

**WIDA**<sup>TM</sup>

UNIVERSITY OF WISCONSIN-MADISON

District and School  
**Test Coordinator**  
**Manual**  
2023-2024

ACCESS for ELLs

Kindergarten ACCESS for ELLs • ACCESS for ELLs Paper • ACCESS for ELLs Online • WIDA Alternate ACCESS



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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. This manual is updated annually. When ACCESS for ELLs testing time comes again next year, you'll be able to use it 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 and visit your member/state page of the [WIDA website \(wida.wisc.edu\)](http://wida.wisc.edu) to resolve them. 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"> <li>• State-specific policies and procedures</li> <li>• Scheduling and material logistics</li> <li>• Test irregularities or potential security breaches</li> <li>• State-specific accommodations procedures</li> <li>• Test invalidations</li> </ul>	State education agency representative Name: Email: Phone: Website:
<ul style="list-style-type: none"> <li>• WIDA Secure Portal and ACCESS for ELLs training</li> <li>• Test administration procedures</li> <li>• Accommodations and accessibility procedures</li> <li>• Understanding score reports</li> </ul>	WIDA Client Services help@wida.us 866-276-7735
<ul style="list-style-type: none"> <li>• WIDA AMS and DRC INSIGHT</li> <li>• Data validation and accessing score reports</li> <li>• Material ordering, management, and return</li> <li>• Test booklet labels</li> <li>• Damaged test booklets</li> </ul>	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615 TTY: 763-268-2889

### 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](http://wida.wisc.edu) and take advantage of the wealth of professional learning, classroom, and assessment resources available to you as a WIDA Consortium member.

For an introduction to WIDA's test development process, check out [Building a WIDA Assessment \(wida.wisc.edu/assess/building-wida-assessment\)](http://wida.wisc.edu/assess/building-wida-assessment).

## 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.
- Your [WIDA AMS \(wida-ams.us\)](https://wida-ams.us) account is separate from your [WIDA Secure Portal \(portal.wida.us\)](https://portal.wida.us) account! You'll receive a notification email when you receive permissions for this year's administration in WIDA AMS. No action is needed in response to the email.
- Review your test security procedures. A key responsibility of all testing staff is to ensure students are actively monitored during testing and doing their own work. 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.
- Keep this manual for reference throughout the testing window.

## New for the 2023–2024 School Year

- We have made improvements to WIDA AMS, including refreshed student and test management applications, new locations for score reports, and a new way to import student information. Users should allow extra time to become familiar with new menu designs and new student and test management processes. For more information, visit:
  - [WIDA AMS](https://wida-ams.us)
  - [WIDA Assessment Management System \(WIDA AMS\) User Guide \(portal.wida.us/resource/detail/ed1ba2d1-da7d-eb11-a2dd-0050568beee8\)](https://portal.wida.us/resource/detail/ed1ba2d1-da7d-eb11-a2dd-0050568beee8)
  - [Get ready for 2023-24 updates to WIDA AMS and DRC INSIGHT \(wida.wisc.edu/about/news/get-ready-2023-24-updates-wida-ams-and-drc-insight\)](https://wida.wisc.edu/about/news/get-ready-2023-24-updates-wida-ams-and-drc-insight)
- The DRC INSIGHT Secure Student Browser has also been refreshed, for a more accessible student experience. This includes changes to navigation buttons, magnification and color contrast tools, and a simplified microphone check process.
  - Refreshed ACCESS training courses will launch in September 2023, to cover improvements to WIDA AMS and DRC INSIGHT.
- WIDA has updated test security information to clarify devices that students are not allowed to use during testing. See [Section 2](#) of this manual, and look for updated language in ACCESS test administrator scripts.
- Alternate ACCESS for ELLs has been updated! After much test development work, we are proud to launch the new WIDA Alternate ACCESS assessment!
  - Test administrators will need to get recertified to administer the new WIDA Alternate ACCESS (hereafter *Alternate ACCESS*) via the brand-new training course. The new training course goes live on September 1, 2023.

