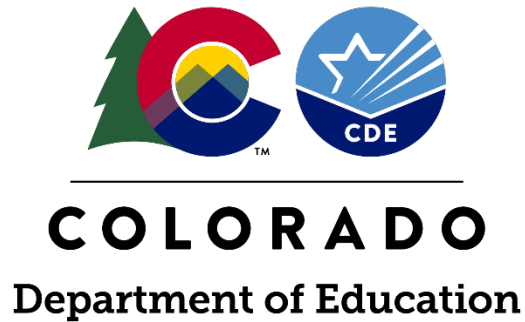




2025-2026

Colorado WIDA ACCESS Assessment Resource

District Assessment Coordinators
School Test Coordinators
Test Administrators

Notes specific to CSI schools are provided in green text.

Summary

The purpose of this resource document is to provide information to assessment staff about the administration and logistics of the ACCESS assessment in Colorado. The information in this resource, in conjunction with the materials published by WIDA and DRC, will ensure that tests are administered consistently and securely across the state.

District Assessment Coordinators need to ensure all staff involved in the administration of ACCESS are provided information from this document as it applies to each specific role.

District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), and Test Administrators (TAs), including charter school staff, must adhere to the guidance and policy outlined in this Colorado document and accompanying Colorado training PowerPoint designed to support the administration of the ACCESS Suite of Assessments, in addition to those contained in the WIDA ACCESS [District and School Administration Manual](#) and WIDA ACCESS [Test Administrator Manual](#) (these resources require WIDA login).

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident compromising WIDA's intellectual property occur, remedies for violations will be governed by Wisconsin State Statutes.

Version	Date	Description	Impacted Page(s)
0.1	--	2025-2026 Colorado ACCESS Assessment Resource	
1.0	09.29.25	Initial version issued	
1.1	10.01.25	Date updates	8

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Purpose of the WIDA ACCESS Assessments

ACCESS is a required assessment for all students with a language classification of NEP (Non English Proficient) or LEP (Limited English Proficient).

For the English language proficiency assessment, students who are enrolled in virtual learning are expected to be tested in person.

The purposes of WIDA ACCESS 1-12, WIDA ACCESS for Kindergarten, and Alternate ACCESS is to support a fair, valid, and reliable English language proficiency assessment that:

- Supports educators in making student-based English language development instructional decisions.
 - To support decisions about placing students into appropriate classes or groups for instruction/instructional planning
 - To make [reclassification decisions](#) about whether a student can exit English language support services
- Supports school and district-level educators in making program-level English language development instructional decisions.
- Meets requirements of [State and Federal laws](#)
 - Colorado Senate Bill 109 – C.R.S. 22-24-106 ELP Assessment
 - Colorado House Bill 14-1298 – C.R.S. 22-24-101 English Language Proficiency Act (ELPA)
 - Title VI of the Civil Rights Act (1964)
 - Office for Civil Rights Memorandum (1970)
 - [Every Student Succeeds Act](#)
 - Title IA
 - 20 U.S.C. 6301 §1111(b)(2)(C)(v)(II)(dd)
 - 20 U.S.C. 6301 §1111(b)(3)(C)(ix)(III) & (x)
 - 20 U.S.C. 6301 §1111(b)(6) & (7)
 - Title IIIA

Test Window

Monday, January 12, 2026 – Friday, February 13, 2026

Schedule testing at the beginning of the test window. Reserve the final 25% for make-up sessions and as a contingency for school closures or technology issues.

Test Format

ACCESS assessments test English proficiency in the four language domains of Listening, Reading, Writing, and Speaking.

WIDA ACCESS is computer-based; the design of the online assessment defaults to paper for the Writing domain in grades 1-3. The test vendor scores all portions of the online assessment.

WIDA ACCESS paper is available as an accommodation. The assessment is tier-based and requires active ordering of the correct tier. The Listening and Speaking domains are delivered through a CD **or** WIDA AMS. The Speaking domain requires local scoring.

ACCESS for Kindergarten is a paper-based test individually administered via an interactive format and is locally scored.

Alternate ACCESS is a large-print, paper-based test individually administered to students with the most significant cognitive disabilities who have an IEP written to the [Colorado Extended Evidence Outcomes](#). Alternate ACCESS is locally scored.

Contact Information

Order of communication: Test Administrators contact their School Assessment Coordinator (SAC) and if needed, SACs contact their District Assessment Coordinator (DAC).

- Questions related to ACCESS logistics and administration, technology/WIDA AMS, assessment accommodations, or assessment score reports: [Kali Winn](#)
- Questions related to the WIDA Screener and Multilingual Learner programming: [Rachel Franks](#)
- Questions related to documenting accommodations and Special Education: [CSI Special Educator Coordinators](#)
- Questions related to Multilingual Learner coding and October Count: [Cherish Trammell](#)

Assessment Vendors

WIDA Client Services

[WIDA Client Services](#) for questions related to WIDA test administrator certification quizzes. WIDA account holders who forgot their password can reset their password on the [WIDA login page](#). WIDA Secure Portal Accounts are only for school employees.

DRC

[Data Recognition Corporation](#) (DRC) for questions related to WIDA AMS, technology setup/DRC Insight testing application. DRC Accounts are only for school employees.

Colorado State Assessment Program – At a Glance

The Colorado State Assessment Program consists of content assessments and an English language proficiency assessment.

CONTENT ASSESSMENTS

CMAS Assessments:

- CMAS English Language Arts (ELA), grades 3-8 (with an accommodated Colorado Spanish Language Arts (CSLA), form available for eligible students in grades 3 and 4)
- CMAS Mathematics, grades 3-8
- CMAS Science, grades 5, 8, and 11
- CMAS Social Studies, grades 4 and 7 (representative sample)
- Online assessment (paper testing available as needed based on IEP or 504, requires TA online submission)

CoAlt Assessments (for students with the most significant cognitive disabilities):

- CoAlt Science, grades 5, 8, and 11 (paper-based testing only, requires TA online submission)
- CoAlt Social Studies, grades 4 and 7 (representative sample; paper-based testing only, requires TA online submission)

DLM (for students with the most significant cognitive disabilities):

- DLM, English Language Arts, grades 3-11
- DLM, Mathematics, grades 3-11
- Online

Colorado PSAT & SAT School Day Tests

- PSAT, Reading and Writing and Mathematics, grades 9-10
- SAT, Reading and Writing and Mathematics, grade 11
- Online assessment (paper testing available as needed based on IEP or 504)

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

- WIDA ACCESS (grades 1-12):
 - Online, grades 1-3 complete Writing on paper
 - Paper available when a student has a documented disability that directly impacts their access to computerized technology and therefore prevents their access to the digital assessment
 - e.g., epilepsy, other seizure disorder, neurological disorders that prevent access to computerized technology, etc.
 - A hearing impairment that requires visual phonics to access computer presented audio
- WIDA ACCESS for Kindergarten:
 - Paper
- Alternate ACCESS, grades K-12:
 - Paper

All assessments administered through the Colorado Department of Education for the State of Colorado's assessment and accountability system are expected to be administered in a standardized and secure manner.

Key Dates*

2025

- **October 1:** Test Administrator WIDA module/quiz opens
- **October 1-31:** Initial paper material orders
- **November 4:** WIDA ACCESS Training for SACs
- **November 4:** CDE Assessment pulls October Snapshot for WIDA AMS upload
- **November 24:** DEADLINE for UARs and SARs
- **December 2:** WIDA AMS opens
- **December 16-18:** Schools receive test materials
- **December 19:** DEADLINE for School Training Verification Form and SAC Security Agreement

2026

- **January 2:** DEADLINE for School Training Verification Form and SAC Security Agreement
- **January 2:** DEADLINE for Test Administrator WIDA module/quiz completion
- **January 5:** Additional test material ordering available
- **January 12:** Test Window Opens
- **January 31:** Enrollment cutoff for new students
- **February 6:** Last day to order additional test materials; deadline 3:00 p.m.
- **February 13:** Last Day of Test Window
- **February 16:** DEADLINE to return test materials to DRC
- **February 20:** Last day to make updates in WIDA AMS
- **March 9:** DEADLINE for Post-Test Compliance Form
- **March 17:** Student Biographical Data (SBD) Review Window Opens
- **March 24:** Student Biographical Data (SBD) Review Window Closes
- **April 30:** Reports and data files available in WIDA AMS
- **May 11:** Printed Reports to start arriving (Tentative)

*Dates may change to accommodate unforeseen circumstances.

Student Participation¹

Multilingual Learners with a language proficiency designation of NEP or LEP, including students with disabilities, must participate in the state English language proficiency assessment.

