



WIDATM

District and School
**Test Coordinator
Manual**
2020-2021

ACCESS for ELLs
Kindergarten ACCESS for ELLs
Alternate ACCESS for ELLs

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How to Use This Manual

As a coordinator of the ACCESS for ELLs testing process, you need to read the entirety of this manual. It is your in-depth reference document for test coordination processes and procedures. Read it once, carefully, and then refer to it as needed throughout your testing window. When ACCESS for ELLs testing time comes again next year, you'll be able to use the updated version of this manual to see what's changed and to refresh your memory on any steps that you complete only once a year.

Critical Contact Information

When issues arise, refer to this manual, visit your member/state page of the [WIDA website](#), and contact your state education agency. If you still have questions after consulting those resources, we're here to help! WIDA Client Services Center staff are experts in accessing WIDA materials and administering WIDA tests. Our technology and test processing partner, Data Recognition Corporation (DRC), can address concerns about managing student data and test materials.

Topic of Concern	Contact
<ul style="list-style-type: none"> • State-specific policies and procedures • Scheduling and material logistics • Test irregularities or potential security breaches • State-specific accommodations procedures 	Your state education agency representative Name: _____ Email: _____ Phone: _____
<ul style="list-style-type: none"> • WIDA Secure Portal and ACCESS for ELLs training • Test administration procedures • Accommodations and accessibility procedures • Understanding score reports 	WIDA Client Services help@wida.us 866-276-7735
<ul style="list-style-type: none"> • WIDA AMS and DRC INSIGHT • Data validation and accessing score reports • Material ordering, management, and return • Test booklet labels • Damaged test booklets 	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615

New Test Coordinators

Welcome to WIDA and the ACCESS for ELLs suite of assessments! WIDA is committed to supporting students, families, educators, and administrators with high-quality, research-based tools and resources. We hope you'll have a chance to visit the WIDA website (wida.wisc.edu) and take advantage of the wealth of professional development, classroom, and assessment resources available to you as a WIDA Consortium member.

Returning Test Coordinators

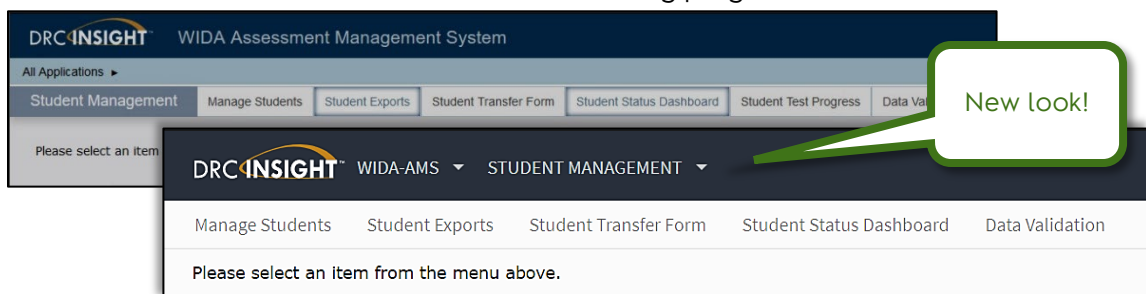
Welcome to another year with ACCESS for ELLs! As always:

- Review the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#) for a complete list of your responsibilities. Some things may have changed, and you might not need to re-complete all of the training that was initially required.

- ☑ Skim the table of contents of this manual and refresh your memory on any test coordination procedures you're not fully confident about performing.
- ☑ Remember that your WIDA AMS account is separate from your WIDA Secure Portal account! You'll receive a notification email when you receive permissions for this year's administration. No action is needed in response to the email.
- ☑ Keep this manual for reference throughout the testing window.

New for the 2020–2021 School Year

- Review your testing procedures. As always, students must do their own work on ACCESS for ELLs. To help ensure this is the case, WIDA recommends that you do not allow students to take any internet-connected devices, such as cell phones, smartwatches, or Bluetooth headsets, into the testing room. Copied or plagiarized responses can result in a student's score being invalidated.
- [WIDA AMS](#) has a new look! We anticipate the minor changes to the menu structure will be intuitive for most users, but plan to log in and do some exploring or brush up on the tasks you typically complete by browsing the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#). Also, be aware that there is no longer a Student Status menu in WIDA AMS. Use the Student Status Dashboard to monitor online testing progress.



- The braille format of ACCESS for ELLs Paper is now at a Tier B/C level instead of a Tier B level. Keep this change in mind when you review student test scores. This year's test includes a few more high proficiency level items. Students at lower levels of proficiency might not show as much improvement as anticipated this year because of the increased difficulty of the test. Students at higher levels of proficiency might show more improvement than anticipated because more challenging test content presents more opportunities for students to show advanced skills.
- The State-Specific Directions document is no longer a standard offering on member/state pages of the [WIDA website](#). Continue to visit your member/state page and use the various resources there for state-specific guidance on ACCESS for ELLs testing.
- There are some new resources on the WIDA website you might find helpful.
 - Visit the [Preparing for ACCESS Testing](#) page to review the sample items and guides that help you get students ready for testing.
 - Visit the [Family Engagement](#) page for a variety of resources that you can use to help explain ELL status, language testing, and ACCESS scores to your student's parents and guardians.
 - Check out the key resources box in the ACCESS for ELLs training courses in the [WIDA Secure Portal](#) to find Test Administrator Essentials, a quick-reference, best practices overview of test administration.

Part 1: Testing Overview

Section 1: About ACCESS for ELLs

ACCESS for ELLs is a suite of secure, large-scale English language proficiency assessments for kindergarten through grade 12 students who have been identified as English language learners (ELLs). The assessments are grounded in the WIDA English Language Development (ELD) Standards and given annually in WIDA Consortium member states to monitor student progress in acquiring academic English. For more information on WIDA assessments, [visit wida.wisc.edu/assess](http://wida.wisc.edu/assess).

English language proficiency is a measure of the language students use in their interactions with peers and teachers in both instructional and social settings. Language and cognition develop over multiple years, and the path of each individual varies depending on many factors, including age, educational experiences, and personality. With this in mind and to target distinct spaces along the development continuum, the ACCESS for ELLs assessments are divided into grade-level clusters.

Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Grade 1	Grade 2 Grade 3 Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
	ACCESS for ELLs Online	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
	Alternate ACCESS for ELLs	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12	

Each test, across all grade-level clusters, assesses the four language domains of Listening, Reading, Writing, and Speaking. In the Listening and Reading domain tests, students are presented with items to which they respond by making a selection from limited options. In the Writing and Speaking domain tests, students are presented with open-ended tasks and construct unique responses. To give students the best opportunity to show what they can do with academic English language, the tests are organized into thematically linked groups of items. This structure minimizes the cognitive leaps students must make as they move from item to item through the test.

Each ACCESS for ELLs assessment has some form of built-in adaptivity, giving students the chance to respond to test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all. In ACCESS for ELLs Paper, this adjustment to a student’s abilities is accomplished with a tiered test structure. ACCESS for ELLs Online pairs the tiered structure with an adaptive test engine that responds to a student’s performance. Kindergarten and Alternate ACCESS for ELLs give students multiple opportunities to respond to each test item and provide multiple points at which test administrators can stop testing as students reach the extent of their current language abilities.

Key ACCESS for ELLs information to keep in mind as a test coordinator is summarized in the table below. For more detail, see the [Test Administrator Manual](#).

	Administration format	Approximate administration time	Recommended scheduled testing time	Scoring process
Kindergarten ACCESS for ELLs	Individual	45 minutes	60 minutes	Scored by the test administrator
ACCESS for ELLs Paper	Group: Listening, Reading, Writing Individual: Speaking	Listening: 20–40 minutes Reading: 50 minutes Writing: <ul style="list-style-type: none"> Grade 1, Tier A: 25 minutes Grades 2–12, Tier A: 60 minutes Grades 1–12, Tier B/C: 65 minutes Speaking: 15–30 minutes	Listening: 60 minutes Reading: 70 minutes Writing: <ul style="list-style-type: none"> Grade 1, Tier A: 40 minutes Grades 2–12, Tier A: 75 minutes Grades 1–12, Tier B/C: 80 minutes Speaking: 45 minutes	Centrally scored: Listening, Reading, Writing Scored by the test administrator: Speaking
ACCESS for ELLs Online	Group	Listening: 35–50 minutes Reading: 45 minutes Writing: 50–75 minutes Speaking: 35 minutes	Listening: 65 minutes Reading: 60 minutes Writing: 70–90 minutes Speaking: 50 minutes	Centrally scored
Alternate ACCESS for ELLs	Individual	Listening: 20 minutes Reading: 20 minutes Writing: 20 minutes Speaking: 20 minutes	Listening: 30 minutes Reading: 30 minutes Writing: 30 minutes Speaking: 30 minutes	Scored by the test administrator

Section 2: Roles and Responsibilities

Successful test administration depends on many things:

- Coordination at the district and school levels.
- Educators who are well prepared to serve as test administrators and, often, test scorers.
- Strong technology support.

WIDA envisions these tasks distributed among three roles: the test coordinator, the test administrator, and the technology coordinator. Depending on the size and setup of your school and district, you might handle the responsibilities of more than one of these roles.

This manual focuses on the responsibilities of the test coordinator. As a test coordinator, you'll manage the overall logistics of ACCESS for ELLs test administration at a district- or school-wide level. You'll set a positive tone for test administrators, ensure they have the right training and materials, monitor scheduling and testing progress, and ensure all test materials are stored securely and

returned on time. Before, during, and after test administration, you'll be available to answer questions from all staff involved in ACCESS for ELLs testing.

In addition, your responsibilities include acting as the primary contact with Data Recognition Corporation (DRC), WIDA's technology and test processing partner. You'll create and manage user accounts for everyone in your school or district who needs access to WIDA AMS, the online platform used for material management and test coordination.

This manual and WIDA's online training go through the process of coordinating assignments and communication among test administrators, technology coordinators, and classroom teachers.

- Test administrators are the individuals responsible for presenting the test to students and monitoring testing. They might contact you with questions about managing test materials and student data.
- Technology coordinators are the individuals responsible for the successful installation, deployment, and configuration of the software used for online testing. They might contact you with questions about locating resources and communicating with test administrators.

Your role is to facilitate a positive working relationship between test administrators and technology coordinators so technical issues can be resolved quickly throughout the testing window.

A key responsibility of all staff involved in testing is to ensure students are actively monitored during testing and do their own work. Work with your test administrators to ensure students don't use internet-connected devices, such as cell phones, while testing. Follow your state's test security policies and, whenever possible, have students leave personal devices outside the testing room. **The use of unapproved devices during testing or the submission of copied or plagiarized responses can result in student scores being invalidated.**

Resources for Test Coordinators

In addition to this manual, there are some key resources to review and understand before ACCESS for ELLs testing begins:

The ACCESS for ELLs Checklist

The first place to look for information on ACCESS for ELLs testing is your member/state page of the [WIDA website](#). On that page you'll find the ACCESS for ELLs Checklist, which contains a complete list of your responsibilities as well as test administration and material handling guidance specific to your state. The checklist is your go-to reference on all the tasks you'll complete before, during, and after testing. The checklist can also give you insight into the steps assigned to the test administrators and technology coordinators whose efforts you'll coordinate. Review the checklist in detail before completing any training or working with your test administrators and technology coordinators.

WIDA

District of Columbia

Member of the WIDA Consortium since 2004.

Assessments

The District of Columbia uses the Kindergarten W-APT, WIDA MODEL for Kindergarten, and Screener (for Grades 1-12) to identify English learners (ELs). ACCESS for ELLs is given to all grades K-12 during the annual statewide testing window, which typically lasts from late February to mid-April. For prekindergarten assessments, please refer to the [Office of the State Superintendent of Education \(OSSE\) EL Policies and Procedures](#).

Testing Dates

1/22/20-3/27/20	WIDA AMS test setup available for test sessions
2/10/20	Districts receive test materials
2/17/20-3/27/20	Test Window
2/10/20-3/20/20	Additional test materials ordering window in AMS
4/3/20	Deadline for shipping completed test materials to DRC
4/30/20-5/7/20	Pre-reporting data validation – LEAs in AMS
5/26/20	Districts receive reports – Online
6/4/20	Districts receive reports – Printed

Requirements and Resources

See below for state-specific information and resources related to the ACCESS for ELLs English language proficiency (ELP) assessment, including your state's ACCESS for ELLs Checklist. Here you can find each step in the ACCESS testing process from beginning to end.

[ACCESS for ELLs Online Checklist](#) | [ACCESS for ELLs Paper Checklist](#)

WIDA Services Center
 For questions about training, test administration procedures, room resources, or for problems with your WIDA Secure Portal account.
help@wida.us
 (866) 276-7735

Logging In

WIDA Secure Portal
 Use the WIDA Secure Portal to access test training manuals and resources, as well as Online Professional Learning modules.

