new school wishes to have a student score record, proceed with testing.	

Student Transferring IN to your school/district from outside of your state	
Student has completed **some testing**	Student information cannot be shared across states due to varying state security policies regarding confidential student information, and therefore you cannot get any completed or partial testing information from across state lines. It is at the discretion of the Test Coordinator, in conjunction with state policy, on whether to test the student again. If you do administer a new test, no Pre-ID Label will be available, so apply a District/School Label and bubble in all student information. Adhere to any additional state policies regarding new students, which can be found on your state's ACCESS for ELLs 2.0 checklist.
Student has completed **no testing** or it is unknown	Test the student as you normally would. Since no Pre-ID Label will be available for that student, apply a District/School Label and bubble in all student information. Adhere to any additional state policies regarding new students, which can be found on your state's ACCESS for ELLs 2.0 checklist.
Student has completed **all testing**	Student information cannot be shared across states due to varying state security policies regarding confidential student information, and therefore you cannot get any completed testing or scoring information from across state lines via WIDA or DRC. You will need to contact the student's original district to request the student's Individual Score Report. If the district is unable to provide score information, contact the State Education Agency in which the student completed testing. Due to student confidentiality and security laws, DRC and WIDA do not have access to student scores. It is at the discretion of the Test Coordinator, in conjunction with state policy, on whether to test the student again. If you do administer a new test, no Pre-ID Label will be available, so apply a District/School Label and bubble in all student information. Adhere to any additional state policies regarding new students, which can be found on your state's ACCESS for ELLs 2.0 checklist.

Student Transferring OUT of your school to another school within your district		
Student has completed **some testing**	**Online testing to Paper testing:** If the student only completed one domain online, the student must take the entire test on paper, including the domain already completed online. Contact DRC Customer Service to remove the completed online record. If the student completed two or more domains online, See the section in the WIDA AMS User Guide titled Transferring Students Between Schools for instructions on transferring a student from one school to another within the same district in WIDA AMS. Please note that to transfer a student in WIDA AMS, you must have district-level permission. Once this is completed and processed, the new school can run a Tier Placement Report to determine which booklet to provide to the student and test the remaining domain(s) for that student on paper.	**Paper testing to Paper testing:** If allowable, paper materials can be transferred to the receiving site using secure material transfer protocol. If not allowable in your state or district, see the section in the WIDA AMS User Guide titled Transferring Students Between Schools for instructions on transferring a student from one school to another within the same district in WIDA AMS. Please note that to transfer a student in WIDA AMS, you must have district-level permission. Once this is complete, any domains that have yet to be tested can be completed at the new school, and partial booklets can be sent from each school. DRC will then merge the student's records and scoring will reflect testing at both sites. Ensure the receiving school is aware that the student has completed partial testing. Please note that it is imperative that all student information match exactly from both testing sites in order for records to correctly merge. If the student information does not align exactly, the records will not merge. The sending site must also have a Pre-ID Label for the student. If no Pre-ID Label exists, there will not be a record to transfer to the WIDA AMS.
	Online testing to Online testing: See the section in the WIDA AMS User Guide titled Transferring Students Between Schools for instructions on transferring a student from one school to another within the same district in WIDA AMS. Please note that to transfer a student in WIDA AMS, you must have district-level permission. Ensure the receiving school is aware that the student has completed partial testing.	**Paper testing to Online testing:** If allowable, paper materials can be transferred to the receiving site using secure material transfer protocol. The student would complete testing on paper. If not allowable in your state or district, the student must take the entire assessment online at the receiving school, including the domains already completed on paper.
Student has completed **no testing**	Ensure student records are up to date and communicate with the receiving school that no testing has been completed. Coordinate with the receiving school on who will transfer the student within WIDA AMS. See the section in the WIDA AMS User Guide titled Transferring Students Between Schools for detailed information on this process. No further action is needed.	
Student has completed **all testing**	Depending on state and district policy, student scores may or may not be shared within a district. A full student record can be transferred only when the state testing window is open. Consult your state's policy for more information. A District Test Coordinator will have access to scores in WIDA AMS during your states reporting dates. However if scores cannot be shared between schools in a district and the new school wishes to have a student score record, the receiving school should proceed with testing.	