- Alternate ACCESS materials will be recognizable by their new name as well as by the image of our Alternate ACCESS guide dog, Candoo!
- The new Alternate ACCESS test forms include an Individual Characteristics Questionnaire (ICQ). ICQ information will be reported on the individual student score report to help educators make reclassification decisions. You can even download a copy of the [Individual Characteristics Questionnaire](https://wida.wisc.edu/resources/individual-characteristics-questionnaire) ([wida.wisc.edu/resources/individual-characteristics-questionnaire](https://wida.wisc.edu/resources/individual-characteristics-questionnaire)) to use as you collaborate with your colleagues!
- Updated [Alternate Proficiency Level Descriptors](https://wida.wisc.edu/resources/alternate-proficiency-level-descriptors) ([wida.wisc.edu/resources/alternate-proficiency-level-descriptors](https://wida.wisc.edu/resources/alternate-proficiency-level-descriptors)) are here! The Alternate Proficiency Level Descriptors (PLDs) are an extension of the PLDs found in the WIDA English Language Development (ELD) Standards, 2020 Edition, and describe the continuum of language development for ELs with the most significant cognitive disabilities.
- During the 2023–2024 Alternate ACCESS administration, WIDA will be conducting an inter-rater reliability study, for which participating test administrators will be asked to transcribe student responses. This study will help WIDA make improvements to the training materials for scoring Alternate ACCESS.
- We have updated guidance for transcribing student responses. Where transcription is part of the test administration, such as with Kindergarten ACCESS and Alternate ACCESS (as well as the Alternate ACCESS inter-rater reliability study), it is not necessary to have a second person present for transcription. See Appendix B in the [Accessibility and Accommodations Manual](https://wida.wisc.edu/resources/accessibility-and-accommodations-manual) ([wida.wisc.edu/resources/accessibility-and-accommodations-manual](https://wida.wisc.edu/resources/accessibility-and-accommodations-manual)) for more information. about transcription.
- Due to standard setting for the new Alternate ACCESS, which will take place in July of 2024, the 2023–2024 Alternate ACCESS scores will be released in WIDA AMS and reports delivered to district/school sites in the fall of 2024. (Scores for ACCESS and Kindergarten ACCESS will be released according to regular reporting schedules.) See [WIDA Alternate ACCESS Updates](https://wida.wisc.edu/altaccessupdates) ([wida.wisc.edu/altaccessupdates](https://wida.wisc.edu/altaccessupdates)) for up-to-date information about Alternate ACCESS.
- **Looking ahead:** [Revised ACCESS for ELLs](https://wida.wisc.edu/revisingaccess) ([wida.wisc.edu/revisingaccess](https://wida.wisc.edu/revisingaccess)) will be ready for the 2025–2026 school year. See the web page for more information and ways that you might get involved.



## 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 learners (ELs). 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 English language proficiency in academic contexts. For more information visit [WIDA assessments \(wida.wisc.edu/assess\)](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, ACCESS for ELLs assessments are divided into grade-level clusters.

Kindergarten ACCESS for ELLs		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
	WIDA Alternate ACCESS	Grades K-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 English language proficiency in academic contexts, 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 ACCESS and Alternate ACCESS give students multiple opportunities to respond to test items 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](http://portal.wida.us/resource/detail/11cf2e6c-3e71-eb11-a2dd-0050568beee8) (portal.wida.us/resource/detail/11cf2e6c-3e71-eb11-a2dd-0050568beee8). Central scoring is completed by DRC.

### Test Timing

Although ACCESS for ELLs assessments are untimed, the table below provides approximations of testing time and recommendations for developing a testing schedule.

	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	Listening, Reading, Writing: Group Speaking: Individual	Listening: 20–40 minutes Reading: 50 minutes Writing: 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: Grade 1, Tier A: 40 minutes Grades 2–12, Tier A: 75 minutes Grades 1–12, Tier B/C: 80 minutes Speaking: 45 minutes	Listening, Reading, Writing: Centrally scored Speaking: Scored by the test administrator
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
WIDA Alternate ACCESS	Individual	Listening: 30 minutes Reading: 30 minutes Writing: 30 minutes Speaking: 30 minutes	Listening: 40 minutes Reading: 40 minutes Writing: 40 minutes Speaking: 40 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 the WIDA Assessment Management System (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.
- Classroom teachers need to understand when students will be pulled from class for testing. It's also helpful for classroom teachers to understand why language proficiency testing is critical to students' academic success and how all educators can use ACCESS for ELLs scores to inform classroom language support.

Your role is to facilitate positive working relationships among test administrators, technology coordinators, and classroom teachers so that technical issues can be resolved quickly throughout the testing window and the whole testing process gives educators the information they need to positively impact students' academic experiences.

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 or district's test security policies and, whenever possible, have students leave personal devices, including headsets and earbuds, 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 a variety of resources that you can explore 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 one or more ACCESS for ELLs checklists, which contain 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 whose efforts you'll coordinate. Review the checklist in detail before completing any training or working with your test administrators.

The screenshot shows the WIDA website interface for Delaware. At the top, there are navigation links for 'Resource Library', 'Recursos en español', and 'WIDA Store'. A 'Members/States' dropdown menu is open, listing various states and organizations. The main content area is titled 'Delaware' and includes a breadcrumb trail: 'Memberships and Programs < WIDA Consortium < Delaware'. Below this, there is a section for 'Assessments' with a sub-section for 'Testing Dates' containing a table of key dates and events. A callout box with a green border points to the 'ACCESS for ELLs Checklist' buttons, containing the text: 'WIDA works directly with state education agencies every year to develop each state-specific ACCESS for ELLs Checklist.' Other visible elements include a 'WIDA Client Services Center' contact section and a 'Logging In' section for the 'Secure Portal'.

Date	Event
1/22/21-5/7/21	WIDA AMS test setup available for test sessions
1/21/21	Districts receive test materials
1/21/21-4/30/21	Additional test materials ordering window in AMS
2/1/21-5/7/21	Test Window
5/14/21	Deadline for shipping completed test materials to DRC
6/30/21	Districts receive reports - Online
TBD	Districts receive reports - Printed

**The WIDA Secure Portal**

The [WIDA Secure Portal](#) is the home of the ACCESS for ELLs training courses you need to complete to learn about 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, and check that their Secure Portal accounts are up to date. In the WIDA Secure Portal, you have access to 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.

To access the WIDA Secure Portal:

1. Go to <https://portal.wida.us>
2. Enter your username and password.
3. Click Login.

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.