The student's educational team (general education, ML, and IEP or 504 as applicable), which must include the family, determines whether the student will take WIDA ACCESS or ACCESS for Kindergarten with or without accommodations or, for a student with the most significant cognitive disability, [meets the participation requirements](#) for the Alternate assessment. According to federal requirements, there must be evidence of alignment between a student's educational plan, instruction, and the accommodations provided on any of the state assessments, as well as any determinations for students to participate in Alternate ACCESS. Three participation options exist:

1. The student participates in WIDA ACCESS or ACCESS for Kindergarten without an accommodation.
2. The student participates in WIDA ACCESS or ACCESS for Kindergarten with an accommodation.
3. The student participates in Alternate ACCESS (for students with the most significant cognitive disabilities).

Note: It is not appropriate or ethical to give Alternate ACCESS to students who do not qualify to take the Alternate assessment.

It is also not ethical to not give Alternate ACCESS to students who do qualify to take the Alternate assessment

Students Enrolled for Testing

The data file for ACCESS testers is pulled by the CDE Assessment Division from the initial **soft deadline, November 4, 2025, Student October snapshot** in the Student Interchange and loaded into WIDA AMS on behalf of the district.

- ACCESS assessments are for students who have a Language Proficiency code of NEP or LEP.
- Indicate Alternate ACCESS students using the **"Alternate Assessment Participation"** field.
- Students with a language proficiency designation of FEP, FELL or PHLOTE **do not** participate in ACCESS assessments. If these students test, results **will not** be provided. Do not manually add them.

Students who are coded NEP or LEP, whose parent/guardian opted them out of an LIEP program are still required to participate in ACCESS testing. It is strongly recommended that this requirement be explained when reviewing the refusal of services letter with families.

No parent opt-out for ACCESS

Testing Environment and Security

Maintaining Security and Understanding the Consequences

The security of assessment materials and the confidentiality of student information are vital to maintaining the integrity of the assessments and the reliability of the *results*. **Due to the importance of test security for all assessments administered by the Colorado Department of Education**, the following measures must be in place.

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident occur, compromising WIDA's intellectual property, remedies for violations will be governed by Wisconsin State Statutes.

A chain of custody plan for materials must be written and implemented as described in this section to ensure materials are securely distributed from DACs to SACs to TAs and securely returned from TAs to SACs and then to DACs. SACs must **CSI schools receive/return materials directly from/to DRC**

¹ Colorado Revised Statutes, 22-7-1013(8)(a-c) only allows for parental excusal from state assessments in the instructional areas of English language arts, mathematics, science, and social studies.

distribute materials to and collect materials from Test Administrators each day of testing and securely store and deliver materials to DACs after testing is completed, following the instructions in this resource **CSI schools receive/return materials directly from/to DRC**

The SAC ensures all individuals authorized for involvement in test administration sign the *ACCESS Security Agreement* found in [Appendix B](#).

- WIDA's Non-Disclosure and User Agreement ([NDUA](#)) is agreed upon at first login to [WIDA.wisc.edu](#)
- The WIDA AMS Security and Confidentiality Agreement is agreed upon at first login to [WIDA AMS](#)

Testing Conditions

It is critical that all students are assessed under the same testing conditions to ensure score consistency.

Students should be tested in an environment that allows them to focus fully on each test. This might be accomplished by testing classroom-sized groups of students in a room (or computer lab) where they will not be disturbed. The room should be quiet, free of visual and auditory distractions, at a comfortable temperature, and well-lit.

Under no condition are students tested in the same room where other students are being instructed. Additionally, students are not allowed access to cellphones or other electronic devices².

WIDA AMS Test Monitoring Application (TMA)

The TMA defaults to "on" for grades 9-12. The TMA should be used in conjunction with active test proctoring. It is recommended that the WIDA AMS Test Monitoring Application (TMA) be used for all online tests.

Security Plan

SACs must develop a security plan for their schools. A successful security plan:

- Informs all individuals authorized for involvement in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensures unauthorized individuals do not enter the testing environment.
- Establishes a documented chain of custody. **SACs must be able to provide their chain of custody upon request**
- Ensures that students are not provided with access to test questions before testing, provided any coaching or assistance from Test Administrators or other students, and do not engage in any form of cheating.
- Documents a testing room layout that allows for sufficient spacing between students and is conducive to active proctoring (i.e., a testing seating chart). **SACs should maintain seating charts with their testing documentation**
- Designates a central locked facility for secure storage of test materials. **Track who has access to this location**
- Documents that Technology Coordinators and Test Administrators receive necessary documentation and training for successful, secure administration of the ACCESS assessments. **Should be verification of training completion e.g., a sign-in sheet**
- Informs all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Prepare a quiet secure testing environment

- Place DO NOT DISTURB signs on the door of the testing room so that the test session is not interrupted.

² If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. The cell phone or device must be placed so the Test Administrator and the student can see the device. If the school has a policy that prohibits the collection of cell phones, smartwatches, etc., verify students have stored cell phones in lockers, backpacks, or other designated areas before starting the assessment.

- Provide No CELL PHONE signs and ensure that students understand that having a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera, any device that could provide an advantage) in the test environment or pose a risk for a security breach.^{3,4}
- Limit timers, bells, announcements, etc.
- Trains TAs in best practices of standardized assessment administration:
 - **Active proctoring** **Should be walking around the room on a regular basis**
 - Do not view, discuss, or reveal the contents of the test or student responses
 - Do not duplicate any portion of the test materials
 - Do not retain or discard test materials at school
 - **Kindergarten, Paper, Online 1–3, and Alternate Scripts are secure and must be returned**
 - Account for all secure test materials at the end of the testing window

Post appropriate testing signage:

- [Do Not Disturb](#)
- [No Cell Phones](#)

CDE Assessment Monitoring

Consistent with all state assessments, The Colorado Department of Education (CDE) uses test monitoring as a tool to monitor and reinforce statewide administration of the ACCESS assessments. CDE will notify districts that are selected for assessment monitoring.

There are three options for ACCESS monitoring: virtual before monitoring, on-site during testing, or virtual post testing. The district does not choose which monitoring they participate in.

Colorado School Law 22-7-1006.3 (1)(e)

The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.

U.S. Department of Education Peer Review

The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

⁴ If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. The cell phone or device must be placed so the Test Administrator and the student can see the device.

⁵ If the school has a policy that prohibits the collection of cell phones, smartwatches, etc. verify students have stored cell phones in lockers, backpacks, or other designated areas before starting the assessment.

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students with documented needs. Consistent with Disabilities Education Act (IDEA),⁵ decisions regarding how to assess students with disabilities are being made by each student's IEP team and are documented in the student's IEP or 504 plan⁶.

Accommodations on the ACCESS assessments must be **used regularly** with documented appropriateness and effectiveness for meeting the individual student's needs to participate in the assessment; do not alter the construct being assessed; and allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.

Accommodations on English language proficiency assessments are **only** for students with an **IEP or 504 plan**. If students without an IEP or 504 use accommodations, their test will be invalidated.

WIDA ACCESS accommodations that **must be activated before testing begins** are Manual Control of Item Audio, Repeat Item Audio, and Extended Speaking Response Time.

Schools should set guidelines on who is allowed to update accommodations to ensure that accommodations are only assigned to eligible students. **Recommended to limit to SACs and back-up/secondary SACs**

- Deaf or Hard of Hearing (DHH)
 - The **In-Person Human Reader** accommodation provides opportunity for visual phonics (speech reading), and human voice is often more accessible than computer presentation. Signing systems designed to support or represent spoken English such as Manually Coded English (MCE), Signing Exact English (SEE), and Conceptually Accurate Signed English (CASE) may be used with the **In-Person Human Reader** accommodation, allowing presentation of test items on the Speaking, Listening, and Writing domains as presented in the script. The student may use Manually Coded English (MCE), Signing Exact English (SEE), and Conceptually Accurate Signed English (CASE) responses to the Speaking domain.
- Unique Accommodation Requests
 - Colorado requires a UAR for the use of Scribe on the Writing domain of ACCESS 1-12. (Speech-to-Text is considered a UAR Scribe for ACCESS for ELLs.) The UAR for the Writing domain may be available for an extremely limited number of students on an IEP or 504 with a neurological or physical disability which limits or prevents the student from accessing the Writing domain. ACCESS [UARs](#) are due via Google Drive with email notification to Kali Winn by **November 24, 2025**.

Colorado does not require a UAR for the use of Scribe on the Alternate ACCESS Writing domain.

[Reference Appendix D](#) for links to the WIDA Accessibility and Accommodations Manual, the Colorado Accommodation Crosswalk, and other Colorado accommodation resources.