WIDA works directly with state education agencies every year to develop each state-specific ACCESS for ELLs Checklist.

The WIDA Secure Portal

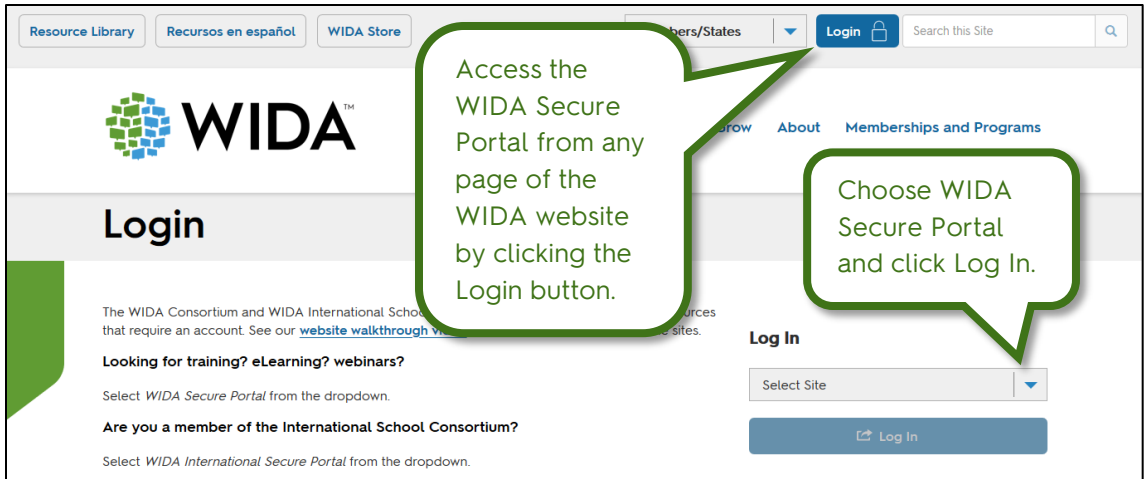
The WIDA Secure Portal (portal.wida.us) is the home of the ACCESS for ELLs training courses you need to complete to familiarize yourself with each assessment that will be administered within your district or school. It's also where you can check the certification status of your test administrators. In the WIDA Secure Portal, you have access to the Download Library, where you can find secure resources like recorded webinars and test materials for some WIDA assessments.

All WIDA Secure Portal users are subject to the terms and conditions outlined in the nondisclosure and user agreement that you are prompted to agree to when you first log in.

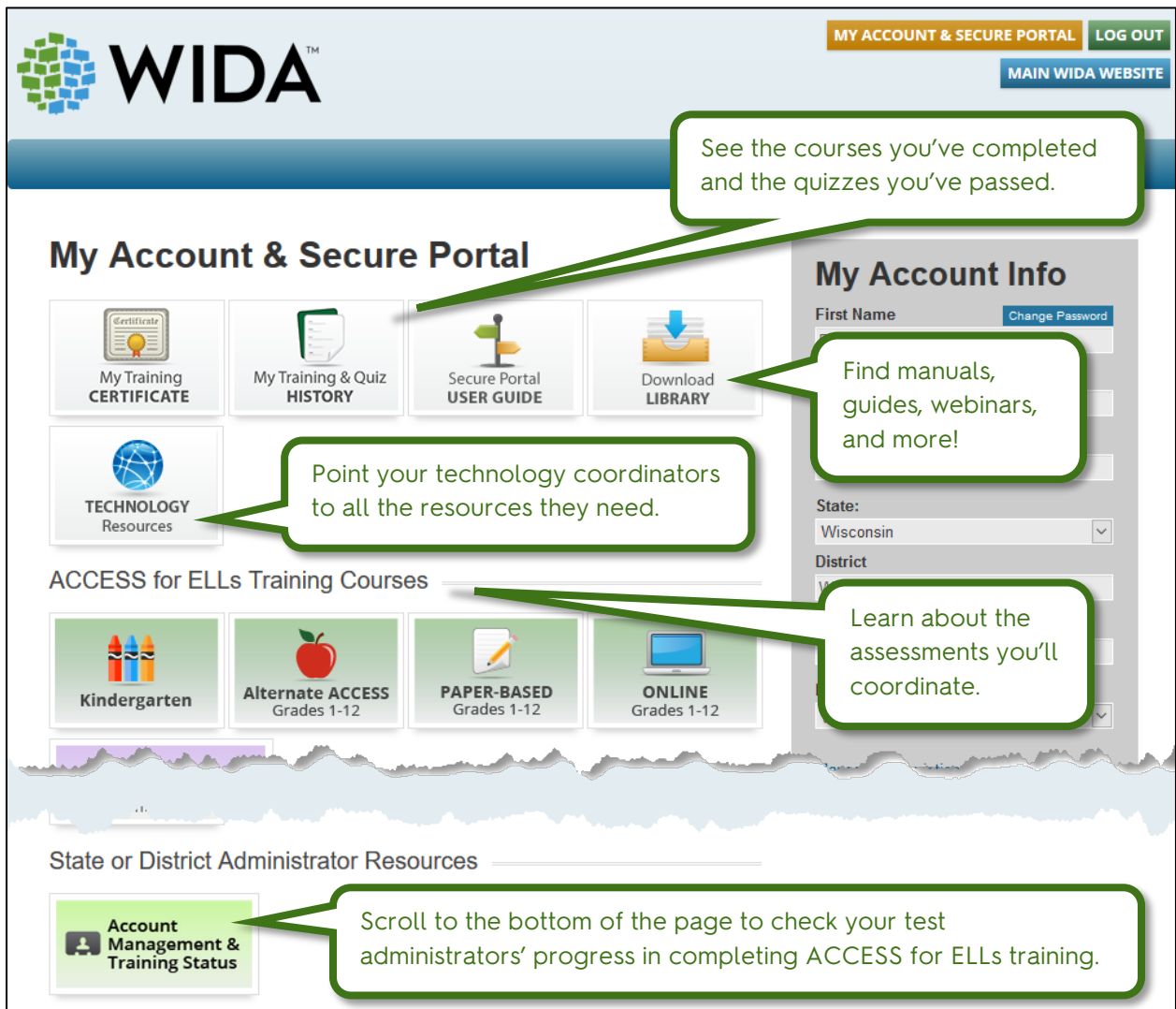
States determine whether test coordinators create WIDA Secure Portal accounts for test administrators. Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for detail on your role in managing test administrator accounts.

To access the WIDA Secure Portal:

1. Go to portal.wida.us



2. Enter your username and password.
3. Click Login.



ACCESS for ELLs Training

If possible, go through training well before your testing window begins. **Plan on spending anywhere from three to five hours to complete a training course and explore related resources.** The time you actually need depends on how quickly you move through the material and how in-depth you want to go in learning about WIDA assessments. You can start and return to the courses as needed, so consider setting aside an hour or two at a time for training.

Visit your member/state page on the [WIDA website](#) to determine which training courses you need to complete and whether there is a state-recommended timeline for completing the training. Keep in mind that you might need to complete multiple training courses. For example, if you know students in your district or school will take both the paper and online formats of ACCESS for ELLs, you might need to complete both training courses even though there are similarities in how to coordinate testing logistics for the two formats of the test. The ACCESS for ELLs Checklist includes a list of the training elements that are essential to your role as a test coordinator.

Each training course concludes with a quiz, which test administrators must pass with a score of 80% or higher to earn their certification. There are no restrictions on when or how many times you can take a quiz, but WIDA recommends taking the quizzes immediately after completing the training. When you pass the quiz, your training certificate in the [WIDA Secure Portal](#) reflects your training accomplishments!

The Test Administrator Manual

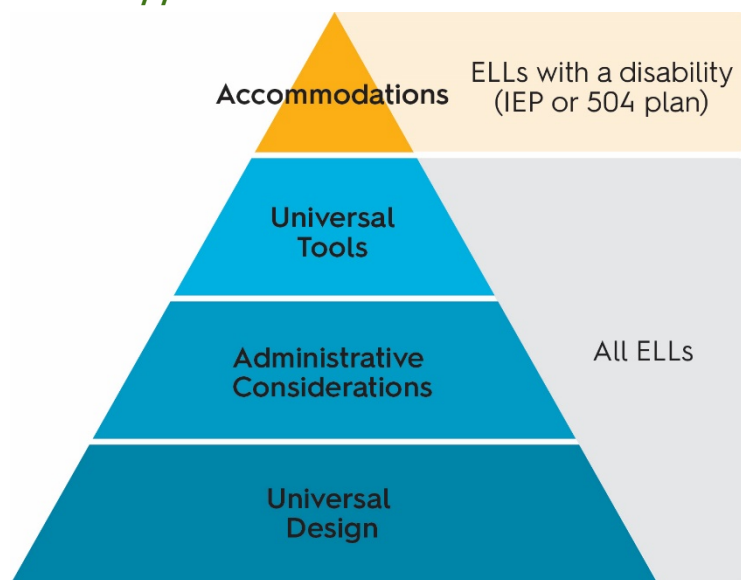
After you complete ACCESS for ELLs training, skim the [Test Administrator Manual](#) to see what information your test administrators need to know.

The Accessibility and Accommodations Supplement

WIDA is committed to providing an assessment that is accessible to every eligible English language learner, including those with disabilities. The ACCESS for ELLs suite of assessments incorporates Universal Design principles that increase access through test design elements like embedded scaffolding and task modeling. A test administrator can offer any student a variety of administrative supports, such as short breaks during testing or verbal reinforcement of on-task behavior. As allowed under your state's testing policies, they can also ensure students have access to some of the learning

tools they typically use in the classroom, such as highlighters or scratch paper. (A digital version of each of these tools is embedded in the online test platform.)

Keep in mind, however, that some supports that students are offered on content assessments are not appropriate to a test of English language proficiency. For example, students cannot use a bilingual dictionary while taking ACCESS for ELLs, even if they would typically use one during a language arts or science assessment. Check your member/state page of the [WIDA website](#) for any state-specific



guidance on providing accessibility support, and refer to the [Accessibility and Accommodations Supplement](#) for detail on accessibility supports available to students taking ACCESS for ELLs.

Beyond the supports available to all students, individuals with disabilities documented in Individualized Education Programs (IEPs) or 504 Plans can be offered a variety of accommodations, such as alternate test formats or assistive devices. The Accessibility and Accommodations Supplement describes the questions you need to consider as you work with support teams to determine which accommodations effectively allow students to demonstrate their English language abilities while maintaining the validity of the test. Consult the Accessibility and Accommodations Supplement, your member/state page of the WIDA website, and the test administrator who will work with the student as you plan testing accommodations.

WIDA AMS

WIDA AMS (www.wida-ams.us) is the online platform for material and technology management and test coordination. You'll use WIDA AMS, in some cases along with your test administrators, to order test materials, edit student demographic and accommodations information, and access score reports. You'll also use WIDA AMS as you work through the procedures for data validation and score reporting. For more information on these processes, refer to your member/state page of the [WIDA website](#). Detailed instructions for all the tasks you can complete in WIDA AMS are in [the WIDA Assessment Management System \(WIDA AMS\) User Guide](#).

To have a new WIDA AMS account created for you, or for assistance accessing your existing account, [contact DRC Customer Service](#) and then follow the instructions in the email that you receive. States and districts determine whether test administrators have WIDA AMS accounts. Refer to the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#) for detailed information on the tasks you'll complete in WIDA AMS and whether you'll manage WIDA AMS access for your test administrators.

All WIDA AMS users are subject to the terms of use outlined in WIDA AMS. You will be prompted to agree to the test security policy when you first log in.

Your WIDA AMS account is separate from your WIDA Secure Portal user account!

You need different login information to access these separate sites.

For security purposes, neither WIDA Client Services nor DRC Customer Service can create WIDA AMS accounts or assign user permissions. This task is a test coordinator responsibility. It is also your responsibility to deactivate user accounts when staff leave your school or district.

If you do create WIDA AMS accounts for others, you'll assign each user a role that gives that user a standard set of permissions within the system. In addition to assigning a role, you can assign additional permissions individually to allow users to complete specific tasks and to fit the transparency policies and responsibility structure of your district. In general, the following roles use WIDA AMS to perform the following tasks. The [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) details each of the available permissions.