### ***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.



**Estimated  
training time:  
3–5 hours**

Visit your member/state page of the [WIDA website](#) to determine what your training requirements are and whether there is a state-recommended timeline for completing 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 includes at least one quiz, which test administrators must pass in order to complete the course. There are no restrictions on when you can take the quiz, but WIDA recommends taking the quizzes immediately after reviewing the content in the training course. After you complete the course, you will be able to view your certificate of course completion.

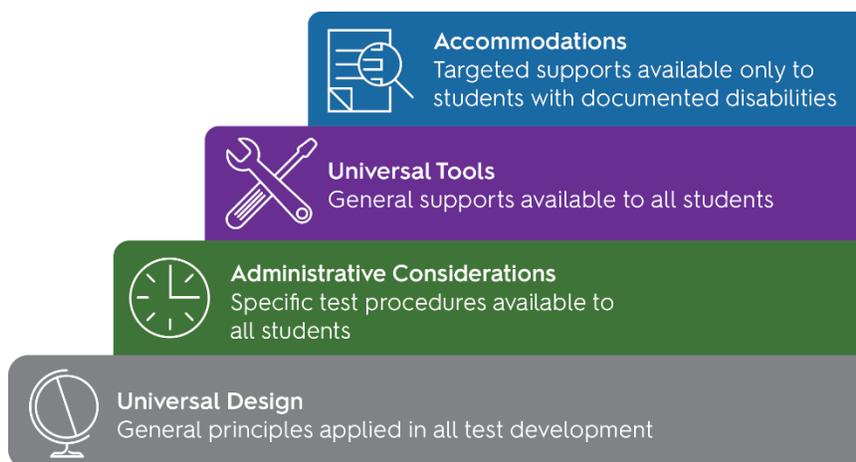
### ***The Test Administrator Manual***

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 Manual***

WIDA is committed to providing an assessment that is accessible to every eligible English learner, including those with disabilities. The ACCESS for ELLs suite of assessments is developed according to universal design principles that increase access through test features 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 most of these tools is embedded in the online test platform.)

Keep in mind, however, that some supports students use 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 Manual](#) ([wida.wisc.edu/resources/accessibility-and-accommodations-manual](http://wida.wisc.edu/resources/accessibility-and-accommodations-manual)) for more details on the 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. The Accessibility and Accommodations Manual 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 Manual, your member/state page of the WIDA website, the IEP or 504 team, and the test administrator who will work with the student as you plan testing accommodations.

### **Site Technology Readiness Checklist**

The [Site Technology Readiness Checklist](#) ([portal.wida.us/resource/detail/cfa31e79-fe7d-eb11-a2dd-0050568beee8](http://portal.wida.us/resource/detail/cfa31e79-fe7d-eb11-a2dd-0050568beee8)) is a guide for technology coordinators and sites implementing WIDA online assessments. The checklist is designed to identify various factors that a site should address to provide a positive student online testing experience.

### **WIDA AMS**

[WIDA AMS](#) 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 AMS User Guide](#).

If you need a WIDA AMS account, check your member/state page on the WIDA website to see who to contact to create a new account. If you have an account but you need assistance accessing it, [contact DRC Customer Service](#) ([WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)) and then follow the instructions in the email that you receive.

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 within your district. This task is a test coordinator responsibility. It is also your responsibility to deactivate user accounts when staff leave your school or district.

States and districts determine whether test administrators need 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.

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 in the system. In addition to assigning a role, you can assign additional permissions individually to allow users to complete specific tasks and to fit your district's policies and responsibility structure. In general, the following roles use WIDA AMS to perform the following tasks. The [WIDA AMS User Guide](#) details each of the available permissions and how to assign them to roles.

Test Coordinator	Test Administrator	Technology Coordinator
<ul style="list-style-type: none"> <li>• Order and inventory materials</li> <li>• Create registrations and print test tickets</li> <li>• Add new students, and manage student data</li> <li>• Mark Do Not Score Codes</li> <li>• Monitor testing progress</li> <li>• View and download reports</li> <li>• Track and return materials</li> </ul>	<ul style="list-style-type: none"> <li>• View registrations and print test tickets</li> <li>• Review student data</li> <li>• Review test demos and sample items</li> </ul>	<ul style="list-style-type: none"> <li>• Manage the installation and deployment of test software</li> <li>• Confirm test software and testing devices are working correctly prior to testing</li> <li>• Ensure test administrators know how to access the test platform and how to perform basic troubleshooting steps</li> <li>• Troubleshoot technical issues</li> </ul>

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 registrations. When student data is uploaded into WIDA AMS, students are automatically placed into generic registrations based on grade-level cluster and domain. You can then edit these registrations and rename, add, or delete them as necessary to create a test schedule that works for your school or district. See the [WIDA AMS User Guide](#) for instructions on tasks related to test schedule management.

### **Test Monitoring Application**

Users with the appropriate permissions can conduct online monitoring of a student's in-school testing experience using the Test Monitoring Application (TMA). The TMA provides real-time details, including active status within the test and the student's progress through the assigned test. For more information, see [WIDA AMS](#) and the [WIDA AMS User Guide](#).