A CSI-specific version of the Accommodation Crosswalk is available on the [CSI Resource Site](#)

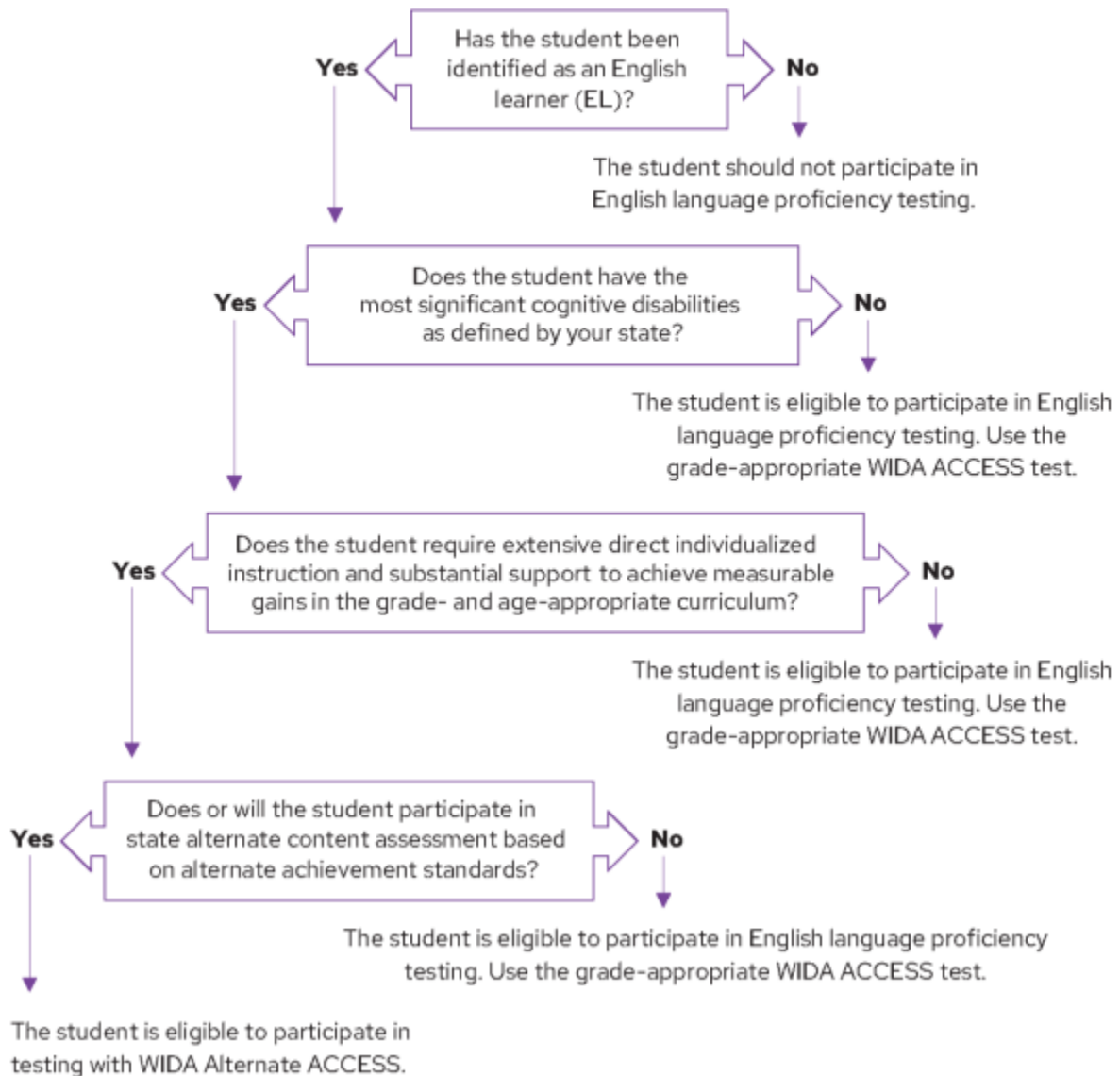
⁵ Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

⁶ U.S. Department of Education, Office for Civil Rights, Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of the Rehabilitation Act of 1973, Washington, D.C., 2010

WIDA Alternate ACCESS Participation Decision Tree

In Colorado, primary disabilities of Specific Learning Disability (SLD), Developmental Delay (DD), Serious Emotional Disability (SED), and Speech or Language Impairment (SLI) are not eligible for Alternate assessments.

WIDA Alternate ACCESS Participation Decision Tree



Key Personnel

All personnel need to be district/school employees. Reference [Appendix A](#) for a detailed list of personnel responsibilities.

- District Assessment Coordinator (DAC)
- Data Respondent
- School Assessment Coordinator (SAC)
- ACCESS Test Administrator (TA)
- District Technology Coordinator (DTC)
- Sensitive Data

Test Administrators Training Requirements

Test Administrators must:

- Complete the school annual ACCESS training
 - Complete the WIDA Training Module(s) and Assessment Certification (Oct 1, 2025 – December 22, 2025)
- Submit a signed Security Agreement to the SAC. **SACs should maintain for a minimum of three years**
- Read instructions in the Test Administrator Manual (TAM) and familiarize themselves with test administration procedures before administering the test to students.
- Actively proctor the test administration in its entirety.
- Be trained in specific accommodations if administering assessments in which students are provided accommodations.
- TAs for Kindergarten ACCESS and Alternate ACCESS must use a #2 pencil and completely bubble in the student response.

Who is allowed to administer WIDA ACCESS?

Test Administrators for all WIDA assessments should be licensed teachers, licensed administrators, and instructional support paraprofessionals, substitute teachers who hold a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists.

- For Kindergarten ACCESS or Alternate ACCESS, the TA needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses.
- For Alternate ACCESS, test administrators must hold a State of Colorado educator license
 - Best practice for the administration of Alternate ACCESS is for the test administrator to be familiar with the student

Note: Student teachers may not serve as Test Administrators who oversee administering ACCESS assessments. However, they may serve as proctors who assist the Test Administrators.

Test Materials

Initial materials are ordered through the state submitted Pre-ID file.

- WIDA ACCESS Online
- WIDA ACCESS for Kindergarten
- Alternate ACCESS (Alternate Assessment Participation must be marked in Student Interchange)
- PreID labels for all students

Ordered automatically through the November 3 student count in your October Snapshot.

Materials orders for WIDA ACCESS 1-12 paper are ordered through CDE. Grades 1–12 paper assessments require IEP/504 documentation. **SACs request this order form from [Kali Winn](#).**

Schools must submit their paper material order for grades 1-12 via Google Drive by October 31, 2025.

Materials are secure and must be signed for upon receipt. This includes initial receipt of materials and when materials are passed from the district office to the school, and a chain of custody is required when materials are passed from the School Assessment Coordinator to the Test Administrator. Materials and student Pre-ID labels must be stored in a secure location when not in use.

Chain of custody should include security numbers

Additional materials

NEW The permission to order additional materials is being returned to District Assessment Coordinators! However, DACs need to collect orders from schools and submit orders sparingly. In cases where more than two orders are placed in a week, ordering permission will be removed, and future orders must be placed through CDE.

DACs place the additional materials order in WIDA AMS. Additional materials must be placed through **_District-Level Additional Orders Only Site – WWW**, not school specific.

- **NEW** Beginning in the fall of 2025, WIDA and DRC will offer audio streaming within [WIDA AMS](#)
 - During this transition year, CDs will be included with initial materials orders
 - **If you need to order additional paper materials, do not order CDs; use the audio streaming in WIDA AMS. Contact [Kali Winn](#) to activate your Media Player - Registration View.**
- The functionality will be controlled by the permission titled **Media Player - Registration View**. It will not be a default permission for 2025-2026. **SACs need to contact [Kali Winn](#) to activate your Media Player -Registration View.**

Additional test material ordering is **available January 6 – February 6, 2026**. Hand Writing response books for students who need them based on documented need in an IEP or 504 plan are ordered during this time as well. Human Readers Scripts are ordered through the DRC Help Desk.

Additional orders must be requested by 3:00 p.m. on February 6

WIDA AMS Logistics

[WIDA AMS Login Landing Page](#)

- All students in grades K–12 are added to WIDA AMS and are provided a Pre-ID label.
- All students in grades 1–12 are placed into DRC generated sessions.
 - It is the school's responsibility to remove students who test via paper from test sessions. This is a key step to avoid duplicate testing.
- **Review rosters and labels:** Only students with a NEP or LEP language proficiency designation participate in ACCESS testing. Students added to WIDA AMS are students in grades K–12 who were reported as having a language proficiency of NEP or LEP in the Student Interchange in October.
- **Student test registrations are removed from test sessions if and when:**
 - They are in grades 1-12 testing via paper (standard print, large print, braille, Alternate)
 - Their language proficiency status was not accurate in the Student Interchange, and they are not NEP or LEP for the 2025–2026 school year (students who were uploaded to WIDA AMS due to Student Interchange data errors need a Reason Not Tested code applied)
 - They moved out of the district (students who move need a reason not tested code applied)

Test registrations cannot be deleted from WIDA AMS.

Scheduling

Untimed does not mean unlimited testing time; use time estimates indicated in the *WIDA ACCESS Test Administrator Manual* and Colorado average online testing times ([Appendix C](#)) to support scheduling for WIDA ACCESS 1-12.

STOP testing when a reasonable amount of time is spent testing.