Test Coordinator	Test Administrator	Technology Coordinator
Order and inventory materials	View test sessions and print test tickets	Manage the installation and deployment of test software
Set up test sessions and print test tickets	Review student data	Confirm test software and testing devices are working correctly prior to testing
Add new students, and manage student data	Review test demos and sample items	Ensure test administrators know how to access the test platform and how to perform basic troubleshooting steps
Mark accommodations and Do Not Score Codes		Troubleshoot technical issues
Monitor testing progress		
View and download reports		

If students in your school or district will take ACCESS for ELLs Online, one of the key tasks you'll perform in WIDA AMS is creating and managing test sessions. When student data is uploaded into WIDA AMS, students are automatically placed into generic test sessions based on grade-level cluster and domain. You can then edit these test sessions and rename, add, or delete them as necessary to create a test schedule that works for your school or district. Test session creation and editing is covered in the ACCESS for ELLs Online training course in the [WIDA Secure Portal](#).

Resources for Test Administrators

Test administrators are the staff in the room as students take ACCESS for ELLs. They set a positive tone for the test experience, ensure the testing environment is quiet and free from distraction, actively monitor testing to ensure students do their own work, and assist test takers as needed. When students take Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs, or the ACCESS for ELLs Paper Speaking test, test administrators are the ones who evaluate and score student responses.

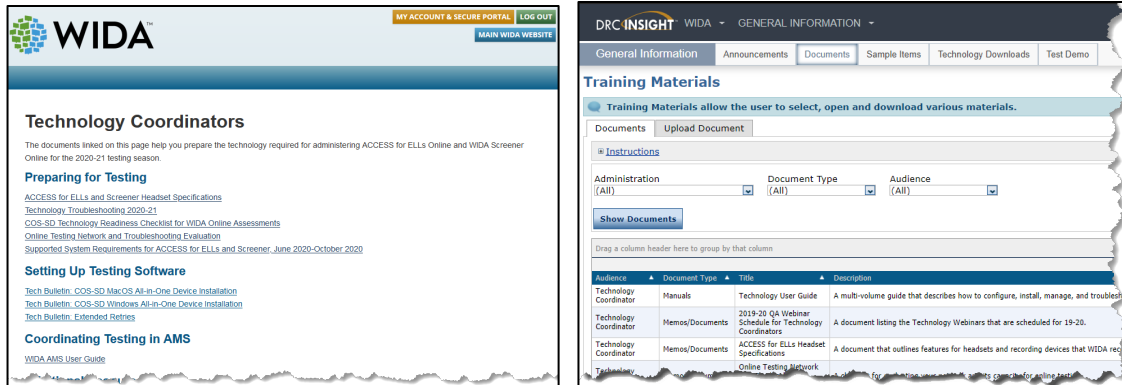
Educators must complete WIDA's online training to become certified test administrators. The primary resources for test administrators are the training courses and the Test Administrator Manual, both of which are available in the [WIDA Secure Portal](#).

Resources for Technology Coordinators

Technology coordinators are the staff responsible for ensuring your computer systems are working, secure, and ready for online testing. Their responsibilities include checking connectivity and bandwidth capacity, installing the test platform browsers on testing devices, and ensuring all testing devices are ready to go on testing day.

A wide variety of resources, from checklists and system requirements documents to user guides and device recommendations are available to technology coordinators in both the [WIDA Secure Portal](#) and in [WIDA AMS](#). Browse the available resources so you're ready to help technology coordinators find the information they need when they have questions.

The WIDA Secure Portal might be the most convenient place for you to find technology resources. If your technology coordinators don't have WIDA Secure Portal accounts, they can find all the same documents in WIDA AMS.



Section 3: Test Security and Materials Management

Test Security

ACCESS for ELLs is a secure test. Store all test material where only the appropriate staff can access it, and keep all test material under supervision throughout the testing window. Do not photocopy test materials, and do not share any specific information about the content of the test with students or their families, even after testing. **Any breaches of test security can invalidate student scores.**

Always keep login information secure, and follow your state's test security policies and procedures. If you suspect test security has been compromised in any way, immediately contact your state education agency to determine next steps.

- ! Keep personal information and test material secure.
- ! Track all booklets using the ACCESS for ELLs Security Checklist.
- ! Ensure test material is kept confidential. Do not allow paper test materials to be left unattended before or after testing. Do not allow online test content to remain on screen unattended before or after testing.
- ! Collect test material from test administrators as soon as possible after testing and keep it in locked storage.
- ! Do not destroy any secure test material. The only exception is soiled materials that cannot be returned.
- ! Check your member/state page of the WIDA website and follow any state-specific security procedures that apply to ACCESS for ELLs testing.

Ordering Test Materials

A key test coordinator responsibility is ordering materials. Materials are ordered separately for each school. Visit your member/state page of the [WIDA website](#) to learn whether any test material ordering is handled at the state level. Typically, material ordering is handled at the district level and is the responsibility of the district test coordinator.

Material ordering must be completed within state-specified ordering windows. These dates are on your member/state page of the [WIDA website](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions on ordering materials, both during the initial test materials ordering window and the additional materials ordering window.

It's important to know whether you're placing an initial or an additional materials order, as the ordering process is different for the different ordering windows. Ordering windows cannot be extended. If you don't order an item during the initial ordering window, you must wait for the additional materials ordering window, which typically opens about two weeks prior to testing.

ACCESS for ELLs Paper

Both schools and districts typically receive a few paper materials in addition to what they order to ensure that there are sufficient quantities for testing. This overage can be used in cases such as when a test booklet is damaged or a student transfers into the school after materials are ordered but before testing begins. **To reduce waste and streamline the ordering process, do not order extra materials.** Often, test materials can be shared between sites. So, for example, if any school is short a test booklet, there is very likely to be another available within the district.

The tier structure of ACCESS for ELLs Paper helps ensure students see test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all. Educators determine which tier is most appropriate for each student before test materials are ordered. WIDA recommends basing the choice of test tier on the English language proficiency level score the student earned on previous ACCESS for ELLs or WIDA Screener assessments. For more information on understanding and using student scores, refer to [the interpretive guides for score reports](#).

Proficiency Level				
1—Entering	2—Beginning	3—Developing	4—Expanding	5—Bridging
Tier A				
			Tier B/C	
Tier A is most appropriate for ELLs who <ul style="list-style-type: none"> • Have arrived in the U.S. or entered school in the U.S. within the current academic school year without previous English instruction • Currently receive literacy instruction only in a language other than English • Have recently tested at a beginner level of English language proficiency 			Tier B/C is most appropriate for ELLs who <ul style="list-style-type: none"> • Have social language proficiency and are beginning to approach or have acquired academic language proficiency in English • Have acquired some literacy in English or are approaching grade level literacy in English • Will likely meet the state's exit criteria for support services by the end of the current academic year 	

In addition to the guidance above, consider how the following circumstances might apply to any individual student:

- **Noteworthy Progress:** Some students who earn Entering or Beginning level proficiency scores demonstrate significant growth between initial testing and the time when materials are ordered for the next round of testing. If the Tier B/C test is most appropriate to the student's current English language proficiency level, use that test even if the student's previous scores suggest Tier A.
- **Literacy Development:** Students who have emerging English literacy skills can find the Tier B/C Writing test challenging, and younger students, particularly those in grade 1, can find the Reading test challenging. If Tier A is most appropriate to the student's current literacy skill level, use that test even if the student's previous scores suggest Tier B/C.

As always, refer to your member/state page of the [WIDA website](#) for any specific guidance from your state or district on tier placement. If you have questions about tier placement for your students, contact your state education agency.

In the rare event that a student requires a human reader as an accommodation, the test administrator reads from the Human Reader Accommodation Script. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. To order a Human Reader Accommodation Script, [contact DRC Customer Service](#) during the additional materials ordering window.

ACCESS for ELLs Online

The online format of the test is semi-adaptive, meaning the test platform tracks student progress in the Listening and Reading tests and presents test items based on students' previous performance. When students finish the Listening and Reading tests, the test platform evaluates their performance to assign them to the appropriate tier of the Speaking and Writing tests. Students are placed into one of three tiers for Speaking (Pre-A, A, or B/C) and one of two tiers for Writing (A or B/C). Students then complete all tasks in the non-adaptive Speaking and Writing domain tests.

All students in grades 1–3 take the ACCESS for ELLs Online Writing test in an entirely pencil-and-paper format. When you order materials, you provide the number of students in each grade-level cluster (grade 1 and grades 2–3) who will take the test, and you receive both Tier A and Tier B/C Writing Test Booklets according to a standard ratio. **Be sure students use the correct booklets! The Writing Test Booklets are specific to ACCESS for ELLs Online. Do not use the Student Response Booklets, which are specifically for ACCESS for ELLs Paper.**

State policy determines whether students in grade 4 and grade 5 handwrite Writing responses in a test booklet or type responses into the online test platform. Visit your member/state page of the [WIDA website](#) to check which mode is the default for your students. If the default mode for your school or district is handwriting, you provide a number of students and you receive an appropriate number of Writing Response Booklets, including some extra. If the default mode for your school or district is typing, you can order Writing Response Booklets during the additional materials ordering window for any students who need to handwrite rather than type responses to the Writing test.

In grades 6–12, students always type responses by default, but they may be allowed to handwrite responses when necessary. For example, in the rare scenario that a student begins the test with a response mode of typing but expresses discomfort, concern, or anxiety, you may allow the student to handwrite responses to the Writing test instead, provided you can fit this into your testing schedule

and provided this change is allowed under your state’s testing policies. In this scenario, or any scenario in which you do not receive enough Writing booklets, you can order them during the additional materials ordering window.

Additional Materials Ordering in WIDA AMS

When test administrators request materials beyond what they received in their initial shipment, go through the following steps:

1. Check whether the materials are available in the [Download Library](#) in the WIDA Secure Portal. Downloadable materials that do not need to be part of an additional materials order include:
 - The grades 4–12 Online Test Administrator Script
 - The Test Administrator Manual
 - The District and School Test Coordinator Manual
 - WIDA’s non-disclosure and user agreement
2. Check the school’s inventory. Use any overage included in the school’s initial shipment before placing an additional materials order.
3. Check the district’s inventory. Use any overage included in the district’s initial shipment before placing an additional materials order.
4. Check the inventory of other schools within the district. If possible, use any overage included in any school’s initial shipment before placing an additional materials order. Track the security barcodes of any booklets that are transferred between schools. **Do not transfer Pre-ID or District/School labels between schools. Contact your state education agency if you need additional District/School labels.** Pre-ID labels are only printed once, prior to testing, and cannot be ordered as an additional material.
5. Track and compile all requests that cannot be met with overage.

Visit your member/state page of the [WIDA website](#) to check for any additional guidance on placing additional materials orders. WIDA recommends that you place your order when you are well into the testing window and all schools have made their requests.

You must place your order before the final week of testing. Submit only one additional materials order. Log in to [WIDA AMS](#) to place an additional materials order. See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions.

Before placing an additional materials order, ensure all school and district overage has been used. In many cases, test material (with the exception of booklet labels) can be shared among schools within a district. Track the location of all secure test material at all times using the security barcodes. Compile all requests for extra materials into **one** additional materials order.

Receiving Test Materials

Test materials are delivered before the start of your testing window, either to a single district site or to individual schools. All materials are shipped securely and must be signed for upon delivery. Visit your member/state page of the [WIDA website](#) to check delivery dates and determine the shipping process for your site:

- **Ship-to-school:** Test materials are shipped directly to individual schools. A calculated amount of overage material is included in each school’s shipment. Additional overage is shipped to a district site for distribution as necessary throughout the testing window.
- **Ship-to-district:** Each school’s test materials are packaged separately and shipped to a single district site. A calculated amount of overage material is included in each school’s boxes. Additional overage is shipped in district-specific boxes. Use the School Box Range Sheet (described below) to separate the boxes by school and confirm that you received the correct number of boxes.

Save your boxes and the enclosed shipping labels! Use the boxes to return materials when you finish testing. If a box is damaged or if your used materials don’t fit into the original boxes, use boxes of similar size and strength.

Inventorying Test Materials

District policy determines whether material inventory occurs at the district or the school level. Regardless, keep a close count of extra materials at both the school and district levels so that requests for extra materials can be met with overage before you place an additional materials order.

If the district receives materials but schools inventory them, distribute materials promptly to allow time for the inventory process. Always keep security in mind when distributing materials.

Use the Packing List and Security Checklist (described below) to inventory test materials upon delivery. Verify that the security barcode ranges on the Packing List match those on individual pieces of test material or on packages of test material. Report any discrepancies to [DRC Customer Service](#).