### **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, WIDA Alternate ACCESS, 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. See the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#) to learn whether any test material ordering is handled at the state level. In many states, 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. If ordering is completed at the district level, these dates are on your member/state page of the [WIDA website](#). See the [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. Check your member/state page of the WIDA website for your additional materials ordering window.

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. 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. **Materials must be returned from the location they were initially shipped to.** Contact DRC for guidance if a school used another school's booklet.

**ACCESS for ELLs Paper**

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](http://wida.wisc.edu/resources?keys=interpretive) ([wida.wisc.edu/resources?keys=interpretive](http://wida.wisc.edu/resources?keys=interpretive)).

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

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 Emerging 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](http://wida.wisc.edu) 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.**

Students in grades 4–5 view the Writing test online, and state policy determines whether students in these grades handwrite 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. Check your state's testing policies to see when handwriting responses is allowable for students in grades 6–12. In instances where handwriting is allowed, you may order the Writing Response Booklets you need during Additional Materials Ordering.

**Do not order or use ACCESS Paper materials for students who take ACCESS Online but handwrite their responses for the Writing domain.**

The Paper test items and prompts do not match the Online test.

**Be sure you are providing the Writing Test Booklet (Grades 1 and 2–3), or the Writing Response Booklet (Grades 4–5, 6–8, and 9–12), to students handwriting their responses.**

### **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 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 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.

### Inventoried 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](#).

The image shows three documents related to test materials: a shipping label, a security checklist, and a packing list. Callout boxes provide instructions on how to use the security barcodes.

**Shipping Label:** Titled "20XX-20XX WIDA ACCESS for ELLs". It features a barcode and the security number range "X596XXX41012996-41013000". A callout box points to this range, stating: "Security barcode on a test booklet".

**Security Checklist:** Titled "WIDA ACCESS for ELLs SCHOOL PACKING LIST MATERIAL SHIPMENT". It includes a table with columns for "Box #", "Qty. Shipped", and "Material". A callout box points to the "Security Number Range(S)" column, stating: "Security barcode range on a packing list".

**Security Checklist Table:**

Material	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
(s) - Version 2	2	1
(s)	2	1
- Version 2	2	1
(s) - Version 2	2	1
(s) - Version 2	2	2
(lets) - Version 2	2	4
	2	1
	2	1

**Range Sheet:** A callout box points to a barcode on a range sheet with the number "15200164". It states: "Security barcode range on a range sheet".

**General Instruction:** A callout box states: "Do not open packages of test material until you're ready to use them. Return unused test material in unopened packages."

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. You may also track and inventory materials electronically through the Secure Material Tracking report in [WIDA AMS](#).

- **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.

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

Remember: Alternate ACCESS test materials will also be distinguishable by the image of our test guide dog, Candoo!



### 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 printing rosters and test tickets, see the [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 accommodation codes as appropriate. N/A indicates that the student has not been assigned any accommodations.

**ACCESS for ELLs - 2023-2024 Online Test Ticket**  
**Reading Gr 4-5**

**First Name:** Andrea  
**Last Name:** Granso  
**Date of Birth:** 4/4/20XX

**Registration Name:** Generic Grade 09  
**State Student ID:** 123456789  
**Accommodation(s):** EM, MC

**Username:** agranso  
**Password:** 248005

This student will be eligible to extend testing of a domain over multiple days. They will also 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 WIDA Alternate ACCESS will all use paper test booklets.

It is important to make sure the demographic information on the booklet matches the demographic information in the student record in WIDA AMS. **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 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.**

**WIDA™** Do not duplicate

Grades 4–5 Tier A

**ACCESS** for ELLs®  
Listening, Reading, and Writing  
Test Booklet  
2023–2024

DATE OF TESTING

M	M	D	D	Z	O	Y
0	0	0	0		0	0
1	1	1	1		1	1
2	2	2	2		2	2
3	3	3	3		3	3
4	4	4	4		4	4
5	5	5	5		5	5
6	6	6	6		6	6
7	7	7	7		7	7
8	8	8	8		8	8
9	9	9	9		9	9

- Use only number 2 pencil.
- Fill in all circles completely.
- Complete both front and back covers when using a District/School label.
- Use only official labels. Do not alter labels or print your own.

Place booklet label here.

Place Bar Code Label WITHIN This Box

U57626JBLANK - - -

4-5 A

15200164

5596804

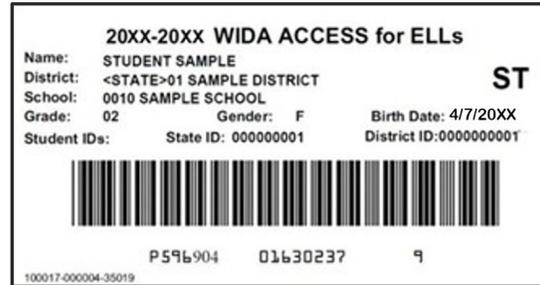
STUDENT'S LAST NAME FIRST NAME MI

Do not place labels anywhere except the specified box. Never cover a barcode outside the designated label box.

Do not cover the security barcode!