Kindergarten ACCESS takes about 45 minutes. However, due to the adaptive nature of the test, higher proficiency students may take longer and beginning proficiency students might need less time. Breaks during the test administration session (as described in the ACCESS TAM) are appropriate for kindergarten students, and these pauses can increase the time. Adding breaks should extend the testing time to no more than 60 minutes.

Alternate ACCESS is administered in four testing sessions, one for each domain. Each domain takes about 20 minutes. However, due to the adaptive nature of the test and the unique abilities and behaviors of students, actual test times can vary widely.

[Make-up testing](#) **Make-up schedule is required**

SACs must monitor the progress of the make-up test sessions. Students who are absent during the tests will need to have make-up sessions scheduled. SACs will work with the Test Administrators to schedule the make-up sessions during the test window. Students testing via a make-up session must be given the same standardized testing environment provided in the originally scheduled session.

Before Testing

Requirements & District Responsibilities Assessment Information

§22-7-1013(7)(a)

- LEP (Local Education Provider) will annually distribute to parents and post on its website, as early in the school year as possible, written information regarding its assessments, including:
 - The state and local assessments that the LEP will administer
 - Identify whether it is required by federal law, required by state law, or selected by the LEP
 - Assessment calendar:
 - Estimated hours of testing each testing day for specific classes/grades for each assessment
 - Identify whether the assessment is required by state law, federal law or locally selected
 - The purposes of the assessments
 - The manner in which assessment results will be used

General Preparation

- Identify a location for all secure materials; identify who has access
- Set chain of custody policies in motion
- Inventory all test materials **Inventory immediately once received**
- Verify that **ONLY students with an IEP or 504** have accommodations **Verify that students with an IEP or 504 have their accommodations assigned**
- Print test tickets after students testing on paper are removed from test registrations.
- Paper-based testing and paper materials for computer-based: Write the student's first and last name on the front of the booklet. **Train TAs to double check that the correct materials are given to the correct students**

During Testing

Only students with a NEP or LEP language proficiency designation participate in ACCESS testing. Do not manually add students with a different language proficiency designation.

Administration

- Distribute the applicable secure materials to the correct Test Administrators
 - i.e., test booklets, test tickets, scripts, etc.
 - Refer to Part 2 of the Test Administration Manual for a full list of materials needed before test administration
 - Ensure ACCESS 1–12 paper testers, Kindergarten, and Alternate Test Administrators are using #2 pencils

Materials Tracking

- A documented chain of custody is required
- Schools should use the **Return Materials Receipt Report** available in WIDA AMS to:
 - Create a sign-in/sign-out chain of custody
 - Document the test booklet assigned to each student

CHANGE Colorado **DOES NOT** allow scratch paper for the Speaking domain. Scratch paper is allowed upon student request for the Listening, Reading, and Writing domains. When requested, blank scratch paper is passed out by the Test Administrator. All scratch paper is collected at the end of the test session and securely destroyed.

Consider numbering scratch paper to ensure all pieces are returned

Verify that students have the correct test ticket: Ask the student to confirm their name and grade, and follow up the ticket to student confirmation by checking the name on the screen when the student logs in.

- **If a student mistakenly completes a test domain using another student's test ticket, contact DRC Customer Service at 1-855-787-9615** to have the completed test transferred to the correct student
- **DO NOT email student PII.** This request must be made via phone call.

- If the test ticket mistake involves a student taking a test that was an incorrect grade or tier, the SAC needs to contact Kali Winn via phone or through a file upload to Google Drive. **DO NOT email student PII** **303-532-7403**

Verify that students have the correct test booklet

- Maintaining a record of the booklet number assigned to each student is strongly encouraged. **Required**
- Verify that TAs of Kindergarten and Alternate have #2 pencils and understand that student responses needed to be filled in.
- SAC securely stores all test materials when not in use.

Test Transfers **Contact** [Kali Winn](#)

- If a student begins testing in their previous district and needs to finish testing in the new district, use the Transfer Request feature in WIDA AMS to have the completed test session(s) moved to your district.
- Transfers are for online testing when at least one domain has been completed in the first district.
- DO NOT transfer a student until they are in attendance, not just registered, at their new school.

Demographics

When paper testing materials are involved:

District participates in SBD

When a student is new to your district, does not have a Pre-ID label, and has a scoreable paper, apply a District/School label, bubble all information on the front cover of the student's booklet and the SASID, Date of Birth and Grade on the back cover, then complete the rest of the information during SBD.

District does not participate in SBD

When a student is new to your district, does not have a Pre-ID label, and has a scoreable paper, apply a District/School label, bubble all information on the front cover of the student's booklet and the SASID, Date of Birth and Grade on the back cover, then complete the rest of the information in WIDA AMS - reference demographics tab information below.

CSI schools are required to participate in SBD

Regardless of online or paper tests, or the district approach to SBD, please note: **Student demographic information must be complete to receive results.** Incomplete demographic information or errors may result in no scores.

SACs report incidents to [Kali Winn](#), who will determine if a breach or irregularity has occurred

Reporting Testing Incidents

Any staff member aware of a misadministration or test security incident is required to report the incident to the SAC or the DAC. If it is determined that a breach has occurred, it must immediately be reported to CDE's Assessment Division. In addition, a *Testing Irregularity or Security Breach Report* must be completed in detail and sent to the Assessment Division ([Appendix E](#)).

If district or school assessment staff determine that an impropriety or irregularity has occurred, it must be reported to the Assessment Division as soon as possible using the *Testing Irregularity or Security Breach Report* in [Appendix E](#). With any incident, Assessment Division staff will review the documentation and report follow-up steps to the DAC.

Report irregularities to Kali, who will report to CDE

Student Use of External Resource

Plagiarism

DACs will be provided with information about student responses flagged for plagiarism. Plagiarism responses are significantly different from the thousands of other responses to an item: It sounds like the student is reading from a text and/or the answer has vocabulary and information grade levels beyond the expected response and information provided

in the item set; or the response can be tracked directly to a website. The *Testing Irregularity/Security Breach Report* ([Appendix E](#)) and the *Suspected Plagiarism and or AI Generated Response Report* ([Appendix F](#)) will need to be completed and submitted within 10 calendar days of receiving the initial information from the DAC. State policy is to invalidate the impacted domain.

Artificial Intelligence (AI)

DACs will be provided with information about student responses flagged for suspected use of Artificial Intelligence (AI). Unlike plagiarism where we have a website to directly reference, a response is flagged as AI when it is significantly different from the thousands of other responses to an item: It sounds like the student is reading from a text and/or the answer has vocabulary and information grade levels beyond the expected response and information provided in the item set. DACs will conduct a misadministration investigation related to the identified student and test domain. The *Testing Irregularity/Security Breach Report* ([Appendix E](#)) and the *Suspected Plagiarism and or AI Generated Response Report* ([Appendix F](#)) will need to be completed and submitted within 10 calendar days of receiving the initial information from the DAC. Depending on the outcome of the investigation, the domain may be invalidated.

Results Available in WIDA AMS on April 30

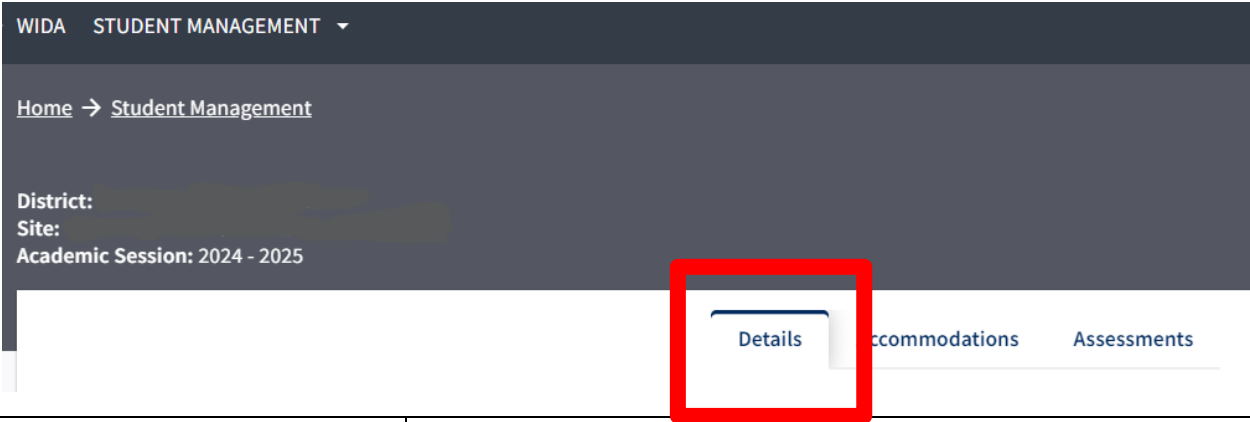
Individual Student Reports (ISRs) are to be shared with parents/guardians as soon as practicable. Please keep in mind, the reports are confidential, and distribution of both electronic and/or hard copy reports must be in accordance with state and federal privacy laws and local school board policy.