	Box #	Qty. Shipped	
ANEOUS MATERIALS	2	1	
	2	1	
	2	1	
	2	1	
	2	1	
ordinator Manual(s)	2	1	
(s)	2	1	
s			
Version 2	2	1	14790100
(s) - Version 2	2	1	24790141
(s)	2	1	
- Version 2	2	1	14500136-14500136
(s) - Version 2	2	1	15500120-15500120
(t(s) - Version 2	2	2	24500206-24500207
lletts) - Version 2	2	4	25600188-25600191
	2	1	00450079-00450079
	2	1	00300101-00300101

Track the location of all secure test materials at all times using the security barcodes. When any piece of secure test material is not returned at the end of testing, it is reported missing from the school it was initially assigned to, so it is critical that you keep accurate records when materials are transferred between schools.

Maintain test security prior to and during testing. Account for all material that is distributed to test administrators, and inventory all test material when it is returned to you.

Material Management Documents

Use the following documents to inventory test materials when you receive them and when you package them for return. Photocopy these forms as needed and keep them for your records when you return the rest of your test materials.

- **Packing List:** A summary of the shipped materials, including a range of security barcodes for each type of material. Ship-to-school sites receive a School Packing List. Ship-to-district sites receive both a District Packing List and a set of school-specific School Packing Lists.
- **Security Checklist:** A list of every security barcode associated with a piece of test material assigned to the district or school. Ship-to-school sites receive a School Security Checklist. Ship-to-district sites receive both a District Security Checklist and a set of copies of the school-specific School Security Checklists. Use these checklists to track the individual test administrator or student associated with each piece of test material.
- **School Box Range Sheet:** A list of the boxes assigned to each school. Provided only to ship-to-district sites. Use to inventory the boxes received at a district site and to ensure each school site receives the correct boxes.
- **Material Return Instructions:** Directions for packing materials and shipping them. This packet includes the return shipping labels you'll use to return materials as well as information about arranging return shipping. An electronic version of this document is available in the [Download Library](#) in the WIDA Secure Portal.

See the test-specific topics in [Part 2](#) of this manual for a list of the secure materials for each test.

Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs test materials arrive in the same shipment as ACCESS for ELLs test materials. They are not shipped in separate boxes. Boxes that contain Alternate ACCESS for ELLs materials have a blue label and these boxes may also contain ACCESS for ELLs or Kindergarten ACCESS for ELLs materials.

Distributing Test Materials to Test Administrators

Meet with test administrators to go over all aspects of ACCESS for ELLs testing, including logistics, policies, and materials. Remind test administrators of the importance of the following things:

- Verifying the accuracy of Pre-ID labels before placing them on test booklets.
- Completing student information on test booklets when using District/School labels.
- Signing out and signing in each test booklet on the Security Checklist.
- Contacting you for extra materials as needed.
- Actively monitoring students during testing to ensure they are working independently and not using cell phones or other devices.

If your test administrators will give ACCESS for ELLs Online, you can provide rosters and test tickets to them in advance, along with the rest of the secure test materials. Alternatively, if they have the required WIDA AMS access, you can instruct them to print and cut out tickets immediately prior to testing. In either case, remind test administrators that rosters and tickets are secure test material and must be handled and stored accordingly. For instructions on editing and printing rosters and test tickets, see the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#).

Remind ACCESS for ELLs Online test administrators that when they provide test tickets to students, they must verify that each test ticket is given to the correct student and that all information on the ticket matches the test plan for the student. For example, confirm a Writing test ticket includes “Writing HW” when appropriate to indicate that the student will handwrite responses in a test booklet instead of typing responses in the online test platform. Confirm that the Accommodations line shows one or more of the following four options as appropriate:

- **MC:** The student has been assigned Manual control of item audio.
- **RA:** The student has been assigned Repeat item audio.
- **ES:** The student has been assigned Extended speaking response time.
- **N/A:** The student has not been assigned any accommodations, or the student has been assigned accommodations other than the ones specified above. (The accommodations above are the only ones that affect the behavior of the online test platform.)

ACCESS for ELLs - 2020-2021 Test Ticket	
Writing Gr 4-5	
Andrea Granso	
Date of Birth:	4/4/2010
Accommodations:	MC
Domain:	Writing
Test Session Name:	Generic Grade 5
State Student ID:	123456789
Username:	agranso
Password:	829923

This student will be able to control when the audio plays and will type a Writing response in the online test platform.

Marking Test Booklets

Even if most of your students take the online format of ACCESS for ELLs, those who are in the lower grades, those who handwrite rather than type responses to the Writing test, and those who take Kindergarten ACCESS for ELLs or Alternate ACCESS for ELLs will all use paper test booklets.

Incorrect or missing student information on a test booklet can result in late or missing student scores! In addition, testing research conducted by WIDA and other organizations can only be as accurate as the student data reported on test booklets. Correct and complete information is critical, not only to individual students, schools and districts, but also to the whole field of language testing. Better data means better research, and better research means better resources for test developers, educators, and English language learners.

Test Booklet Labels

There are three types of test booklet label: Pre-ID, District/School, and Do Not Process. **Only booklets with Pre-ID or District/School labels are processed. Missing labels and incomplete or inaccurate student information can result in late or missing student scores.**

Place labels only in the box indicated on the front cover of a test booklet. Do not place a label anywhere else on the booklet. If you need to cover an incorrect Pre-ID label or apply a Do Not Process label to a used test booklet, place the new label directly over the originally applied label. Do not attempt to remove or cut out an incorrect label. **Never write on a booklet label, print your own label, or copy a label.**

The diagram shows a test booklet label with the following elements:

- WIDA 20XX-20XX** logo at the top.
- Fields for **Grades 4-5** and **Tier A**.
- ACCESS for ELLs®** title and subtitle: **Listening, Reading, and Writing Form XXX Test Booklet**.
- DATE OF TESTING** grid with columns for Month (M), Day (D), Year 2 (2), Year 0 (0), Year 1 (1), and Year 2 (2).
- A vertical barcode on the left with the number **15200164** above it and **5596804** below it.
- A callout box on the left: "Do not place labels anywhere except the specified box. Never cover a barcode outside the designated label box."
- A callout box pointing to the barcode: "Do not cover the security barcode!"
- A callout box pointing to the right side: "Place booklet label here."
- A callout box pointing to the barcode area: "Place Bar Code Label WITHIN This Box"
- A vertical barcode on the right with the number **U596504BLANK---** next to it.
- A callout box pointing to the top of the label: "ALIGN TOP OF LABEL HERE"
- A student information grid with columns for **STUDENT'S LAST NAME**, **FIRST NAME**, and **MI**. The grid contains a grid of letters (A-Z) for data entry.

Do not return unused labels with your test materials. Securely destroy unused labels following the guidance in the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#). If you have unused Pre-ID labels, verify that the students in question completed all required testing.

Pre-ID labels have individual student information in addition to school and district information. With these labels, you don't need to complete student demographic information on the front and back covers of the test booklet. **However, you must still indicate the date of testing on the front cover.**

The Pre-ID label barcode will always be processed instead of student demographic information completed on a booklet. If a Pre-ID label is incorrect, update the student data in [WIDA AMS](#) and continue using the label. Do not write on the label to correct information.

Pre-ID labels are generated from the Pre-ID data file upload. Review the ACCESS for ELLs Checklist on your member/state page of the WIDA website to determine whether Pre-ID data submission is completed at the state or district-level. If Pre-ID data submission is completed at the district level and your responsibilities include completing or assisting with this task, see WIDA's online training in the [WIDA Secure Portal](#) and the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for more information.

District/School labels have only school and district information. When there is no Pre-ID label for a student, use a District/School label and complete the demographic information on the front and back covers of the test booklet.

Do not use another school's District/School labels. Districts always receive plenty of extra District/School labels, so requests for additional labels must be approved by the state education agency.

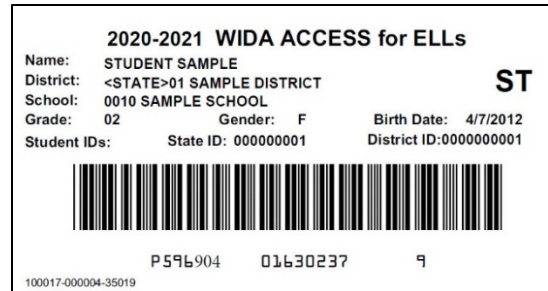
Do Not Process labels prevent the entire test booklet from being processed. Use these labels for damaged booklets or unique situations in which student responses should not be scored.

Blank test booklets do not need Do Not Process labels. Return unused booklets without any label.

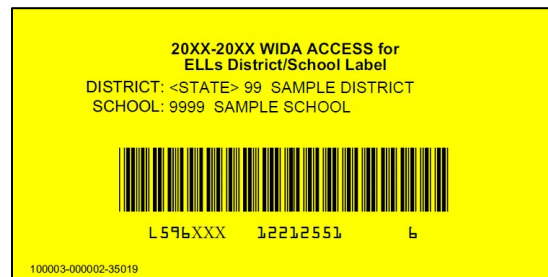
The Do Not Process label and the Do Not Score Code field on the booklet cover are different. A Do Not Process label means the booklet will not be scored at all. A Do Not Score Code means the student will receive a score report without scores for the specific indicated domains.

Completing Student Demographic Information

When completing student demographic information on test booklet covers, follow any guidance provided on your member/state page of the [WIDA website](#). If you do not have the information to complete any of the student demographic fields, contact your state education agency for guidance.



Pre-ID labels are included in initial test material shipments to district and schools. They cannot be ordered during the additional materials ordering window.



Writing information, such as a student’s name, without filling in the corresponding circle for each letter or number can prevent the student from receiving a score. Circles that are not completely filled in, such as those marked with check marks, slashes, or dots, can prevent the student from receiving a score.

Demographic information completed in pen, marker, or anything other than a number 2 pencil can also prevent the student from receiving a score. Complete both the front and back covers of the booklet to record all student information.

1. Verify that a Pre-ID or District/School label is present and shows the correct District and School Code numbers. If you don’t know these codes, contact your state education agency.
2. Complete the Date of Testing field on all test booklets, regardless of whether a Pre-ID or District/School label is used. If the student tests over multiple days, record the date on which the student completes testing. If the student has transferred out of your school or district since testing, record the last day of the school’s testing window.

If the booklet has a District/School label:

3. Print the student’s name, writing one letter in each box. Completely fill in the corresponding circle below each letter.
 - For a hyphenated name, leave a blank space. Do not fill in a circle in that column.
 - For students who test online, enter the student name exactly as it appears in [WIDA AMS](#). A mismatch between the booklet and WIDA AMS will delay score reporting.
 - Update the information in [WIDA AMS](#) if necessary. Do not correct it by entering something different on the test booklet.
4. Print the district and school names in the indicated areas, writing one letter in each box.
5. Print the code for the student’s native language, writing one letter or number in each box. If the code does not fill all the boxes, start at the left and leave any remaining boxes blank. Contact your state education agency for the native language codes specific to your state.
6. Print the two-letter abbreviation of your state.
7. Fill in the first circle in the Racial/Ethnic Group field if the student identifies as Hispanic or Latino. Then, regardless of whether you filled in that first circle, fill in additional circles to indicate any groups that apply.
8. In the same way you completed the Date of Testing field on the booklet’s front cover, fill in circles to indicate the student’s birth date.
9. In the same way you completed the Date of Testing field on the booklet’s front cover, fill in circles to indicate the date the student first enrolled in a U.S. school.

DATE OF TESTING									
0	2	1	5	2	0	2	1		
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>						<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input type="radio"/>

EXAMPLE: Correctly indicating a test date of February 15, 2021.

10. **Carefully** fill in a circle to indicate the student’s grade. A mismatch between the grade marked on the booklet and the grade provided in a student data file for score reporting purpose will delay score reporting. Update the information in [WIDA AMS](#) if necessary. Do not correct it by entering something different on the test booklet.