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.**

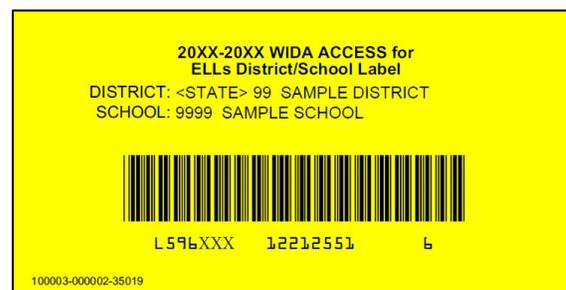


The Pre-ID label barcode will always be processed instead of student demographic information completed on a booklet. If a Pre-ID label is incorrect, update the student data in [WIDA AMS](#). You may continue using the label. **Do not write on the label to correct information.**

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 AMS User Guide](#) for more information.

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

**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.



Never 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

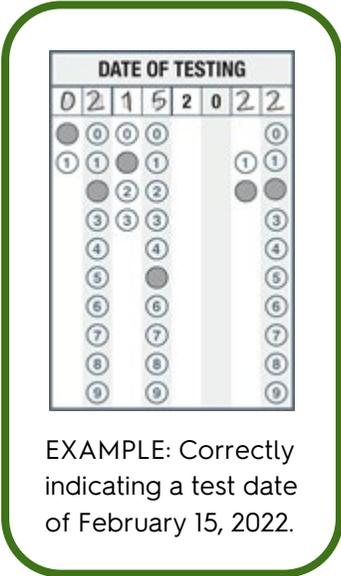
When completing student demographic information on test booklet covers, follow any guidance provided on your member/state page of the [WIDA website](#). If you do not have the information to complete any of the student demographic fields, contact your state education agency for guidance.

Note that Alternate ACCESS has fewer demographic information fields than ACCESS for ELLS, but those fields should be filled out as described below.

**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.

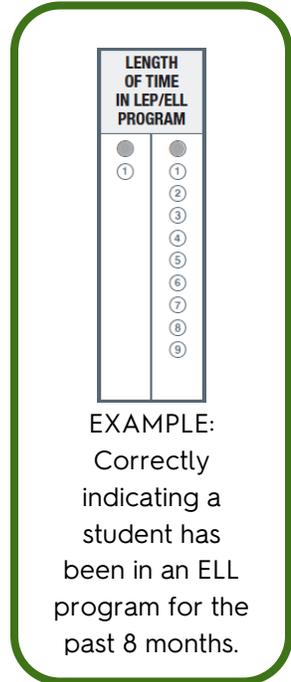
1. Verify that a Pre-ID or District/School label is present and shows the correct District and School Code numbers. If you don’t know these codes, contact your state education agency.
2. Complete the Date of Testing field on all test booklets, regardless of whether a Pre-ID or District/School label is 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 may result in incorrect or incomplete scores.

- 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. If the name is too long, fill in as many characters as you can, or use the district or school code.
  5. Print the code for the student's native language, if required by your state, 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 your state's native language codes.
  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.
  10. **Carefully** fill in a circle to indicate the student's grade. A mismatch between the grade marked on the booklet and the grade documented in WIDA AMS may result in incorrect or incomplete score reports. Update the information in [WIDA AMS](#) if necessary. Do not correct it by entering something different on the test booklet.
  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 student information in WIDA AMS may result in incorrect or incomplete score reports.



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 student information in WIDA AMS may result in incorrect or incomplete score reports. 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 language instruction educational program (LIEP) classification table provides general definitions of these categories, but consult your member/state page of the [WIDA website](#) for additional guidance on completing this field.

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: ELs 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: ELs and non-ELs share a classroom</i>
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: ELs 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: ELs and non-ELs 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: ELs 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: ELs and non-ELs share a classroom</i>
No Support Provided	ELs 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 Manual](#) for detail on available accommodations for each test.

Code	Accommodation
BR	Braille
ES	Extended Speaking test response time
EM	Extended testing of a test domain over multiple days
IR	In-person human reader
RP	Repeat in-person human reader
SD	Interpreter signs test directions in ASL
LP	Large Print
MC	Manual control of item audio
RA	Repeat item audio
SR	Scribe
RD	Recording Device and Transcription
NS	Test administered in a non-school setting
WD	Word processor or similar keyboarding device

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 in the following cases:**

- **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.
- **If a student transfers out of your district within the same state.** Specifically, do not use the code for absence in this case. See [Student Transfers](#) for more information.

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 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.

Code	Do Not Score Circumstance
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	

**Additional Student Information for WIDA Alternate ACCESS**

In the Alternate ACCESS Student Response Booklet, complete the Individual Characteristics Questionnaire (ICQ). ICQ information will be reported on the individual student score report to help educators make reclassification decisions about students who take Alternate ACCESS. It is important that you complete this information accurately and completely. You are encouraged to download a copy of the [Individual Characteristics Questionnaire](#) and talk to your colleagues as needed to gather some of this information prior to administering the test.

- Fill in the Yes oval or the No oval to indicate whether the student does or will participate in alternate state content assessments.
- 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.
- Complete the test administration questions to the best of your ability. The information you provide here appears on the [Alternate ACCESS Individual Student Report](#) ([wida.wisc.edu/resources/sample-alternate-access-ells-individual-score-report](http://wida.wisc.edu/resources/sample-alternate-access-ells-individual-score-report)). See the [Alternate ACCESS Interpretive Guide for Score Reports](#) ([wida.wisc.edu/resources/alternate-access-ells-interpretive-guide-score-reports](http://wida.wisc.edu/resources/alternate-access-ells-interpretive-guide-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 Manual](#) 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.