For parents who cannot access standard English print, report shells are available in forty-six additional languages. In addition, PDF versions of ISRs can be used should a parent/guardian need or require a large print version of the ISRs. Importantly, consistent with state law, each local education provider should ensure appropriate personnel within each school district and each institute charter school share with and explain student assessment results to the parent(s) or legal guardian(s) of each student.

To assist parents/guardians and educators in interpreting report data, WIDA-developed resources are available in the [WIDA Resource Library](#).

STUDENT MANAGEMENT –

Manage Students page in WIDA AMS



Field Name	Directions
Ethnicity and Race	Select all that apply
Native Language	Enter the 3-letter CDE home language code (found here)
Date First Enrolled U.S. School	Enter the first enrolled date
Length of Time in LEP/EL Program	Leave Blank

Title III Status	Mark if yes
Migrant	Mark if yes
IEP Status	Mark if yes
504 Plan	Mark if yes
Primary Disability	Select correct disability from the drop-down menu
Secondary Disability	Select correct disability from the drop-down menu
LIEP Classification	Leave blank, collected in State Defined Optional Data
State Defined Optional Data Entering this information is not optional (It says it is optional to meet the needs of all WIDA members. Colorado uses these fields.) 10-character string used to provide values for the following: • Language Proficiency Status • Language Instruction Program • Continuous in School • Continuous in District • Free or Reduced Lunch	In position 1 of the 10-character string , enter one digit that corresponds to the student's language proficiency status • 1: NEP • 2: LEP
	In positions 2 and 3 of the 10-character string , enter two digits that correspond to the student's Language of Instruction program • 01: English as a Second Language (ESL) or English Language Development (ELD) • 02: Dual Language or Two-way Immersion • 03: Transitional Bilingual Education or Early-Exit Bilingual Education • 04: Content Classes with integrated ESL Support • 05: Newcomer programs • 97: Other • 98: Not in a Language Instruction Program, Parent Choice
	In position 4 of the 10-character string , enter one digit that corresponds to the student's Continuously Enrolled in School (since October 1 st) status • 1: yes • 0: no
	In position 5 of the 10-character string , enter one digit that corresponds to the student's Continuously Enrolled in District (since October 1 st) status • 1: yes • 0: no
	In positions 6 and 7 of the 10-character string , enter two digits that correspond to the student's Free and Reduced Lunch status: • 00: Not Eligible • 01: Free Lunch Eligible • 02: Reduced Lunch Eligible
	Leave positions 8, 9 and 10 of the 10-character string blank.
District Defined Optional Data Entering this information is not optional (It says it is optional to meet the needs of all WIDA members. Colorado uses these fields.) 10-character string used to provide values for the following: • Title 1	In position 1 of the 10-character string , enter one digit that corresponds to the student's Title 1 status • 1: yes • 0: no
	In position 2 of the 10-character string , enter one digit that corresponds to the student's Homeless status • 3: yes, and in custody of parent/guardian • 4: yes, and not in custody of parent/guardian • 0: no
	In position 3 of the 10-character string , enter one digit that corresponds to the student's Expelled status • 1: yes • 0: no

• Homeless • Expelled • Gifted and Talented	In position 4 of the 10-character string, enter one digit that corresponds to the student's Gifted status • 1: yes • 0: no Leave positions 5–10 of the 10-character string blank
Reason Not Tested Code If a student in the district ACCESS Pre-ID file does not participate in at least one test domain, the appropriate code needs to be applied. • Code is only applied if it applies to all 4 domains. If a student tests at least one domain, do not apply a code.	Applied through the “Additional field to be used by a state if needed” textbox in WIDA AMS. Enter two digits that correspond to the student's Reason Not Tested code. • 00: Absent, the student was absent for all domains, all five weeks of the test window, and one of the other Not Tested reasons does not apply. • 03: Withdrew Before Testing, the student moved before they started testing. • 04: Student Refusal, the student refused to begin testing all domains when the opportunity was provided. • 07: Medical Exemption, the student was unable to participate in all domains of the assessment due to a documented, significant, and fully incapacitating medical condition or emergency. • 10: Did Not Attend, the student was not absent but Did Not Attend a scheduled/rescheduled test session for any domain. • 11: Data Error, there was an error in the data submitted to pipeline in the fall, and the student is not NEP or LEP. Reason Not Tested codes in <i>green italic</i> differ from CMAS. Codes not listed are CMAS codes that do not apply to ACCESS tests.
Do Not Score (DNS) Do Not Score codes are used if and when a started/completed domain should not be scored.	Applied by CDE upon notification of need for an invalidated domain. INV: Indicates that even though a student may have completed some or all the test items, the testing was not valid and no score should be reported for that domain. For example, this code can be used when there are inappropriate testing practices or there is a Test Administrator error. District Assessment Coordinators report test incidents requiring an Invalidation to CDE (via Syncplicity) through the CDE Invalidation request form. Contact Kali Winn if applicable ABS: Not used in Colorado DEC: Not used in Colorado SPD: Not used in Colorado

Multiple opportunities should be provided

ACCESS - SBD information, file layout: https://www.cde.state.co.us/datapipeline/per_access-ell

Applying the Reason Not Tested Code

The Not Tested reason is marked in WIDA AMS through the Student Management “Details” tab.

- 1. Student Management - Manage Students page

DRCINSIGHT™ WIDA STUDENT MANAGEMENT ▾

Home → Student Management

STUDENT NAME

Site: Acad

Details

Scroll to the bottom.

Title III Status

☐ Title III Status

Migrant

☐ Migrant

IEP Status

☐ IEP Status

504 Plan

☐ 504 Plan

WIDA Alternate ACCESS
(Informational Only)

☐ WIDA Alternate ACCESS
(Informational Only)

State Defined Optional Data

District Defined Optional Data

Additional field to be used by a state if needed

Close

Save

This is where you enter the 2-digit Reason Not Test Code
Code is only applied if it applies to all 4 domains.

Appendix A: Personnel Responsibilities

All assessment personnel must be employed by the local education agency related to the assessment responsibilities.

District Assessment Coordinator (DAC)

The superintendent appoints the DAC; the DAC is the individual at the district level responsible for the overall coordination of test administration.

For purposes of the ACCESS Colorado state-administered assessments, the DAC is:

- The point person for all communications to and from CDE's Assessment Division
- Responsible for meeting all ACCESS deadlines
- Responsible for attending all required ACCESS training **Info distributed to SACs, who distribute to teachers and parents as applicable**
- Responsible for disseminating important assessment information to the district, schools, teachers, and parents.
 - Read all communications from CDE (e.g., *DAC* Update Emails) and DRC Broadcast emails, and distribute information as appropriate
- Responsible for collecting and reviewing documentation regarding Unique Accommodation Requests (UARs) and ensuring completion of forms and appropriateness of accompanying data prior to submitting to CDE by the annual ACCESS UAR December 1 deadline **November 24 deadline for schools**
- Responsible for authorizing individuals for involvement in technology setup for the district (District Technology Coordinator) and working with student data (Sensitive Data)
 - Work collaboratively with Technology Coordinators to ensure computer-based testing environments function as needed for testing
- Responsible for initial material orders and ordering needed additional materials
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure assessment deadlines are met
- Responsible for overseeing the data and reporting procedures and assessment functions, including working with district data staff (e.g., WIDA AMS users with Sensitive Data role and Data Pipeline Data Respondents) on demographic data. Supporting invalidation coding cleanup in WIDA AMS and during CDE's Student Biographical Data (SBD) review **Contact [Kali Winn](#) for SBD support**
- Responsible for creating and updating user accounts (WIDA AMS & WIDA Secure Portal) for district personnel
- Responsible for ensuring all secure materials are returned to the vendor on time (**postmarked by February 18, 2026**) and submitting documentation of any missing materials to CDE **February 16 deadline for schools**
- Responsible for developing and implementing a district security plan for test administration and following the protocols in this resource and WIDA manuals related to security, including investigating and documenting testing irregularities, as necessary
 - Security breaches and irregularities are reported to CDE
- Responsible for ensuring appropriate student records are coded correctly with Reason Not Tested applied or Do Not Score code requests submitted to CDE **SACs ensure student records are coded correctly**
- The local expert on all ACCESS procedures and requirements
 - Ensure all SACs know how to contact the DAC on each day of testing should questions or issues arise that need immediate attention
- The district assessment team leader, who oversees the training of SACs so that assessments are administered in a standardized ethical manner, taking all precautions to prevent misadministrations

Data Respondent **SACs connect with School Data Respondents**

- The data respondent is responsible for the initial Student October snapshot in the Student Interchange ensuring current data of NEP and LEP students. The data file for ACCESS is pulled on the October Count soft deadline (November 3, 2025)

School Assessment Coordinator (SAC)