DISTRICT NAME										SCHOOL NAME																													
4										4																													
NATIVE LANGUAGE					STATE NAME ABBREVIATION					GRADE LEVEL					LENGTH OF TIME IN LEP/ELL PROGRAM					GEN																			
5					6					<input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9					<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9					12																			
RACIAL/ETHNIC GROUP										BIRTH DATE					DATE FIRST ENROLLED IN U.S. SCHOOL					STATUS																			
7										8					9					13																			
Part 1—Select 1 ethnicity that best describes the student. <input checked="" type="radio"/> Hispanic/Latino										M M D D Y 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9					M M D D Y 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9					M M D D Y 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9					TITLE III 504														
Part 2—Select ALL races that apply. <input checked="" type="radio"/> American Indian/Alaskan Native <input checked="" type="radio"/> Asian <input checked="" type="radio"/> Black/African American <input checked="" type="radio"/> Pacific Islander/Hawaiian <input checked="" type="radio"/> White										14					15					16																			
STATE STUDENT ID NUMBER																				STATE DEFINED OPTIONAL										SCHOOL USE ONLY									
17																				18										LIEP CLASSIFICATION <input type="radio"/> EL Bilingual <input type="radio"/> Mixed Bilingual <input type="radio"/> EL-Specific Transition Instruction <input type="radio"/> Mixed Classes with Native Language Support <input type="radio"/> EL-Specific with English-only Support <input type="radio"/> Mixed Classes with English-only Support <input type="radio"/> No Support Provided <input checked="" type="radio"/> Parental Refusal of Services									
21																				22										ACCOMMODATIONS <input type="radio"/> BR <input type="radio"/> EM <input type="radio"/> ES <input type="radio"/> ET <input type="radio"/> HI <input type="radio"/> HR <input type="radio"/> RI <input type="radio"/> RR <input type="radio"/> MC <input type="radio"/> RA <input type="radio"/> SR <input type="radio"/> RD <input type="radio"/> NS <input type="radio"/> WD									
DISTRICT STUDENT ID NUMBER																				DISTRICT DEFINED OPTIONAL										DETAILED INSTRUCTIONS FOR COMPLETING ACCOMMODATIONS • LIEP CLASSIFICATION • ACCOMMODATIONS CAN BE FOUND IN THE TEST ADMINISTRATOR MANUAL									
19																				20										Do Not Score This Section For This Student (See the Test Administrator Manual for detailed instructions)									
23																				ABS L R W S INV L R W S DEC L R W S SPD L R W S																			

11. Fill in one circle in each column to indicate the number of complete years the student has been enrolled in an English language support program.
12. Fill in the M or F circle to indicate whether the student is male or female. If a student does not identify as either, leave this field blank.
13. Fill in the circle if the student has a documented Individualized Education Program (IEP).
14. Fill in the circle if the student is part of the district's Title III, ESSA allocation.
15. Fill in the circle if the student has a National Certificate of Eligibility (COE) form on file and is legally defined as a migratory agricultural worker under ESSA.
16. Fill in the circle if the student has a 504 Plan to address particular educational needs.
17. Print the unique, state-assigned number for the student and fill in the corresponding circle in each column. If the ID does not fill all the boxes, start at the left and leave any remaining boxes blank. A mismatch between what is marked on the booklet and any data file provided for scoring purposes will delay score reporting.
18. Consult your member/state page of the [WIDA website](#) for guidance on completing the State Defined Optional Data field.
19. Print the unique, district-assigned number for the student and fill in the corresponding circle in each column. If the ID does not fill all the boxes, start at the left and leave any remaining boxes blank. A mismatch between what is marked on the booklet and any data file provided for scoring purposes will delay score reporting. If your district has no unique District Student ID number, leave this field blank.
20. Consult your member/state page of the [WIDA website](#) for guidance on completing the District Defined Optional Data field.
21. Fill in the circle next to the one language program classification that best applies to the student. The following table provides general definitions of these categories, but consult your member/state page of the [WIDA website](#) for additional guidance on completing this field.

LENGTH OF TIME IN LEP/ELL PROGRAM	
●	●
①	①
	②
	③
	④
	⑤
	⑥
	⑦
	⑧
	⑨

EXAMPLE:
Correctly indicating a student has been in an ELL program for the past 8 months.

LIEP Classification	Definition
EL Bilingual	Students gain proficiency in both their native language and English, with at least some instruction provided in the native language. <i>Class composition: ELLs who share a native language</i>
Mixed Bilingual	Approximately equal focus on English and another language, including content instruction in the non-English language. <i>Class composition: ELLs and non-ELLs share a classroom</i>

LIEP Classification	Definition
EL-Specific Transitional Instruction	The student's native language is used to support English proficiency acquisition, but native language proficiency is not a program goal. <i>Class composition: ELLs only</i>
Mixed Classes with Native Language Support	The student's native language is used to support English proficiency acquisition, but most instruction is provided in English, either inside or outside of the regular classroom. <i>Class composition: ELLs and non-ELLs share a classroom</i>
EL-Specific with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. <i>Class composition: ELLs only</i>
Mixed Classes with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Support is provided either inside or outside of the regular classroom. <i>Class composition: ELLs and non-ELLs share a classroom</i>
No Support Provided	ELLs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual-certified educator.
Parental Refusal of Services	The student's parent or guardian has declined language services.

22. Fill in the circles to indicate any accommodation provided to the student during testing. The codes and accommodations are listed below, but consult your member/state page of the [WIDA website](#) for additional guidance on completing this field. Refer to the [Accessibility and Accommodations Supplement](#) for detail on available accommodations for each test.

Code	Accommodation
BR	Braille
EM	Extended testing of a test domain over multiple days
ES	Extended Speaking test response time
ET	Extended testing time within the school day
HI	Human reader for items
HR	Human reader for response options
RI	Human reader for repeat of items
RR	Human reader for repeat of response options
SD	Interpreter signs test directions in ASL
LP	Large Print
MC	Manual control of item audio
RA	Repeat item audio
SR	Scribe
RD	Student responds using a recording device, which is played back and transcribed by the student
NS	Test may be administered in a non-school setting
WD	Word processor or similar keyboarding device to respond to test items

23. Use this field only in rare, special cases as described below. Filling in a circle in this field means the student will not receive a score for the indicated domain, even if the student completes the domain elsewhere (for example, in the online test platform instead of in the paper booklet).

This field is different from a Do Not Process label. A Do Not Process label means the booklet will not be scored at all. Marking a code in this field means the student will receive a score report without scores for a specific domain.

Do not use a Do Not Score code to change a student’s mode of testing. If a student begins testing online and should instead test on paper, contact your state education agency for guidance on how to proceed with testing.

Code	Do Not Score Circumstance
ABS	The student was absent and did not take a particular domain test.
INV	A particular domain test was invalid according to state or district policy. For example, this code might be used due to student illness or inappropriate testing practices.
DEC	The student declined to take or complete a particular domain test. ACCESS for ELLs is a required annual assessment, and students cannot opt out. Use this code only after several unsuccessful attempts to engage the student in the assessment.
SPD	The student’s IEP or 504 team has determined that the student should not participate in a particular domain test due to the student’s special education needs.
Always indicate the affected domains when using a Do Not Score Code. L = Listening R = Reading W = Writing S = Speaking	

24. In the Alternate ACCESS for ELLs Student Response Booklet, complete the table on the inside cover of the booklet.

Fill in the Yes oval or the No oval to indicate whether the student does or will participate in alternate state content assessments.

- Print the number of complete years the student has been exposed to academic English, writing one number in each box. Fill in the corresponding circle in each column.
- Fill in **one** oval to indicate the student’s primary disability. Fill in one additional oval to indicate the student’s secondary disability, if applicable.

25. In the Alternate ACCESS for ELLs Student Response Booklet, complete the test administration questions to the best of your ability. The information provided here appears on the [Alternate ACCESS for ELLs Individual Student Report](#). See the [Alternate ACCESS for ELLs Interpretive Guide for Score Reports](#) for detail on scores.

Returning Test Materials

Preparing Materials for Return

To ensure correct processing and on-time test scores, inventory and review all test materials before you return them. Use the packing lists and School Security Checklist to complete your inventory.

1. Verify that all responses to braille or large print format tests have been transcribed into standard test booklets. Braille and large print tests can be folded as needed and returned with standard test materials. No special shipping is required.
2. Confirm that every booklet that contains student responses has a Pre-ID or District/School label in the upper right corner of the front cover. **Any test booklet that does not have a label with a barcode in the correct place will not be processed, and the student will not receive a score.**
 - Confirm that every booklet with a District/School label has student demographic information filled in completely and correctly on both the front and back covers. In particular, check the student's name, grade, and date of testing, and **confirm that all circles are filled in completely.**
 - If student demographic information has been completed with something other than a number 2 pencil, transcribe the student responses into an unused test booklet. See the [Accessibility and Accommodations Supplement](#) for transcription guidelines. Place a District/School label on the transcribed booklet and complete the student demographic information in number 2 pencil. Place a Do Not Process label on the incorrectly marked booklet containing the student's original responses.
3. Confirm that unused test booklets and any test booklet that should not be scored **do not** have Pre-ID or District/School labels.
 - Return unused test booklets. Do not apply labels to these booklets.
 - Apply a Do Not Process label to any used test booklet that should not be scored.
4. Remove any paper clips or sticky notes from test booklets.

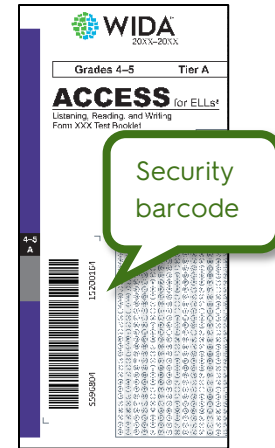
Securely destroy all scratch paper. Only the test booklet is scored. If you discover stray marks that might interfere with student demographic information or test response processing, such as scribbling on a booklet cover or inappropriately filled in circles in the Do Not Score Codes box, contact your state education agency for guidance on whether you can erase these marks yourself or need to contact DRC Customer Service for additional mitigation steps.

Common Errors and Unique Situations

For guidance on issues not covered below, consult your state education agency and the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#). For further assistance with rare circumstances like one student providing responses in another student's test booklet or using another student's login information, [contact DRC Customer Service](#).

- **Damaged Booklets:** Transcribe student responses from any torn or water-damaged booklet into a new test booklet. See the [Accessibility and Accommodations Supplement](#) for transcription guidelines. Return the damaged booklet as well as the new, transcribed booklet. Place a Do Not Process label on the damaged booklet. Place a District/School label on the new booklet and complete the student demographic information.

- Soiled Booklets:** Transcribe student responses from any test booklets soiled with bodily fluids, such as blood or vomit. See the [Accessibility and Accommodations Supplement](#) for transcription guidelines. **Do not return any soiled test materials to DRC.** Instead, document the security barcode of the soiled booklet in the Materials Accountability Form in [WIDA AMS](#). Securely destroy all soiled test materials.
- Booklets without labels:** Booklets without labels will not be processed. Place a District/School label on any unlabeled test booklet that contains student responses, and complete the student demographic information. Blank test booklets do not need Do Not Process labels. Return unused booklets without any label.
- Booklets with modified or misplaced labels:** Do not cross out, correct, or create your own booklet labels. Place a District/School label over any modified or unofficial label and complete the student demographic information. If a booklet that should be scored has a Do Not Process label on the front cover label area, place a Pre-ID or District/School label over the incorrect label and complete the demographic information. If a booklet that should not be scored has a Pre-ID or District/School label on the front cover label area, place a Do Not Process label over the incorrect label.
- Booklets without demographic information:** If the booklet has a Pre-ID label, you do not need to complete student demographic information on the booklet covers. The Pre-ID label barcode will always be processed instead of information completed on the booklet. If a Pre-ID label is incorrect, update the student demographic data in [WIDA AMS](#). **If the booklet has a District/School label, the demographic pages on the front and back cover must be completed using a number 2 pencil.** Incomplete or inaccurate student information, as well as unfilled circles on the demographics form, can result in late or missing student scores.
- Multiple booklets for a single student or responses from multiple students in a single booklet:** If a student uses multiple test booklets—for example, by providing responses to the Reading domain test in one booklet and providing responses to the Listening domain test in another booklet—transcribe responses as necessary to create a single booklet for the student. See the [Accessibility and Accommodations Supplement](#) for transcription guidelines. If the booklet that contains all of one student’s responses does not have a correct Pre-ID label, use a District/School label and complete the student demographic information. Place a Do Not Process label on any booklet containing only some of the student’s responses. Document the issue and its resolution for your records.
- Modified test materials:** As described in the [Accessibility and Accommodations Supplement](#), test materials may be modified as needed to accommodate the unique needs of students taking Alternate ACCESS for ELLs. Do not modify materials for other tests. Keep all test materials together and ensure they are all returned. WIDA recommends placing all materials in a large envelope with the student’s name on it. Cut out the bar code from the back cover of the Student Response Booklet and securely attach it to the outside of the envelope.



Shipping Materials

All secure test materials must be returned by the deadline indicated on your member/state page of the WIDA website. Only materials shipped on or before the final 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. Late materials will not have a data validation window. Reports for late materials will not be issued until the Late Returns Report date after testing.

Don't wait for the deadline to ship materials back! As soon as the majority of your students have completed testing, prepare, box, and return the materials. Keep only enough test material to account for make-up testing and new enrollments, and return these materials in a second shipment.

Instructions on what to return, keep, and destroy, if different than below, are detailed in the ACCESS for ELLs Checklist on your member/state page of the WIDA website.

Return	Keep	Securely Destroy
All test booklets (collected in plastic bags)	Packing List	District and School Test Coordinator Manual (this document)
All ACCESS for ELLs Paper Test Administrator Scripts	Security Checklist	Test Administrator Manual
ACCESS for ELLs Online Test Administrator Scripts for grade 1 and grades 2-3		Grades 4-12 Online Test Administrator Script
Listening and Speaking Test CDs		School box range sheet
All large print, braille, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELs test materials		Unused booklet labels

To prepare your return shipment, you need the following materials from the highest numbered box of your initial shipment.