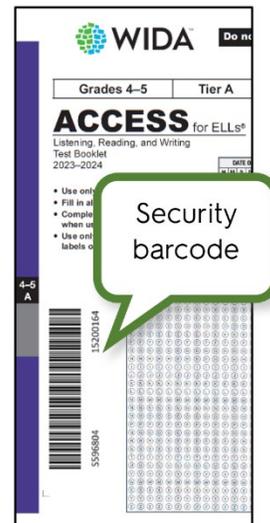
3. Confirm that unused test booklets and any test booklet that should not be scored **do not** have Pre-ID or District/School labels.
  - Return unused test booklets. Do not apply labels to these booklets.
  - Apply a Do Not Process label to any used test booklet that should not be scored.
4. Remove 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 Manual](#) 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 Manual](#) 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 fill in the date of testing, but 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 Manual](#) 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:** To accommodate the unique needs of students taking Alternate ACCESS, test booklets may be modified as needed. **Do not modify Student Response Booklets, and 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. Consult your state education agency and the ACCESS for ELLs Checklist on your member/state page of the [WIDA website](#) to confirm if late return results are reported in your state.

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

\*Unused Pre-ID labels are secure test materials and should be securely destroyed

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 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.** Contact DRC for guidance if a school used another school's booklet. 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 or booklets that were transferred between schools, in the Materials Accountability Form in [WIDA AMS](#). Verify that your materials have been received by DRC by viewing the Return Materials Receipt Report in WIDA AMS. This provides a summary of materials received by DRC. See the [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 it should still be documented on 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 transfers. 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 a 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.
- Either the sending or the receiving district can complete the Student Transfer Form in WIDA AMS, but wait for DRC to confirm the transfer before adding a new student profile in the receiving district.
- When students transfer in after the testing window closes, wait until the next school year to test them.
- Do not use the Do Not Score code if a student transfers out of your district within the same state. Specifically, do not use the code for absence in this case.

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, complete the Student Transfer Form in [WIDA AMS](#).\* See the [WIDA AMS User Guide](#) for instructions. Once this task is completed and the student record is processed, identify the student’s Speaking and Writing tier in WIDA AMS, 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.

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### ACCESS for ELLs Online to ACCESS for ELLs Online

Complete the Student Transfer Form in [WIDA AMS](#).<sup>\*</sup> See the [WIDA AMS User Guide](#) for instructions. Have the student complete any remaining domain tests.

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### 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 with a number 2 pencil.
  - If you can't transfer the student's test materials between schools, complete the Student Transfer Form in [WIDA AMS](#).<sup>\*</sup> See the [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 with a number 2 pencil.
- 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 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 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 school 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, the student should 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, complete the Student Transfer Form in [WIDA AMS](#).\* See the [WIDA AMS User Guide](#) for instructions.

**ACCESS for ELLs Online to ACCESS for ELLs Online**

Complete the Student Transfer Form in [WIDA AMS](#).\* See the [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, complete the Student Transfer Form in [WIDA AMS](#).\* See the [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 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.

***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.

## 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.

**This time estimate does not include convening students, material distribution, giving directions or embedded test practice.**

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 4](#) 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 the 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				
<p><b>These are timing estimates.</b> They 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.</p>				
Domain	Administration	Description	Estimated Time	Scoring
Listening	Group administration	The test administrator plays a CD* and students mark responses in a paper test booklet.	Approximately 60 minutes	Centrally scored by scanning machine
Reading		Students read passages and mark responses in a paper test booklet.	Approximately 70 minutes	
Writing		Students handwrite responses in a paper test booklet.	Grade 1, Tier A: approximately 40 minutes Grades 2-12, Tier A: approximately 75 minutes Grades 1-12, Tier B/C: approximately 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.	Approximately 45 minutes	Locally scored by the test administrator
<p>*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.</p>				

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.

**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.

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.
- 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 4](#) 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.

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

## Preparing for Testing

Visit [Preparing for ACCESS Testing](http://wida.wisc.edu/assess/access/preparing-students) ([wida.wisc.edu/assess/access/preparing-students](http://wida.wisc.edu/assess/access/preparing-students)) 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. [ACCESS Test Practice and Sample Items](http://wida.wisc.edu/assess/access/preparing-students/practice) ([wida.wisc.edu/assess/access/preparing-students/practice](http://wida.wisc.edu/assess/access/preparing-students/practice)) 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 <b>Listening</b> and <b>Reading</b>. 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 <a href="#">Test Scheduling</a> topic below for details.</p> <p><b>Administer Tier Pre-A Speaking tests individually.</b> 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. <b>Always keep testing groups small (no more than five students).</b> 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>				

### Identifying Speaking and Writing Tier

After students complete the Listening and Reading tests, look up the students' tier placement in [WIDA AMS](#). See the [WIDA AMS User Guide](#) for instructions.

**It is critical that you access the exported file before students log in to begin the Writing and Speaking tests.** 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.

When exporting the details of a registration, you can view 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.