The SAC is the individual at the school-level responsible for the overall coordination of test administration at their school. For purposes of the Colorado state-administered assessments, the SAC will:

- Ensure all deadlines related to this role are met
- Attend district training for ACCESS state assessments
- Authorize individuals for involvement in test administration, including School Technology Coordinators and ACCESS Test Administrators
- Serve as the local expert on all ACCESS procedures and requirements
 - Read all communications from the DAC and distribute as appropriate
- Serve as liaison between Test Administrators and the DAC
 - During testing, school personnel may communicate directly with DRC for technical assistance
- Develop and implement a school security plan for test administration and follow all protocols in this resource related to security, including investigating and documenting testing irregularities, reporting test security breaches to the DAC, and collecting a *Security Agreement* ([Appendix B](#)) from each individual authorized for involvement in test administration
 - Review the school's security plan with the DAC
- Train all individuals in test security and administration protocols, including Test Administrators and any individual authorized to be involved in test administration. Oversee these individuals during testing
- Work collaboratively with District/School Technology Coordinators to ensure computer-based testing environments function as needed for testing
- Assemble and maintain a reference list of all students who take ACCESS and their IEP or 504 plan-related accommodations when applicable
 - Verify students are assigned the necessary accommodations in WIDA AMS
- Receive, inventory, and distribute test materials through a chain of custody process, including alerting DACs to the need for additional student test materials, as necessary, so the DAC may place an additional order
- Ensure all materials are always secure
 - Store test materials in a secure, locked school location when not in use for testing
 - Do not store test materials in classrooms
 - Do not remove secure materials from school buildings except during transport between schools and DRC
- Develop and coordinate the school's test administration schedule, including the administration of make-up testing
- Ensure standardized testing environments for all students and designate locations for the administration of tests for students who require special environments
- Work with appropriate staff to ensure announcements and school bells do not interrupt testing; ensure that testing times and locations are communicated so that the testing environment stays standardized and quiet
- Review student rosters and test sessions in WIDA AMS before testing
- Invalidate tests with Reason Not Tested code or communicate with DAC for Do Not Score code requests

District Technology Coordinator (DTC)

The DTC is the individual at the district who ensures site readiness activities, designed to ensure testing environments are ready for testing, are completed well in advance of testing. In addition to the DTC, districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs are responsible for: **Schools designate School Technology Coordinators (may be SAC)**

- Ensuring all deadlines related to this role are met
- Setting up student devices and testing environments for computer-based testing

- Removing or disabling any software that would interfere with computer-based testing or allow viewing of secure test material on student devices on another device during testing
- Providing technical support for DACs, SACs, and Test Administrators

Sensitive Data

The role of the individual in the district/school who handles student data, including sending, viewing, adding, and editing student data in WIDA AMS, is referred to as Sensitive Data. The individual ensures:

- All deadlines related to this role are met
- Demographic information is correct
- Only eligible NEP or LEP students are in test registrations
- Accuracy of responsible organization data (responsible school and district codes) for all students
- In coordination with the SAC/DAC:
 - Test registrations are set-up and for eligible students (IEP or 504 plan), accommodations are assigned
 - Appropriate Reason Not Tested code is applied

ACCESS Test Administrator (TA)

The ACCESS Test Administrator is an individual at the school responsible for the administration of the ACCESS assessment.

Test Administrators must:

- Annually
 - Complete the school training
 - Complete the WIDA Training Module(s) (between Oct 1, 2025 – December 22, 2025)
 - Complete the WIDA Assessment Certification (between Oct 1, 2025 – December 22, 2025) **Must pass WIDA's quizzes**
- Actively proctor the test administration in its entirety
- Read the WIDA ACCESS Test Administrator Manual (TAM)
- Use the appropriate script
- TAs for Kindergarten and Alternate ACCESS must use a #2 pencil and completely fill the circle for student responses
- For Kindergarten ACCESS or Alternate ACCESS, the TA needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses
- Test Administrators administering the Alternate ACCESS must hold a State of Colorado educator license
 - Best practice for the administration of the Alternate ACCESS is for the test administrator to be familiar with the student

Appendix B: Test Security Agreement

Security Agreement - ACCESS Suite of Assessments

[Click Here for a Google Doc version of the Security Agreement](#)

Security Agreement and Training Log

District Assessment Coordinators complete the online Security Agreement provided during the CDE ACCESS training.

Maintaining the security of all test materials is crucial to obtaining valid results from the ACCESS assessments. The security of all test materials must be maintained before, during, and after test administration. Because you participate in the administration of the ACCESS assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action.

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident occur, compromising WIDA's intellectual property remedies for violations will be governed by Wisconsin State Statutes.

This form must be signed by all individuals involved in the administration of the ACCESS assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

District Assessment Coordinators (DACs)

- ☐ I completed all ACCESS training as provided by CDE and the assessment vendor.
- ☐ I will use the *Colorado Assessment Resources*, *WIDA District and School Test Coordinator Manual 2025-2026*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- ☐ I will establish and carry out a district security plan.
- ☐ I will provide training to all Sensitive Data personnel, DTCs, and SACs in my district regarding test security, administration policies, and procedures.
- ☐ I will collect, inventory, and follow all chain of custody requirements of state secure standardized test materials.
- ☐ I will report testing irregularities or security breaches to CDE.
- ☐ I will report missing test materials to CDE and report them in WIDA AMS.
- ☐ I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).

Sensitive Data

- ☐ I completed all ACCESS training as provided by the SAC.
- ☐ I read the *WIDA AMS User Guide* and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA, as they apply to my role.

District Technology Coordinators (DTCs)

- ☐ I completed the necessary ACCESS technology training provided by DRC/WIDA.
- ☐ I read/will read the appropriate sections of the *WIDA AMS User Guide* and maintain all Colorado standardized assessment administration policies and procedures, and student security measures.

School Assessment Coordinators (SACs)

- ☐ I completed all ACCESS training as provided by the DAC.
- ☐ I will use the *Colorado Assessment Resource*, *WIDA District and School Test Coordinator Manual 2025-2026*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- ☐ I will establish and carry out a school security plan.
- ☐ I will train all Test Administrators regarding test security, administration policies, and procedures.
- ☐ I will not remove secure test materials from the school's campus except for returning the materials to DRC.
- ☐ I will collect, inventory, and follow all chain of custody requirements as determined by the district.
 - I understand the online grades 4–12 script is not secure **and that all other scripts are secure and need to be returned to DRC.**
- ☐ I will report testing irregularities or security breaches to the DAC.

ACCESS Test Administrators

- I completed all ACCESS Test Administrator training as provided by the SAC.
- I will use the *Colorado Assessment Resource*, *WIDA ACCESS Test Administrator Manual 2025-2026*, and the *WIDA AMS User Guide*.
- I will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I completed all appropriate ACCESS Test Administrator training modules provided on the WIDA secure portal.
- I passed the appropriate quiz/quizzes as required by CDE and WIDA.
- I will not remove secure test materials from the school's campus.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not coach students (e.g., give students verbal or non-verbal cues) during testing, alter, or otherwise interfere with students' responses in any way.
- I will not engage in activities that will result in lack of supervision of students at any time (e.g., use a cell phone or other prohibited electronic device [unless for purposes of communicating with the SAC, DTC, or technology support], check email, grade papers, etc.), including leaving students unattended at any time during the test session.
- I will not allow students to communicate with each other in any way or cause disturbances during the test session.
- I will not allow students to use cell phones or other prohibited materials and electronic devices (e.g., smartphones, smart watches, tablets, etc.) at any time during the test session.
- I will not encourage students to finish any test early.
- I will not provide students with more time than is appropriate for testing, using WIDA estimated testing time as a guide, and allowing reasonable extended time for any student with that accommodation listed in their approved IEP or 504.
- I will collect, inventory, and follow all secure chain of custody requirements as determined by the school/district.
 - I understand the online grades 4–12 script is not secure **and that all other scripts are secure and need to be returned to DRC.**
- I will not actively read (except when viewing student responses for accommodation purposes, such as scribing or transcription), view, or comment on student responses.
 - Some ACCESS assessments (Kindergarten, Alternate, paper Speaking and Reading, grades 1–3 Writing) and accommodations require Test Administrators to view, read, or listen to test content and/or transcribe student responses. If I am administering such assessment or accommodation, I will not disclose any test content to which I had access.
- I will report testing irregularities or security breaches to the SAC.

All individuals involved in ACCESS administration

- ☐ I will not actively read or view the assessment items or content before, during, or after testing except as necessary for assessment administration or accommodation delivery.
- ☐ I will not copy or otherwise reproduce **any part of** secure test materials, including test stimuli, test items, student responses or save any part of the assessments.
- ☐ I will not discuss the content of the assessments with anyone, including students or school personnel, through verbal exchange, email, social media, or any other form of communication before, during, or after testing.
- ☐ I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).
- ☐ I acknowledge the information above, pertaining to my role(s) in the ACCESS assessment administration, and agree to all the statements associated with my role(s). I also acknowledge that a failure to abide by the terms of this agreement may result in consequences, as described above.
- ☐ I acknowledge that I have/will read and will follow guidance and expectations set forth in the ACCESS Manuals, DRC WIDA AMS User Guide, and the *Colorado Assessment Resource* as they apply to my role(s).