- **Plastic Bags:** Collect all test booklets in plastic bags. This protects the test materials from moisture and keeps them together in the event that the box breaks in transit.
- **Plastic Ties:** Use the provided plastic ties to seal the bags of test booklets.
- **Return Materials Instruction Packet:** Read the enclosed instructions for packing your return shipment, and apply the enclosed shipping labels.

Alternate ACCESS for ELLs materials do not need to be returned separately in the blue-label boxes they are initially shipped in. Return these materials with all your other ACCESS for ELLs test materials.

Return materials from the location they were initially shipped to. Your return shipping labels show the address from which materials need to ship. Arrange for pickup at least one day prior to the day you plan to ship your materials, and keep the packed boxes in a secure location until they are collected. Record the tracking number of each box and keep these numbers for future reference.

If you do not have a regular UPS pickup, call UPS at (866) 857-1501 to arrange shipping. Refer to the Returning Materials instructions included in your original shipment for details on coordinating material returns.

Material Accountability

Document any test materials that you don't return, such as soiled booklets, in the Materials Accountability Form in [WIDA AMS](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions. Two weeks after your final materials return date, your state education agency receives a report of missing materials. If materials are not returned and not documented in the Materials Accountability Form, your state education agency might contact you to investigate why the materials are not accounted for.

Material included in an additional materials order is not included in the missing materials report, but should still be documented in the Materials Accountability Form. The form must be completed by the end of your testing window.

Student Transfers

Refer to your member/state page of the WIDA website for state or district guidance on student transfer situations. If you have questions about a specific situation, contact your state education agency.

In general:

- When students enter your school, district, or state **before** the testing window opens, you can include them in testing. Follow any guidance included in the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#). When you do not have Pre-ID label, apply a District/School label to the student's test booklet and complete all demographic information.
- When students transfer in **during** the testing window, update your testing schedule as needed to include the incoming students in testing.
- When students transfer in **after** the testing window closes, wait until the next school year to test them.

Each of the sections below provides more specific guidance on particular transfer scenarios.

Due to student confidentiality and security laws, DRC and WIDA do not have access to share or communicate student scores.

A student transfers into your district from a school within your state

The student has completed some testing:

ACCESS for ELLs Online to ACCESS for ELLs Paper

- If the student completed only one domain online, have the student take the entire ACCESS for ELLs Paper test, including the domain test the student already completed. [Contact DRC Customer Service](#) to ensure the student's record accurately reflects the change in test mode.
 - If the student completed two or more domains online, transfer the student in [WIDA AMS](#).^{*} See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions. Once this task is completed and the student record is processed, run a Tier Placement Report, provide appropriate test booklets with District/School labels for the remaining domain tests, and complete the student demographic information on the booklet covers exactly as it appears in WIDA AMS.
-

ACCESS for ELLs Online to ACCESS for ELLs Online

Transfer the student in [WIDA AMS](#).^{*} See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions. Have the student complete any remaining domain tests.

ACCESS for ELLs Paper to ACCESS for ELLs Paper

- If allowed by your district and state, transfer the student's test materials between schools using your state's secure material transfer protocol. Cover any applied Pre-ID labels with District/School labels and complete the student demographic information on the booklet covers.
 - If you can't transfer the student's test materials between schools, transfer the student in [WIDA AMS](#).^{*} See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions. Provide appropriate test booklets with District/School labels for the remaining domain tests, and complete the student demographic information on the booklet covers. Both schools return the student's test material when testing is finished at each site. It is critical that the student's demographic information match exactly on the two sets of returned materials.
-

ACCESS for ELLs Paper to ACCESS for ELLs Online

- If allowed by your district and state, transfer the student's test materials between schools using the prescribed secure material transfer protocol. Have the student complete any remaining domain tests in the paper format. Cover any applied Pre-ID labels with District/School labels and complete the student demographic information on the booklet covers.
- If you can't transfer the student's test materials between schools, have the student take the entire ACCESS for ELLs Online test, including any domain tests the student already completed.

**Only one district test coordinator needs to transfer a student in WIDA AMS. If the student is transferring in from outside the district, contact the sending district to determine which district will transfer the student.*

The student has completed no testing or an unknown amount of testing: Follow standard testing procedures. Use a District/School label on any test booklets the student uses and complete the student demographic information on the booklet covers. If the student takes ACCESS for ELLs Online, add the student in [WIDA AMS](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions.

The student has completed all testing: District test coordinators can access the student's scores in [WIDA AMS](#) during the state's reporting window, and the full student record can be transferred during the testing window or the data validation window if allowed under state testing policies. If the student is transferring in from outside the district, contact the sending district or state education agency to request the student's Individual Score Report. Visit your member/state page of the [WIDA website](#) and consult your state education agency for detail on policies around sharing student scores. If scores cannot be shared between districts, contact your state education agency for guidance on whether to retest the student.

A student transfers into your district from a school outside your state

The student has completed some testing: Have the student take the entire test again following standard testing procedures. If your testing window has closed, you can seek the necessary explicit permission from districts and state education agencies to share student information across states.

The student has completed no testing or an unknown amount of testing: Follow standard testing procedures. Use a District/School label on any test booklets the student uses and complete the student demographic information on the booklet covers. If the student takes ACCESS for ELLs Online, add the student in [WIDA AMS](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions.

The student has completed all testing: Have the student take the entire test again following standard testing procedures. If your testing window has closed, you can seek the necessary explicit permission from districts and state education agencies to share student information across states.

A student transfers out of your district to a school within your state

The student has completed some testing:

ACCESS for ELLs Online to ACCESS for ELLs Paper

- If the student completed only one domain online, have the student take the entire ACCESS for ELLs Paper test at the new school. [Contact DRC Customer Service](#) to ensure the student's record accurately reflects the change in test mode.
- If the student completed two or more domains online, transfer the student in [WIDA AMS](#).* See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions.

ACCESS for ELLs Online to ACCESS for ELLs Online

Transfer the student in [WIDA AMS](#).* See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions. Coordinate with the student's new school to ensure the student completes any remaining domain tests.

ACCESS for ELLs Paper to ACCESS for ELLs Paper

- If allowed by your district and state, transfer the student's test materials between schools using the prescribed secure material transfer protocol.
 - If you can't transfer the student's test materials between schools, transfer the student in [WIDA AMS](#).* See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions. Return the student's partially completed test material when testing is finished. It is critical that the student's demographic information match exactly on the materials returned by former school and those returned by the new school.
-

ACCESS for ELLs Paper to ACCESS for ELLs Online

- If allowed by your district and state, transfer the student's test materials between schools using the prescribed secure material transfer protocol. The student will complete any remaining domain tests in the paper format at the new school.
- If you can't transfer the student's test materials between schools, the student must take the entire ACCESS for ELLs Online test at the new school, including any domain tests the student already completed. Return any test booklet the student used with a Do Not Process label.

**Only one district test coordinator needs to transfer a student in WIDA AMS. If the student is transferring in from outside the district, contact the sending district to determine which district will transfer the student.*

The student has completed no testing or an unknown amount of testing: Coordinate with the student's new school to ensure the student is included in the new school's testing plans.

- If the student will remain within your district, transfer the student in [WIDA AMS](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions.
- If the student is transferring to a school outside your district, make sure that no Do Not Score codes are recorded in [WIDA AMS](#) or on any test booklet already assigned to the student, and return any test booklet already assigned to the student with a Do Not Process label.

The student has completed all testing: District test coordinators can access the student's scores in [WIDA AMS](#) during the state's reporting window, and the full student record can be transferred during the testing window or the data validation window if allowed under state testing policies. If the student is transferring to a school outside the district, visit your member/state page of the [WIDA website](#) and consult your state education agency for detail on policies around sharing student scores. If scores cannot be shared between districts, contact your state education agency for guidance on whether to retest the student.

A student transfers out of your district to a school outside your state

The student has completed some testing: You must have explicit permission from districts and state education agencies to share student information across states. You can submit any partially completed testing following standard procedures.

The student has completed no testing or an unknown amount of testing: Make sure that no Do Not Score codes are recorded in [WIDA AMS](#), and return any test booklet already assigned to the student with a Do Not Process label.

The student has completed all testing: You must have explicit permission from districts and state education agencies to share student information across states. Visit your member/state page of the [WIDA website](#) and consult your state education agency for detail on policies around sharing student scores. You can submit any partially completed testing following standard procedures.

Part 2: Assessment-Specific Guidelines

Section 4: Kindergarten ACCESS for ELLs

Test Design

Kindergarten ACCESS for ELLs is an individually administered assessment designed to take an **average of 45 minutes per student**. Test items are thematically linked in two separate sections, one centered on a narrative story and the other on an expository text. Test administrators always administer both sections of the test: the narrative section (Parts A–C) followed by the expository section (Parts D–F).

Test Scheduling

Administering Kindergarten ACCESS for ELLs usually takes about 45 minutes. However, due to the adaptive nature of the test, high proficiency students will likely take longer and beginning proficiency students might need significantly less time. Breaks during the test administration session are appropriate for kindergarten students, and these pauses can increase the time you'll need for testing. Adding breaks should extend the testing time to no more than 60 minutes.

If test administrators must divide a test administration into two sessions, they can use the planned break after Part C as the stopping and starting point. **There can be no more than two consecutive school days between testing sessions.** For example, if Parts A, B, and C are administered to a student on a Monday, continue with Part D no later than Thursday of that week. In the rare case that a student is sick or otherwise unable to return to school for longer than two consecutive days, continue the test as soon as possible after the student returns.

See [Part 3](#) of this manual for resources you can use to help plan your testing schedule.

Secure Test Materials

Kindergarten ACCESS for ELLs Secure Test Materials	
Test Administrator Script	Test administrators use this throughout the test and follow it exactly.
Student Response Booklet	Test administrators record scores for student responses in this booklet throughout the test. Students use this booklet to record their own responses for the Writing portions of test.
Student Storybook	Test administrators read this with students and refer to the pictures and graphic organizers as they ask students questions.
Activity Board	Test administrators place this in front of students and open one panel at a time as they go through the expository story and ask students questions.
Cards	Test administrators hold onto these during test administration and place them in front of students as directed in the script. Students point to, match, or move cards to respond to test items.

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

Section 5: ACCESS for ELLs Paper

Test Design

ACCESS for ELLs Paper is divided into grade-level cluster tests that are each then divided into two tiers. Each test administration is specific to a single grade-level cluster and tier. The Speaking test is always delivered individually.

For the convenience of going through the Test Administrator Script in order, WIDA recommends students take the Listening test first, followed by the Reading test, then the Writing test, and finally the Speaking test. However, the tests can be administered in any order.

ACCESS for ELLs Paper Testing Groups for Listening, Reading and Writing					
Grade 1	Grade 2	Grade 3	Grades 4–5	Grades 6–8	Grades 9–12
Tier A	Tier A	Tier A	Tier A	Tier A	Tier A
Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C

ACCESS for ELLs Paper Testing Groups for Speaking				
Individual administration				
Grade 1	Grades 2–3	Grades 4–5	Grades 6–8	Grades 9–12
Tier A	Tier A	Tier A	Tier A	Tier A
Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C

Test Scheduling

Each test administration is specific to a single grade-level cluster and tier, and the Speaking test is always delivered individually. The test administrator scores only the Speaking test. Returned materials for the Listening and Reading tests are processed with a scanning machine and Writing tests are scored by trained raters before a score report is generated.

ACCESS for ELLs Paper Test Timing				
These timing estimates are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting test materials, and going over test directions. See the Test Administrator Manual for details of in-seat testing time, and visit your member/state page of the WIDA website for additional local timing guidance.				
Domain	Administration	Description	Timing	Scoring
Listening	Group administration	The test administrator plays a CD* and students mark responses in a paper test booklet.	60 minutes	Centrally scored by scanning machine
Reading		Students read passages and mark responses in a paper test booklet.	70 minutes	
Writing		Students handwrite responses in a paper test booklet.	Grade 1, Tier A: 40 minutes Grades 2–12, Tier A: 75 minutes Grades 1–12, Tier B/C: 80 minutes	Centrally scored by trained raters
Speaking	Individual administration	The test administrator plays a CD* and students respond verbally. The test administrator marks scores in a paper test booklet.	45 minutes	Locally scored by the test administrator
*In the rare event that a student requires a human reader as an accommodation, the test administrator reads from the Human Reader Accommodation Script. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and is used instead of the Test Administrator Script for all domain tests. For the Listening and Speaking tests, consider scheduling two test administrators for each test so that the adults can read the scripted dialogue between an example student and the primary test administrator.				