### Test Scheduling

One of the key tasks you'll perform in [WIDA AMS](#) is creating and managing registrations. When student data is uploaded into WIDA AMS, students are automatically placed into generic registrations based on grade-level cluster and domain. You can edit these registrations and rename, add, or delete them as necessary to create testing groups that work for your school or district. See the [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	Approximately 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		Approximately 60 minutes		
Writing		Approximately 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	Approximately 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.

**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.

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](#).
- 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. You do not need to assign a Writing test to these students in WIDA AMS. **Be sure students use the correct booklets! The Writing Test Booklets are specific to ACCESS for ELLs Online.**

### **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.

**Do not order or use ACCESS Paper materials for students who take ACCESS Online but handwrite their responses for the Writing domain.**

The Paper test items and prompts do not match the Online test.

**Be sure you are providing the Writing Test Booklet (Grades 1 and 2-3), or the Writing Response Booklet (Grades 4-5, 6-8, and 9-12), to students handwriting their responses.**

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 move the student in [WIDA AMS](#) to a Writing registration with handwriting (HW) assigned 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 registration information and lists the students who are assigned to the domain test, along with any accommodations they've been assigned. See the <a href="#">WIDA AMS User Guide</a> 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 <a href="#">WIDA AMS User Guide</a> for instructions on editing and printing tickets.
TMA Code	Code a student uses during the login process that will allow the TA to see student's progress in the Test Monitoring Application, if using. Test administrators can get these codes in the TMA.
Test Administrator Script <ul style="list-style-type: none"> <li>Grade 1</li> <li>Grades 2–3</li> <li>Grades 4–12</li> </ul>	Contains everything test administrators say to guide students through all four domain tests. <b>Discard the grades 4–12 Online Test Administrator Script instead of returning it with the rest of your materials.</b>
Writing Test Booklet <ul style="list-style-type: none"> <li>Grade 1, Tier A</li> <li>Grade 1, Tier B/C</li> <li>Grades 2–3, Tier A</li> <li>Grades 2–3, Tier B/C</li> </ul>	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"> <li>Grades 4–5, Tier A</li> <li>Grades 4–5, Tier B/C</li> <li>Grades 6–8, Tier A</li> <li>Grades 6–8, Tier B/C</li> <li>Grades 9–12, Tier A</li> <li>Grades 9–12, Tier B/C</li> </ul>	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 <a href="#">Additional Materials Ordering in WIDA AMS</a> topic above for details on this process.

## Preparing for Testing

Visit [Preparing for ACCESS Testing](#) 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. The resources at [ACCESS Test Practice and Sample Items](#) can give you, your educators, and your students a good sense of what to expect on the test.

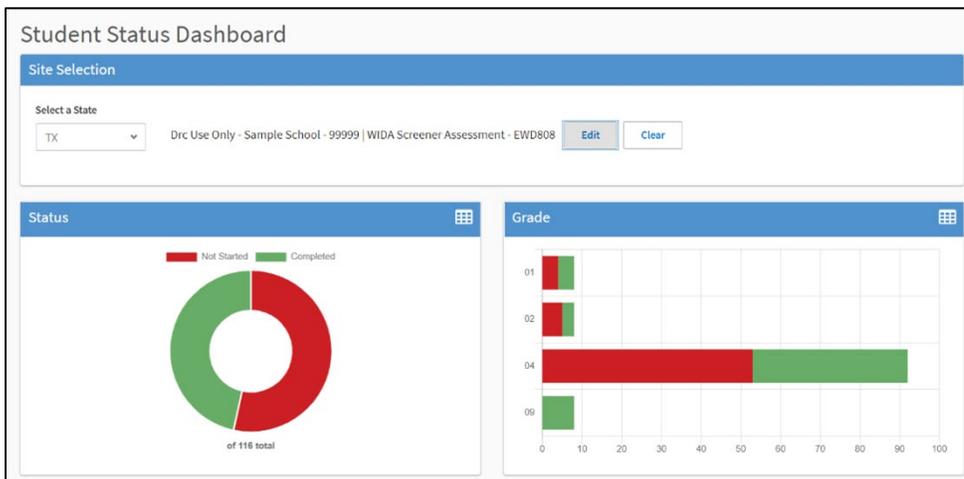
Make sure your technology coordinators have access to the Technology Troubleshooting document in WIDA AMS. This resource can help technology coordinators address most issues test administrators encounter and document any persistent issues that need additional attention from DRC Customer Service.

## Monitoring Testing

Users with the appropriate permissions can conduct online monitoring of a student’s in-school testing experience using the Test Monitoring Application (TMA). The TMA provides real-time details, including active status within the test and the student’s progress through the assigned test. For more information, see [WIDA AMS](#) and the [WIDA AMS User Guide](#).

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 students have completed and check the status of each scheduled test session in [WIDA AMS](#). See the [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 4](#) of this manual for resources you can use to help track your paper testing schedule.