In the spaces below, indicate your role(s) in the administration, print your name, sign, and date the form.

Role (check all that apply):

☐ School Assessment Coordinator ☐ Sensitive Data ☐ Other _____

☐ Test Administrator (select test, select all that apply)

☐ WIDA ACCESS ☐ WIDA ACCESS for Kindergarten ☐ Alternate ACCESS

Printed Name

Signature

Date

District Name and Code

School Name and Code (if applicable)

District Assessment Coordinators complete an online Security Agreement provided during the CDE ACCESS training.

DTC, SAC, Sensitive Data – Submit signed Security Agreement to the DAC.

Test Administrator – Submit signed Security Agreement to the SAC.

The district/school must physically or electronically maintain signed Security Agreements for 3 years.

Appendix C: Time Per Domain

An analysis of the time spent on each assessment during previous administrations was conducted to provide additional guidance to Test Coordinators about the amount of time that should be scheduled for each domain. This table provides results of that analysis and can be used as a guide in planning the testing schedule. The assessments do not have a hard stop, but students should be encouraged to complete testing within five minutes once they are near the average time presented below. Students with extra time in their IEP or 504 plan can test up to time-and-a-half and then be told to wrap up testing. It is inappropriate to have a student test on any one domain for over an hour.

E.g., a student in grades 6-8 with extended time listed as an accommodation in their IEP would test for time-and-a-half, and at the 80-minute mark, they would be directed to finish within five minutes.

Untimed does not mean unlimited testing time; use time estimates indicated in the WIDA ACCESS Test Administrator Manual and Colorado Average Online Testing Times to support scheduling for ACCESS.

STOP testing when a reasonable amount of time is spent testing.

Colorado Average Online ACCESS Testing Time (minutes)

Grade	Listening	Reading	Speaking	Writing
1	32	22	28	--
2-3	35	29	30	--
4-5	37	35	32	34
6-8	40	36	34	37
9-12	37	38	33	34

Appendix D: Accommodations

Accommodation Resources

CSI-specific Accommodation Crosswalk available on the [CSI Resource](#)

- [Colorado Accommodations Crosswalk](#) [Site](#)
- [WIDA Accessibility and Accommodations Manual](#),
 - Colorado-specific information in the Colorado Accommodations Crosswalk supersedes the WIDA Manual
- [UAR Scribe for Writing Domain](#)
 - Guidance Document
 - Request Form
- [Emergency Accommodation Form](#)

Appendix E: Testing Irregularity or Security Breach Report

This [electronically submitted form](#) collects the information shown in the sample below.

Date

District

District Assessment Coordinator (DAC) Full Name

Date(s) of Incident

School Name and 4 Digit Code

Date Test Administrator was Trained by School

Date Test Administrator Completed WIDA Certificate

Test Format

Description of Incident (submit documentation to Google Drive as needed)

Description of Proposed Solution

Appendix F: Suspected Plagiarism and or AI Generated Response Report

Click here for the Google Doc version of the [Suspected Plagiarism and or AI Generated Response Report](#)

This form collects the information shown in the sample below.

Date

Type of incident

Test format

Domain

Student SASID

Test Administrator name

Test Administrator/Student Ratio

Test Start/Stop Time

WIDA AMS Test Monitoring App Turned On: Yes/No

School Policy Related to Collecting Mobile Devices

Written Statement from the Test Administrator

Summary of Interview with Student

Requested documents:

School Assessment Coordinator and Test Administrator signed Security Agreements

Seating Chart

Information on Future Steps to Prevent Incidents of Plagiarism

Appendix G: Prohibited Activities

Contact [Kali Winn](#) if a prohibited activity has occurred

Any action that compromises test security is prohibited. The following lists include examples of activities that compromise test security or score validity (these lists are not exhaustive).

Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera, any device that could provide an advantage) in the test environment or pose a risk for a security breach.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, and camera) in the test environment. Exception: Test Administrators may use cell phones to contact the SAC or technical support.	■	■
Checking texts, email, social media, etc. while secure materials are distributed or while students are testing.	■	■
Using a computer, laptop, or tablet (other than the one used to administer the test) while in possession of secure test materials or while students are testing.	■	■

Test Supervision	Educators	Students
Reading a book, website, or any other material before closing out the test session or turning in test materials to the Test Administrator.		■
Reading a book, website, or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining or translating scoreable items and their related content to students.	■	■
Assigning/allowing accommodations to students who do not have an IEP or 504 plan to identify the assessment accommodation.		
Coaching students during testing, including giving verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended while secure test materials are distributed or while students are testing.	■	
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.	■	■
Administering the assessment to family members or allowing family members access to secure test materials that only people explicitly designated to administer tests to students may possess.	■	

Test Supervision	Educators	Students
Recording student responses to paper Speaking, Kindergarten ACCESS, or Alternate ACCESS to score later.	■	
Failing to follow test administration directions clarified in this resource or specified in the WIDA ACCESS Test Administrator Manual or Test Administrator Script(s).	■	
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture of, copying by hand, typing, texting) any part of test items or any secure test materials.	■	■
Influencing, altering, or interfering with a student's responses or test book in any way, including, but not limited to, erasing stray marks in test books.	■	■
Handling test materials for a purpose other than test administration (e.g., teacher takes a test home to review; TA reads a test book after school).	■	■
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, encoding, emailing, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials (including test ticket login information) from the school's campus or locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard student testing tickets.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any ACCESS state test materials.	■	

Appendix H: Preparing Materials for Return Before Returning Tests

- It is the responsibility of all Test Administrators and Test Coordinators to ensure that all booklets that need to be scored have a label, and that correct and complete information is bubbled when using a District/School label.

Label Placement

The diagram shows the front cover of a WIDA ACCESS for ELLs 2.0 test booklet. The cover includes the WIDA logo, 'Grades 4-5 Tier A', and 'ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 403 Test Booklet'. It also features a 'DATE OF TESTING' grid and a large student information grid with columns for 'STUDENT'S LAST NAME', 'FIRST NAME', and 'MI'. A red arrow points to a box labeled 'Place Bar Code Label WITHIN This Box' with the text 'ALIGN TOP OF LABEL HERE' and 'Place Bar Code Label WITHIN This Box'. A red 'X' is placed over a label on the left side of the booklet. Another red 'X' is placed over a label on the bottom right of the booklet. A callout box on the right says 'ONLY PLACE LABEL HERE'.

Figure 1. Test Booklet Cover Showing Where to Affix Labels

Follow these steps:

- If using a Pre-ID Label, apply the label to box marked **A** and begin testing.
- If there is no Pre-ID Label, apply District/School Label to the box marked **A** and bubble the **student's full name and the date on the front**, and the **SASID, Date of Birth and Grade on the back of the booklet**.

- If a USED test booklet should not be processed, apply a DO NOT PROCESS Label to the box marked **(A)**

- **DO NOT** apply any labels to areas marked **(B)** or **(C)**.

- **Pre-ID Labels (White)**

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

20XX-20XX WIDA ACCESS for ELLs 2.0			
Name:	STUDENT, SAMPLE		
District:	<State>01 SAMPLE DISTRICT		
School:	0010 SAMPLE SCHOOL		
Grade:	11	Gender:	M
		Birth Date:	10/09/1927
Student ID's-	State:	XXXXX0000X	District: XXXXX0000X
			
P519999		10150069	4
140000			24/06/20xx

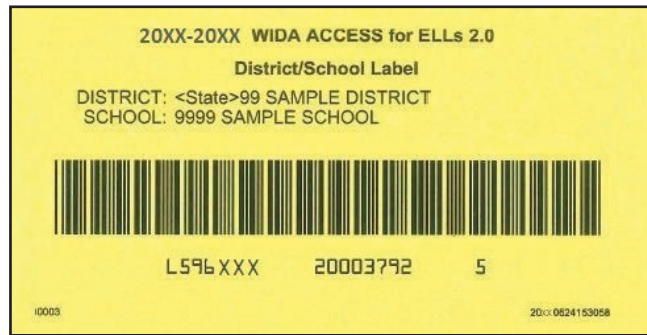
Figure 2. Sample Pre-ID Label

- **If a Pre-ID label has incorrect information**, the label can still be used. **Information must be corrected in WIDA AMS or submitted to the SBD Data Respondent.** The record in WIDA AMS takes precedence during the data validation window.
- **Test booklets must have a label to be processed for scoring.**

District/School Labels (Yellow)

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

Figure 3. Sample District/School Label



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

Check that there are no stray (student applied) marks in the accommodations section. This is the only area of the bubbling that overrides the label. Marks in the accommodation section on the back of the booklet override the label. Accommodations do not need to be applied to the book if they are in WIDA AMS.