Because ACCESS for ELLs is designed to measure a student’s English language proficiency level at a specific point in time, schedule test administrations as close as possible to one another. WIDA does not require all domains be administered within a specific time frame, but states and districts may provide guidelines on test scheduling.

You can schedule more than one domain test on one day. However, to allow students to focus and show their best work, WIDA does not recommend scheduling all testing for any given student consecutively on one day. **Never administer different domain tests to a single testing group.** For example, don’t have one student take the Listening test while another student takes the Reading, Writing, or Speaking test.

Additional test scheduling best practices include the following:

- Keep testing groups to about 15 students or fewer. Larger groups are more difficult for test administrators to effectively monitor. Split a single tier and grade-level cluster into multiple testing groups if necessary.
- **Administer each language domain test in a single test administration session.** Do not split a domain test across multiple days or multiple testing sessions within a single day. To avoid this scenario, be sure to schedule plenty of time for students to complete the test. Plan ahead so that students don't stop in the middle of a domain test for recess, lunch, or the end of the school day.
- To simplify scheduling and material management, consider administering the Listening and Reading domain tests as back-to-back test administrations, particularly when you're testing older students with high levels of English proficiency who have the focus and attention span to complete two domain tests in a row.
- Students at the beginning stages of English language development are likely to do their best in small testing groups or in individual testing sessions. For example, depending on how many students you have, consider scheduling separate test administrations for Tier A fourth graders and Tier A fifth graders even though these students fall into a single grade-level cluster and could test together.
- To make it as easy as possible to manage materials, keep student groups the same across test administrations. For example, if the Listening and Reading tests will be administered to a group of 15 students on Monday, have that same group of 15 students take the Writing test on Tuesday. If you have the same group of students, the test administrator will be able to collect test booklets after the first session, store them all together, and bring them all to the second session to redistribute to the students. Domain tests can be administered in any order, so even students who miss an administration and need a make-up test can continue scheduled testing with the assigned group.

See [Part 3](#) of this manual for resources you can use to help plan your testing schedule.

Secure Test Materials

ACCESS for ELLs Paper Secure Test Materials	
Test Administrator Script	Contains everything test administrators say to guide students through all four domain tests.
Listening and Speaking CD	Played from a CD player or computer during the Listening and Speaking test administrations.
Speaking Test Booklets	Contains the pictures and prompts students see during the Speaking test administration. This is a reusable item. Students do not write in this booklet.
Listening, Reading, and Writing Test Booklets	Used by students to record their responses to the Listening, Reading, and Writing tests. Used by test administrators to record student scores for the Speaking test. This booklet must be labeled, distributed to students during test administration, collected, verified as having been completed correctly and completely, and returned for central scoring.

These are the minimum requirements for playing the CD on a computer. Consult your technology coordinator if you have questions or concerns about the equipment available to your test administrators.

Mac	PC
<ul style="list-style-type: none"> • 120 MHz PowerPC Mac • 32 MB or more of RAM • Mac OS 8.1 or later • CD-ROM drive (Blue Book/Multi-session) compatible firmware 	<ul style="list-style-type: none"> • 166 MHz Pentium PC processor or greater • 32 MB or more of RAM • Microsoft Windows 95 or higher • 16 bit sound card • CD-ROM drive

Preparing for Testing

Visit wida.wisc.edu/assess/access/preparing for details on the steps test administrators can take and the resources they can use to prepare themselves and their students for ACCESS for ELLs testing. Sample items can give you, your educators, and your students a good sense of what to expect on the test.

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

Section 6: ACCESS for ELLs Online

Test Design

ACCESS for ELLs Online is semi-adaptive, meaning the test platform tracks student progress in the Listening and Reading tests and presents test items based on students' previous performance. When students finish the Listening and Reading tests, the test platform evaluates their performance to assign them to the appropriate tier of the Speaking and Writing tests. Students are placed into one of three tiers for Speaking (Pre-A, A, or B/C) and one of two tiers for Writing (A or B/C). Students then complete all tasks in the non-adaptive Speaking and Writing domain tests.

WIDA recommends students take the Listening test first, followed by the Reading test. However, Listening and Reading can be administered in either order, followed by Speaking and Writing in either order.

ACCESS for ELLs Online Testing Groups for Listening, Reading, and Speaking		
Grade 1 all tiers	Grades 2-3 all tiers	Grades 4-12, all tiers (There are separate tests for the 4-5, 6-8, and 9-12 grade-level clusters.)
<p>All grades and tiers can test together for Listening and Reading. However, the groups above reflect the available Test Administrator Scripts. If you test across grade-level clusters (for example, if you test third and fourth graders together), have test administrators use the script for the lowest grade-level cluster, as that script uses simpler language to explain the test. Test times vary, so have a plan to dismiss students who finish early. See the Test Scheduling topic below for details.</p> <p>Administer Tier Pre-A Speaking tests individually. For other Speaking tests, consider dividing the grades 4-12 students by tier so test administrators can provide additional support to students taking the Tier A test. Always keep testing groups small (no more than five students). Ensure students have plenty of space in the testing room so they can listen and speak without distraction from other students.</p>		

ACCESS for ELLs Online Testing Groups for Writing				
Grade 1 Tier A	Grade 1 Tier B/C	Grades 2-3 Tier A	Grades 2-3 Tier B/C	Grades 4-12, all tiers (There are separate tests for the 4-5, 6-8, and 9-12 grade-level clusters.)
<p>State policy determines whether students in grade 4 and grade 5 handwrite Writing responses in a test booklet or type responses into the online test platform. In grades 6-12, students always type responses by default, but may be allowed to handwrite responses when necessary. Consult your state education agency if you're not sure which response method your students will use, and consider whether you need to assess any student's typing skills prior to testing.</p>				

Running a Tier Placement Report

After students complete the Listening and Reading tests, run a Tier Placement Report in [WIDA AMS](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions.

The Tier Placement Report shows the tier of the Writing and Speaking tests that each student will take. Students who will type their Writing test responses and students who will take the Tier A or Tier B/C Speaking test can log in to the test platform right away after completing the first two domain tests, and the system will automatically launch the appropriate tier of the Writing or Speaking test. However, running the report is critical because it shows which test booklets you'll need for students who will handwrite responses to the Writing test, and it shows which students will take Tier Pre-A of the Speaking test and need an individual test administration session.

The screenshot shows the 'Test Management' interface with the 'Manage Test Sessions' tab selected. The 'Test Sessions' section is active, displaying a table of sessions. A callout box highlights the 'View/Print Tier Placement' button in the 'Action' column of the table.

Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	DRC User Only - Sample District ME	DRC User Only - Sample School	Generic Grade 8	Writing Gr 8-8	Not Started	8/23/2019	8/31/2020	[View] [Print] [Tier Placement]
<input type="checkbox"/>	DRC User Only - Sample District ME	DRC User Only - Sample School	Generic Grade 12	Writing Gr 9-12	Not Started	8/23/2019	8/31/2020	[View] [Print] [Tier Placement]

Test Scheduling

One of the key tasks you'll perform in [WIDA AMS](#) is creating and managing test sessions. When student data is uploaded into WIDA AMS, students are automatically placed into generic test sessions based on grade-level cluster and domain. You can edit these test sessions and rename, add, or delete them as necessary to create a test schedule that works for your school or district. Test session creation and editing is covered in the ACCESS for ELLs Online training course in the [WIDA Secure Portal](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions on tasks related to test schedule management.

ACCESS for ELLs Online is administered in four testing sessions, one for each domain. **In general, testing groups can include multiple grade-level clusters and tiers. However, keep testing groups small enough that test administrators can comfortably monitor and assist students as needed.**

The Tier Pre-A Speaking test is always administered to students individually. Keep all Speaking testing groups to five students or fewer to ensure students have enough space and privacy to feel comfortable speaking aloud into a headset.

ACCESS for ELLs Online Test Timing				
These timing estimates are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting test materials, and going over test directions. See the Test Administrator Manual for details of in-seat testing time, and visit your member/state page of the WIDA website for additional local timing guidance.				
Domain	Group Size	Timing	Description	Scoring
Listening	No more than 15 students	65 minutes	The test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.	Centrally scored
Reading		60 minutes		
Writing		70-90 minutes	For students in grades 1-3, the test administrator reads a script while students view test items and handwrite responses in paper test booklets. For students in grades 4-12, the test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items. Students either type responses in the online test platform or handwrite responses in paper test booklets.	
Speaking	No more than 5 students	50 minutes	The test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and record their spoken responses.	

Because ACCESS for ELLs is designed to measure a student’s English language proficiency level at a specific point in time, schedule test administrations as close as possible to one another. WIDA does not require all domains be administered within a specific time frame, but states and districts may provide guidelines on test scheduling.

You can schedule more than one domain test on one day. However, to allow students to focus and show their best work, WIDA does not recommend scheduling all testing for any given student consecutively on one day. **Never administer different domain tests to a single testing group.** For example, don’t have one student take the Listening test while another student takes the Reading, Writing, or Speaking test.

Additional test scheduling best practices include the following:

- Keep group testing groups to about 15 students or fewer. Larger groups are more difficult for test administrators to effectively monitor. Split a single tier and grade-level cluster into multiple testing groups if necessary. If you test in larger groups, consider scheduling an additional adult to help the test administrator monitor student progress and ensure test security. Adults who assist in this capacity must complete the ACCESS for ELLs Online training course in the [WIDA Secure Portal](#).

- **Administer each language domain test in a single test administration session.** Do not split a domain test across multiple days or multiple testing sessions within a single day. To avoid this scenario, allow plenty of time in the test schedule for students to complete the test. Plan ahead so students don't stop in the middle of a test for recess, lunch, or the end of the school day.
- Students at the beginning stages of English language development are likely to do their best in small testing groups or individual testing sessions. For example, depending on how many students you have, consider scheduling separate test administrations for Tier A fourth graders and Tier A fifth graders even though these students fall into a single grade-level cluster and could test together.
- When you test across grade-level clusters, keep adjacent groups together to avoid testing students at very different levels of language development in a single session. For example, it's fine to create a testing group that includes both students taking a grades 2-3 test and students taking a grades 4-5 test. However, avoid creating a testing group that includes both students taking a grade 1 test and students taking a grades 4-5 test.

Writing Test, Grades 1-3

All students in grades 1-3 take the ACCESS for ELLs Online Writing test in an entirely pencil-and-paper format. No WIDA AMS test sessions are needed for these students. **Be sure students use the correct booklets! The Writing Test Booklets are specific to ACCESS for ELLs Online. Do not use the Student Response Booklets, which are specifically for ACCESS for ELLs Paper.**

Writing Test, Grades 4-12

Students view directions and tasks on their computers or tablets, and then they respond by either typing in the response area on screen or handwriting in a test booklet. States determine whether grades 4-5 students type or handwrite responses by default. Visit your member/state page of the [WIDA website](#) to check which mode is the default for your students. Grades 6-12 students type responses by default, but can handwrite responses when necessary. The Student Test Roster shows which response method students will use.

In the rare scenario that a student begins the test with a response mode of typing but expresses discomfort, concern, or anxiety, the test administrator can have the student stop testing and log out of the test platform. The test administrator can then contact you to determine whether changing the student's response mode is allowed under your state's testing policies and whether there are available materials and time in the testing schedule to allow this change. **You must update the student's test session in [WIDA AMS](#) before the student can re-start testing with a paper test booklet.**

Secure Test Materials

ACCESS for ELLs Online Secure Test Materials	
Student Test Roster	Summarizes test session information and lists the students who are registered to participate in the test session along with any accommodations they've been assigned. See the WIDA Assessment Management System (WIDA AMS) User Guide for instructions on editing and printing rosters.
Student Test Ticket	Test tickets contain student, test, and login information. Students need a unique test ticket for each domain test. See the WIDA Assessment Management System (WIDA AMS) User Guide for instructions on editing and printing tickets.
Test Administrator Script <ul style="list-style-type: none"> Grade 1 Grades 2-3 Grades 4-12 	Contains everything test administrators say to guide students through all four domain tests. Discard the grades 4-12 Online Test Administrator Script instead of returning it with the rest of your materials.
Writing Test Booklet <ul style="list-style-type: none"> Grade 1, Tier A Grade 1, Tier B/C Grades 2-3, Tier A Grades 2-3, Tier B/C 	Contains the pictures and prompts students see during the Writing test administration as well as space for students to handwrite their responses. All students in grades 1-3 take the ACCESS for ELLs Online Writing test in an entirely pencil-and-paper format.
Writing Response Booklet <ul style="list-style-type: none"> Grades 4-5, Tier A Grades 4-5, Tier B/C Grades 6-8, Tier A Grades 6-8, Tier B/C Grades 9-12, Tier A Grades 9-12, Tier B/C 	Contains space for students to handwrite their responses to the Writing test prompts presented in the online test platform. These booklets are needed only for students who will handwrite instead of type their responses. Request booklets for grades 6-12 students when you place an additional materials order. See the Additional Materials Ordering in WIDA AMS topic above for details on this process.