## Section 7: WIDA Alternate ACCESS

### Test Design

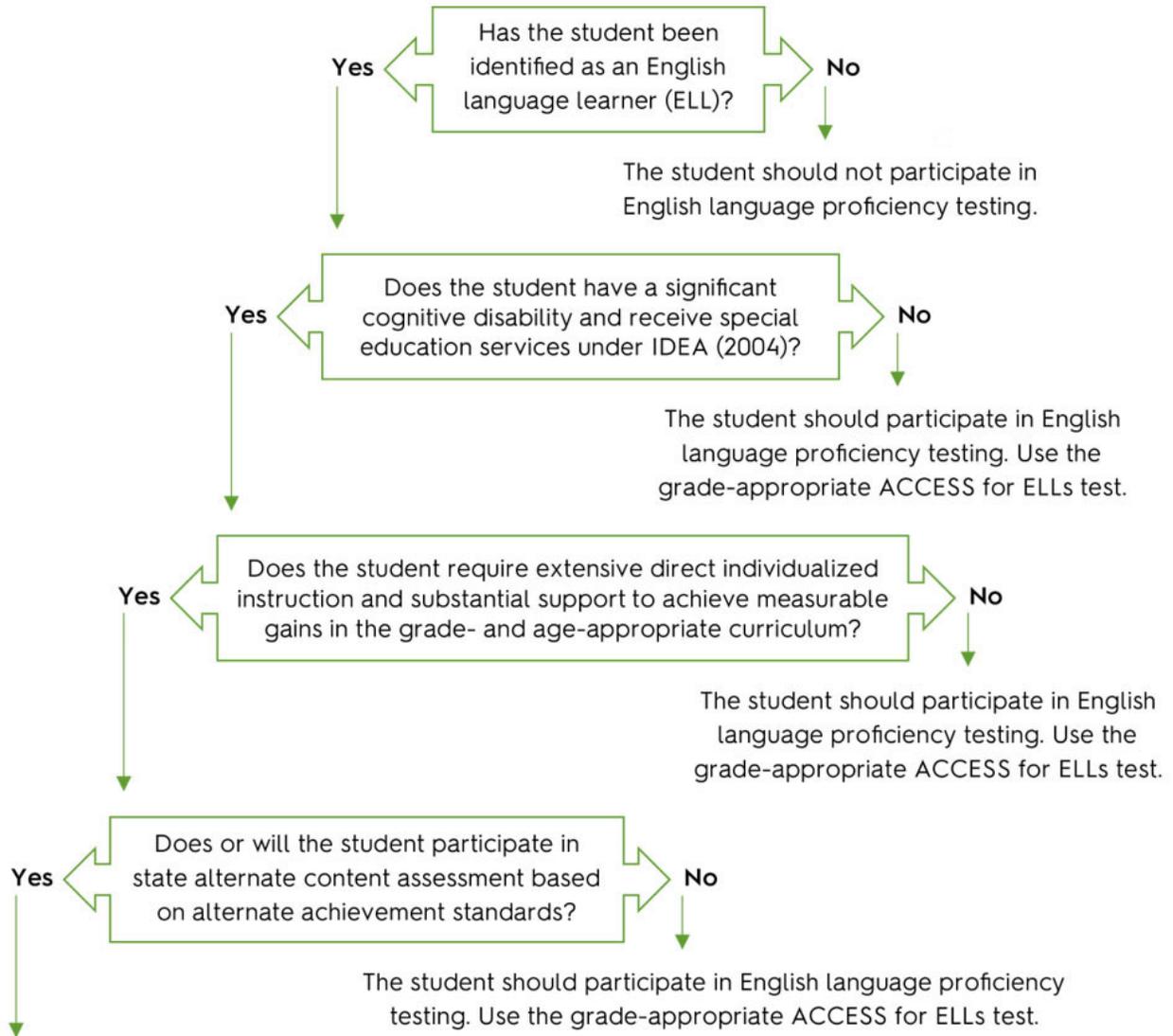
WIDA Alternate ACCESS is made up of four individually administered domain tests and is designed for ELs with the most significant cognitive disabilities who participate, or who would be likely to participate, in your state’s alternate content assessments. All domain tests are semi-adaptive, in that the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

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

WIDA Alternate ACCESS Grade-Level Clusters			
Grades K-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. Some students with a significant cognitive disability may be able to take ACCESS for ELLs. Work with the Individualized Education Program (IEP) team and consult your state education agency as you determine whether a student will take ACCESS for ELLs or WIDA Alternate ACCESS.

**WIDA Alternate ACCESS Participation Decision Tree**



**The student is eligible to participate in testing with WIDA Alternate ACCESS**

## Test Scheduling

The four Alternate ACCESS 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.

### WIDA Alternate ACCESS Timing

**These are timing estimates.** They 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	10	30 minutes
Reading	10	30 minutes
Speaking	8	30 minutes
Writing	8	30 minutes

## Secure Test Materials

Remember Alternate ACCESS test materials will be recognizable by name as well as by the image of our test guide dog, Candoo!

WIDA Alternate ACCESS 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. Also includes the Individual Characteristics Questionnaire (ICQ).

## 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

Due to standard setting for the new Alternate ACCESS, the 2023–2024 Alternate ACCESS scores will be released in the fall of 2024. (ACCESS and Kindergarten ACCESS reports will be released according to regular reporting schedules.)

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 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
<b>Kindergarten ACCESS for ELLs</b>	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.
<b>ACCESS for ELLs Paper</b>	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 for a scored (not practice) item in the booklet.
<b>ACCESS for ELLs Online</b>	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. Or A mark is made in the response space for a scored (not practice) item in the booklet.
<b>WIDA Alternate ACCESS</b>	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 have 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, WIDA Alternate ACCESS, 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.

**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						