Do Not Process Labels (White with Orange Stripe)

- The Do Not Process Label contains a barcode that indicates the test booklet should not be processed. Do Not Process Labels are supplied for use on test booklets that are damaged or should not be processed. Test booklets that have a Do Not Process Label will be processed as blank, even if there are student responses inside.
- A Do Not Process Label is different from Do Not Score Code (field on booklet cover). A Do Not Process Label prevents any processing, and the student will not receive a report.

Do not use a “Do Not Process” label on a test booklet that was not used.

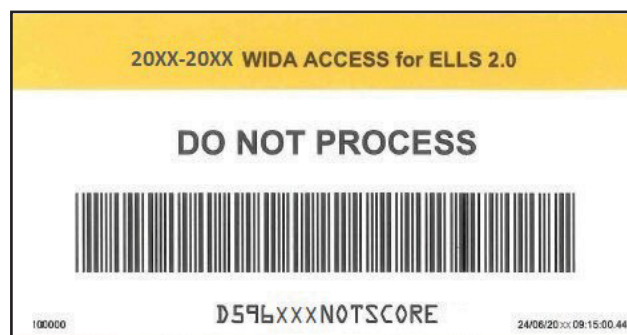


Figure 4. Sample Do Not Process Label

Preparing Test Materials for Return

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

1. **Ensure all booklets that contain student responses have a Pre-ID or District/School Label** in the box located in the upper right-hand corner on the front of the test booklet.
 - a. There should not be a label anywhere else on the booklet besides this space. If a test booklet does not have a label with a barcode, the student will not receive a score.

2. Ensure all booklets with a yellow District/School Label have complete demographic pages on the front and back cover of the test booklet.
 - a. **Use a number 2 pencil.**
 - i. Make sure the student's full name on the front of the booklet is bubbled correctly.
 - ii. Make sure the date of testing is filled in.
 - iii. Make sure the information on the back of the booklet is bubbled correctly using the [Demographic Information](#) in this resource.
 - iv. Make sure the correct grade is bubbled.
3. If a test booklet is unused, there is no need to place any labels on the booklet. Placing a Pre-ID or District/School Label on an unused booklet will cause it to be processed and scored. Do Not Process Labels should be reserved for booklets that are used, but should NOT be processed and scored.
4. Remove any staples, paper clips, or sticky notes from test booklets.
5. If a student requested scratch paper for use on the Listening, Reading, or Writing domains, collect it and securely destroy it on site.

Large print and Braille test booklets:

1. Verify that student responses were transcribed into a standard test booklet.
2. Verify that a student Pre-ID label or District-School Label (with demographic information bubbled) was applied to the standard test booklet.
3. Return with the rest of the test materials when testing is complete. No special sorting needed.
4. Large print test booklets may be folded and shipped with the other materials in a standard-sized box.

Damaged test booklets:

1. Transcribe the student's responses into a new test booklet. (See the Accessibility and Accommodations Supplement for guidelines on transcription.)
2. Apply a yellow District/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the *Completing Demographic Information* section of this manual.
4. Place an orange Do Not Process Label on the damaged booklet.
5. Return both the damaged booklet and the transcribed booklet to the Test Coordinator.

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

1. Transcribe student responses to a new test booklet. (See the Accessibility and Accommodations Supplement for guidelines on transcription.)
2. Apply a yellow District/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the *Completing Demographic Information* section of this manual.
4. Document the security barcode of the soiled booklet and notify the Test Coordinator.
5. Document the soiled booklet in the Materials Accountability Form in WIDA AMS.
6. Securely destroy the soiled booklet according to local school biohazard protocols.

Appendix I: ACCESS Post Test Compliance Report

The Post Test Compliance Report is completed through DocuSign by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the CDE Assessment Division via DocuSign. Completing this report submits the following information to the CDE Assessment Division:

- Date of Form Submission
- District Name and Code
- District Assessment Coordinator Name and Email
- District Assessment Coordinator Electronic Signature
- Superintendent Name and Email
- Superintendent Electronic Signature
- **Total, by Assessment** (WIDA ACCESS Online, WIDA ACCESS Paper, WIDA ACCESS for Kindergarten, Alternate ACCESS)and by domain:
 - Students Tested
 - Domains
- Total Number of Incidents Requiring a Completed *Test Irregularity or Security Breach Report(s)*
- Total Number of Tests (by) Domain with Plagiarism or Use of AI Reports
- List of Late Return Materials
- List of Missing Materials
- Date the Final Secure Materials were Returned to DRC

The **DocuSign form will be emailed to DACs on Tuesday, March 3, 2026**. Submitting this form through DocuSign certifies that the administration of the ACCESS Assessments complied with all procedures as described in the Colorado specific ACCESS documents, WIDA Manuals, and DRC WIDA-AMS User Guide, and that all secure materials were returned (or documented as missing through WIDA AMS and reported to the CDE Assessment Division). **The form needs to be completed via DocuSign by Friday, March 13, 2026.**

Appendix J: Test Administrator CDE Specific Information

ACCESS TEST ADMINISTRATOR (TA)

The ACCESS Test Administrator is an individual at the school responsible for the administration of the ACCESS assessment.

Test Administrators must:

- Complete the school annual ACCESS training
 - Complete the WIDA Training Module(s) (between Oct 1, 2025 – December 22, 2025)
 - Complete the WIDA Assessment Certification (between Oct 1, 2025 – December 22, 2025)
- Actively proctor the test administration in its entirety, ensuring submission of online tests upon student completion
- Read the WIDA ACCESS Test Administrator Manual (TAM)
- Use the appropriate script
- TAs for Kindergarten and Alternate ACCESS must use a #2 pencil and completely fill the circle for the student response
- For Kindergarten ACCESS or Alternate ACCESS, the TA needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses
- Test Administrators administering the Alternate ACCESS must hold a State of Colorado educator license
 - Best practice for the administration of the Alternate ACCESS is for the test administrator to be familiar with the student

WIDA ACCESS COMMUNICATION

Test Administrators contact their SAC, and if needed, SACs contact their District Assessment Coordinator (DAC).

PREPARING STUDENTS: PRACTICE ITEMS

Educators of students who participate in the ACCESS assessments should utilize the practice resources available on WIDA's website.

ACCESS is not a test that requires students to specifically study. Rather, students should concentrate on demonstrating their language skills to the best of their ability. Discuss with students:

- How to effectively use testing tools like highlighters and line guides.
- Standardized test protocols, including following instructions and accurately completing forms.
- Use the [Preparing Students for ACCESS Online](#) document to give students experience in the test platform, universal tools, and accommodations.

SCRATCH PAPER

CHANGE The Colorado Department of Education **DOES NOT** allow scratch paper for the Speaking domain. Scratch paper is allowed upon student request for the Listening, Reading, and Writing domain. When requested, blank scratch paper is passed out by the Test Administrator. All scratch paper is collected at the end of the test session and securely destroyed.

SCHEDULING AND TIMING

Untimed does not mean unlimited testing time. SACs should use the time estimates in the [WIDA ACCESS District and School Test Coordinator Manual](#) (page 9) and Colorado’s Average Online Testing Times to support scheduling for WIDA ACCESS 1–12. Testing should stop once a reasonable amount of time has been spent. For example, a student in grades 6–8 with extended time listed as an accommodation in their IEP would test for time-and-a-half. At the 80 minute mark, they should be directed to complete within five minutes. An analysis of prior administrations was conducted to provide additional scheduling guidance. The table below summarizes results and can be used to plan testing by domain. While there is no strict “hard stop,” students should be encouraged to complete within five minutes of the average time shown. Students with documented accommodations in an IEP or 504 plan may test up to time-and-a-half, then they must be instructed to wrap up. **Testing on a single domain should never exceed one hour.**

Colorado Average Online ACCESS Testing Time (minutes)				
Grade	Listening	Reading	Speaking	Writing
1	32	22	28	--
2-3	35	29	30	--
4-5	37	35	32	34
6-8	40	36	34	37
9-12	37	38	33	34

ACCESS for Kindergarten usually takes about 40 minutes. However, due to the adaptive nature of the test, higher proficiency students will likely take longer and beginning proficiency students might need significantly less time. Breaks during the test administration session (as described in the WIDA ACCESS TAM) are appropriate for kindergarten students, and these pauses can increase the time. Adding breaks should extend the testing time to no more than 60 minutes.

Alternate ACCESS is administered in four testing sessions, one for each domain. Each domain test takes about 20 minutes. However, due to the adaptive nature of the test and the unique abilities and behaviors of students, actual test times can vary widely.

STOP testing when a reasonable amount of time is spent testing.

TESTING SIGNS

[Do Not Disturb](#)

[No Cell Phones](#)