Preparing for Testing

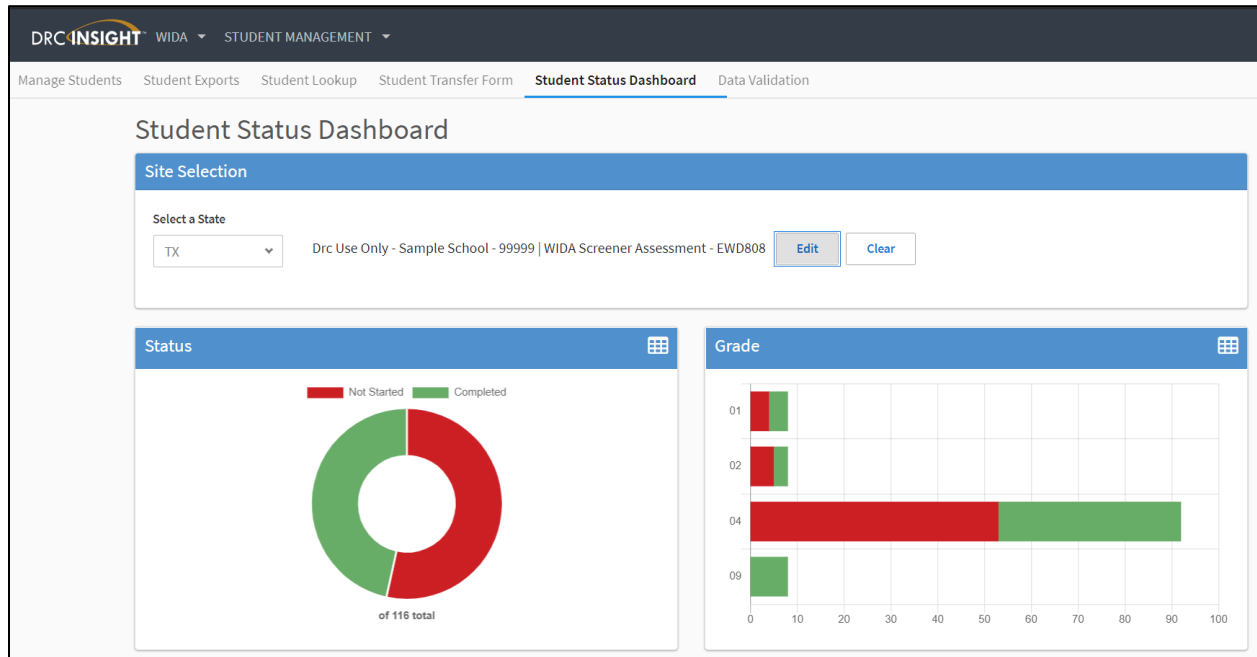
Visit wida.wisc.edu/assess/access/preparing for details on the steps test administrators can take and the resources they can use to prepare themselves and their students for ACCESS for ELLs testing. Test demos, sample items, and practice items can give you, your educators, and your students a good sense of what to expect on the test.

Make sure your technology coordinators have access to the Technology Troubleshooting document, available in the [Download Library](#) in the WIDA Secure Portal. This resource can help technology coordinators address most issues test administrators encounter and document any persistent issues that need additional attention from DRC Customer Service.

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

You can track the domain tests that each student has completed and check the status of each scheduled test session in [WIDA AMS](#). See the [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) for instructions on accessing the Student Status Dashboard, which will give you an overview of how online testing is progressing.



Keep in mind that you won't be able to use the Student Status Dashboard to review the testing status of grade 1 and grades 2–3 Writing tests, as students complete these tests in a pencil-and-paper format. See [Part 3](#) of this manual for resources you can use to help track your paper testing schedule.

Section 7: Alternate ACCESS for ELLs

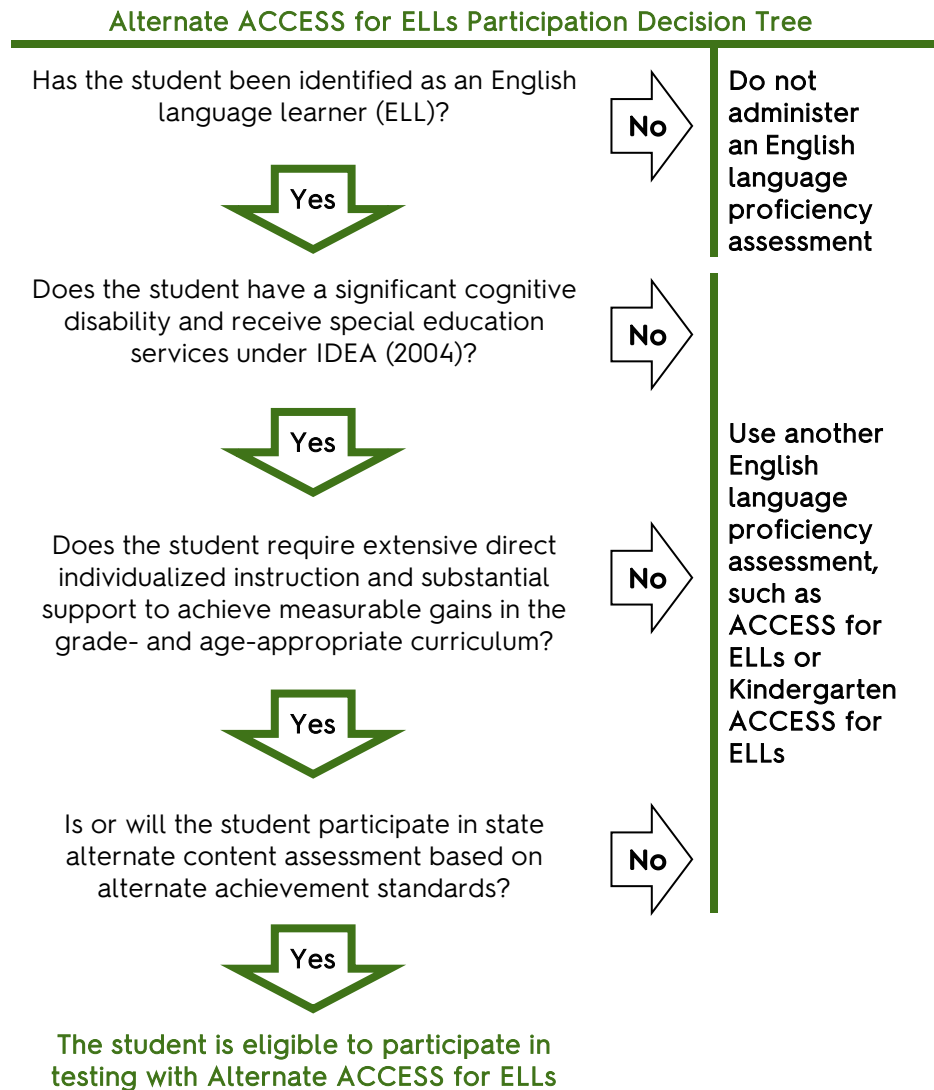
Test Design

Alternate ACCESS for ELLs is made up of four individually administered domain tests and is designed for ELLs with the most significant cognitive disabilities who participate, or who would be likely to participate, in alternate content assessments. All domain tests are semi-adaptive, in that administration ends when a student scores No Response, Incorrect, or Approaches on three consecutive tasks.

Alternate ACCESS for ELLs is divided into the following grade-level clusters.

Alternate ACCESS for ELLs Grade-Level Clusters			
Grades 1–2	Grades 3–5	Grades 6–8	Grades 9–12

State education agencies determine the criteria for identifying students with significant cognitive disabilities, and typically identified students whose educational goals align with a state’s alternate academic standards participate in Alternate ACCESS for ELLs. However, a documented Individualized Education Program (IEP) or 504 Plan does not necessarily indicate which ACCESS for ELLs assessment a student will take. Work with the student’s IEP or 504 team and consult your state education agency as you determine whether a student will take Alternate ACCESS for ELLs.



Test Scheduling

The four Alternate ACCESS for ELLs domain tests can be administered in any order and are not timed. Due to the adaptive nature of the test and the unique abilities and behaviors of students, actual test times can vary widely. The different domain tests can be administered on different days, with no minimum or maximum break between the administrations.

Alternate ACCESS for ELLs Paper Test Timing		
These timing estimates are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting test materials, and going over test directions. Visit your member/state page of the WIDA website for additional local timing guidance.		
Language Domain	Number of Tasks	Timing
Listening	9	30 minutes
Reading	9	30 minutes
Writing	10	30 minutes
Speaking	8	30 minutes

Secure Test Materials

Alternate ACCESS for ELLs Secure Test Materials	
Test Administrator Script	Contains everything test administrators say to guide students through all four domain tests.
Test Booklet	Contains the pictures and prompts students see for the Listening, Reading, and Speaking domain tests.
Student Response Booklet	Contains space to note details about the test administration, mark scores for the Listening, Reading, and Speaking domain tests, and the pictures, prompts and response space for the Writing domain test.

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

Part 3: Test Scoring and Score Reports

WIDA’s technology and test processing partner, DRC, provides score reports for all ACCESS for ELLs testing. DRC reports a score for a domain whenever there is evidence that a student responded or attempted to respond to at least one item in the domain test.

Attemptedness criteria for English language proficiency testing must permit beginning English language learners to show what they can do, and it must ensure they receive scores even if they are unable to respond in English. However, the criteria must also ensure that students who did not meaningfully engage with a test are not awarded a beginning English language proficiency score when that might not accurately represent their language abilities.

	Domain	Minimum Attemptedness criteria
Kindergarten ACCESS for ELLs	All domains	A student response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.
ACCESS for ELLs Paper	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	One task has been scored on the score sheet.
	Writing	A mark is made in the response space in the booklet.
ACCESS for ELLs Online	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	The Record button was clicked and audio captured for one task.
	Writing	A visible keystroke (not a space or a line return) was captured. <i>or</i> A mark is made in the response space in the booklet.
Alternate ACCESS for ELLs	All domains	A student response or non-response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.

When a domain test fails to meet the attemptedness criteria, a blank space appears on the score report for that domain and for any composite scores that incorporate that domain score. NA appears instead of a blank when any of the Do Not Score codes has been recorded. For more information on understanding and using student scores and score reports, refer to [the interpretive guides for score reports](#).

Part 4: Scheduling Resources

When students test online, you can organize test sessions in WIDA AMS. When students test on paper, you need to create your own test schedule. Here are a few ideas of how you might document which students will test at which times.

Test Session Master Schedule

A master schedule can give you an at-a-glance view of all test sessions for group-administered tests. The example below is set up to show one week of scheduled test sessions. (Speaking is not included, as those sessions are individually administered for ACCESS for ELLs Paper.) Keeping track of your test sessions in this or a similar format can help you ensure that a test administrator and an appropriate testing space is available for each scheduled session. You might add to this suggested format by noting a test administrator, room, or grade-level cluster for each session. Remember, keep group test sessions to about 15 students or fewer as large groups are difficult for test administrators to effectively monitor.

Sample Test Session Master Schedule								
School: _____								
Test coordinator: _____								
Week of: _____			Listening/Reading Sessions			Writing Sessions		
Session	Grade(s)	Day/Time	Tier A Students	Tier B/C Students	Total Students	Tier A Students	Tier B/C Students	Total Students
1								
2								
3								
4								

Test Session Rosters

Just like the rosters you can print from WIDA AMS for online testing, a roster for paper testing can show you which individual students are assigned to each of the test sessions noted in the master schedule. You might create rosters and distribute copies of them to your test administrators along with test materials. Then, you can use your copies of the rosters to track and schedule students who need make-up tests.

Use a similar setup to create a roster of all the students who need an individual test administration. For example, you might create a roster to track the administration of Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs, or the Speaking tests of ACCESS for ELLs Paper. You might add to this suggested format by noting an approximate administration time or adding columns to track the individual domain tests of Alternate ACCESS for ELLs.

Sample Test Session Roster

School: _____

Test coordinator: _____

Test administrator: _____ Test location: _____

Test date: _____ Test time: _____

Domain (circle one): Grade-level cluster: Tier (circle one):
 Listening Reading Writing _____ Tier A Tier B/C

Session	Student ID	Last Name	First Name	Grade	Student location (teacher/room)	Completed test?
1						
2						
3						
4						