Student Transferring OUT of your school/district to a school outside of your district but in your state		
Student has completed **some testing**	**Online testing to Paper testing:** If the student only completed one domain online, the student must take the entire test on paper at the new school, including the domain already completed online. Contact DRC Customer Service to remove the completed online record, and no further action is needed. If the student completed two or more domains online, coordinate with the receiving district to decide who will complete the student transfer form in WIDA AMS. See the Student Transfer Form section in the WIDA AMS User Guide for instructions on completing the student transfer form. Once this is completed and processed, no further action is needed.	**Paper testing to Paper testing:** If allowable per state/district material security policy, paper materials can be transferred to the receiving site using secure material transfer protocol. If secure material transfer is not allowable in your state or district, coordinate with the receiving district to decide who will complete the student transfer form in WIDA AMS. See the Student Transfer Form section in the WIDA AMS User Guide for instructions on completing the student transfer form. Once this form is complete, any domains that have yet to be tested can be completed at the new school, and partial booklets can be sent from each school. DRC will then merge the student's records and scoring will reflect testing at both sites. Please note that it is imperative that all student information match exactly from both testing sites in order for records to correctly merge. If the student information does not align exactly, the records will not merge. The sending site must also have a Pre-ID Label for the student. If no Pre-ID Label exists, DRC will not a have record to transfer to the receiving district in WIDA AMS.
	Online testing to Online testing: Coordinate with the receiving district to decide who will complete the student transfer form in WIDA AMS. See the Student Transfer Form section in the WIDA AMS User Guide for instructions on completing the student transfer form. Once this is completed and processed, the new school can test the remaining domain(s) for that student and no further action is needed.	**Paper testing to Online testing:** If allowable per state/district material security policy, paper materials can be transferred to the receiving site using secure material transfer protocol. If secure material transfer is not allowable in your state or district, the student must take the entire assessment online at the new school, including the domains already completed on paper. All paper records can be labeled with a Do Not Process Label.
Student has completed **no testing**	Ensure and the receiving district is aware that no testing has been completed. Do not enter a Do Not Score code in WIDA AMS as a student record would be generated. If any booklets containing student information have been prepared but contain no student responses, apply a Do Not Process Label. No further action is needed.	
Student has completed **all testing**	Depending on state and district policy, student scores may or may not be shared across districts. If the receiving school contacts you, the student's original district, to request the student's Individual Score Report and it is permissible per district and state policy to share this, you may do so. If it is not permissible per state or district policy to provide score information, the receiving school will need to contact the State Education Agency in which the student completed testing. Due to student confidentiality and security laws, DRC and WIDA do not have access to student scores. A full student record can be transferred only when the state testing window is open. Consult your state's policy for more information. A District Test Coordinator will have access to scores in WIDA AMS during your states reporting dates. However if scores cannot be shared between districts and the new school wishes to have a student score record, the receiving school should proceed with testing.	

Student Transferring OUT of your school/district to another state	
Student has completed **some testing**	Student information cannot be shared across states due to varying state security policies regarding confidential student information, and therefore you cannot communicate any partial testing information from across state lines. Schools and districts may elect to submit partially completed tests for scoring information. No further action is needed.
Student has completed **no testing**	Do not enter a Do Not Score code in WIDA AMS, as a student record would be generated. If any booklets containing student information have been prepared but contain no student responses, apply a Do Not Process Label. No further action is needed.
Student has completed **all testing**	Student information cannot be shared across states due to varying state security policies regarding confidential student information, and therefore you cannot communicate any completed testing information across state lines without explicit permission from your State Education Agency and district. If the receiving school contacts you, the student's original district, to request the student's Individual Score Report and it is permissible per district and state policy to share this, you may do so. If it is not permissible per state or district policy to provide score information, the receiving school will need to contact the State Education Agency in which the student completed testing. Due to student confidentiality and security laws, DRC and WIDA do not have access to student scores. Schools and Districts the student has since transferred out of may elect to submit completed tests for scoring information. No further action is needed.

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