# WIDA™

## 2021-2022
# Test Administrator Essentials
## ACCESS for ELLs

✓ Critical details for educators about test administration
✓ WIDA-recommended practices and procedures

**SEE THE TEST ADMINISTRATOR MANUAL FOR FULL GUIDANCE**

# WIDA

## Notes on local testing guidelines:

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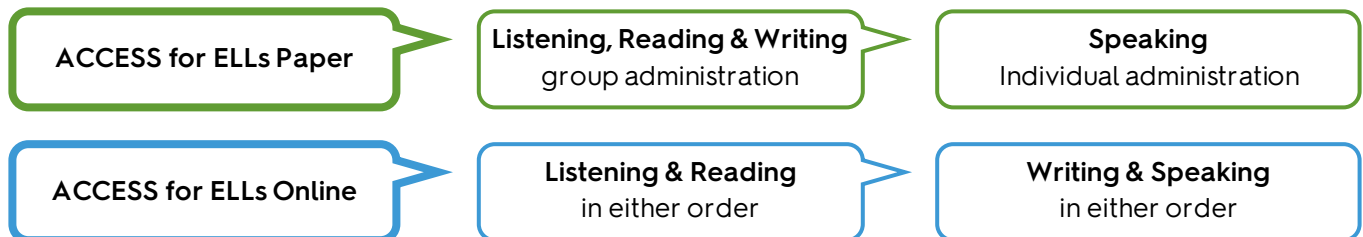
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# About ACCESS for ELLs

ACCESS for ELLs is a suite of English language proficiency assessments for students in kindergarten through grade 12 who have been identified as English language learners (ELLs). Each assessment covers the four language domains of Listening, Reading, Writing, and Speaking.

Each assessment has some form of built-in adaptivity. ACCESS for ELLs Paper offers a Tier A and a Tier B/C test for each grade-level cluster. ACCESS for ELLs Online pairs a tiered test structure with an adaptive test engine. Kindergarten and Alternate ACCESS for ELLs give test administrators multiple points at which to stop testing as students reach the extent of their current language abilities.

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

## ORDER OF DOMAIN TEST ADMINISTRATION

**ACCESS for ELLs Paper** → **Listening, Reading & Writing** group administration → **Speaking** Individual administration

**ACCESS for ELLs Online** → **Listening & Reading** in either order → **Writing & Speaking** in either order

### WIDA

- Creates standardized assessments and professional development resources.
- Provides guidelines for valid test uses and administration procedures.
- Develops training materials to explain the test itself and administrative processes like material ordering and management.

### YOUR STATE

- Creates policies to identify English learners.
- Creates policies that govern specific aspects of testing, such as rules for using Do Not Disturb signs, extending testing or breaks, translating test material, and providing accommodations.
- Establishes policies on test administrator training and test administration. Find this information on your member/state page of the WIDA website (wida.wisc.edu).

# Get Ready for Testing

☑ Complete the appropriate assessment training courses in the WIDA Secure Portal (https://portal.wida.us).

*Need a Secure Portal account or a list of the requirements for becoming a certified test administrator? Visit your member/state page of the WIDA website (wida.wisc.edu).*

☑ Read the Test Administrator Manual to learn about the test you'll administer.

☑ Verify the areas students will use for testing have enough space. The rooms must be big enough to accommodate the number of students you'll test, have enough workspace for test materials, and allow plenty of space between students to minimize distractions.

☑ Identify a secure storage place for test materials. Everything must be supervised or stored in a locked location throughout the entire testing window.

## TEST DAY PREP

- Cover any posters that might help or distract students.

- **Make sure you have the script specific to the grade-level cluster and tier of your testing session.**

- Confirm booklets are correctly labeled and any required information is correctly completed.

## ACCESS for ELLs Paper

Verify the materials you need (a device to play a CD and a sufficient quantity of sharpened pencils) are available and ready for testing day.

## ACCESS for ELLs Online

- Check that the devices you use for testing (computers, Chromebooks, tablets, headphones, headsets) are correctly configured and that one is available for each student, plus a few extras in case of technology issues.
- Plan to print a test roster and your students' test tickets from WIDA AMS immediately prior to each testing session. Alternatively, consult your test coordinator to learn when and how you'll receive these items.
  o Verify the accommodations information on each test ticket is correct.
  o Ensure each student receives the correct test ticket.
  o Collect test tickets after students log in or when students finish testing.

## TEST SCHEDULING

- **If possible, do not administer all four domain tests in one day.** Test across a few days to let students do their best while you get a snapshot of their abilities at one point in time.
- Plan breaks between domain tests. Avoid breaks within testing sessions.
- Avoid scheduling close to lunch, recess, the end of the school day, scheduled assemblies, or other activities that could interrupt testing that runs long.
- Testing sessions must be domain specific. For example, no testing group should include both students taking the Writing test and students taking the Speaking test. Typically, students test in groups specific to an individual tier and grade-level cluster. See the domain-specific pages below for details.

**Kindergarten ACCESS for ELLs** and **Alternate ACCESS for ELLs** are individually administered tests with unique scheduling considerations.

See the test-specific pages below for detail.

# Get to Know the Test

If you can, before testing day, read the Test Administrator Script of the tests you'll give. Familiarity with the script will help you present information naturally and give you a good sense of when to schedule breaks and plan for transitions.

To prepare students for the online test, show the demo and have them complete the interactive sample items. To prepare for the paper test, read the sample items and decide whether to share the sample items with your students. Remember, while administering the test:

- Answer procedure questions, but never give or confirm answers to test questions.
- Rephrase test directions if needed, but don't repeat or translate test items!
- Help students when necessary, but avoid distracting students who are working independently.
- Monitor students and assist as needed with headsets, volume, logging in, navigation, and troubleshooting.

Completing the pre-test practice can be especially helpful for students who are new to the **Speaking** test, but keep in mind that the first thing students do when they test on testing day is complete the same practice that is available in advance.
For demos, sample items, and pre-test practice, visit:
**wida.wisc.edu/assess/access/preparing-students/practice**

**Test Demo:** 15 minutes to watch

**Sample Items:** 5–10 minutes to review

**Practice Items:** 5–10 minutes to complete

It is the test administrator's responsibility to monitor testing and ensure students do their own work. Reliance on others or use of devices like smartwatches or cell phones will invalidate test scores!

ACCESS for ELLs is not a test that students should study for. Instead, encourage students to focus on doing their best to demonstrate their language abilities. Before test day, talk with your students about:

- **Testing tools and accommodations.** Some typical classroom tools, like high-lighters and line guides, can be used on the paper test and are built in to the online test platform. Help your students plan how best to use the tools available. Students should be familiar with testing accommodations prior to taking the test and these accommodations should be similar to those provided in classroom instruction. Work with the student's support team to plan the testing experience.

  The tools and accommodations allowed during testing are detailed in the Accessibility and Accommodations Manual, available in the WIDA Resource Library (wida.wisc.edu/resources).

- **Standardized test conventions.** Students with limited standardized testing experience might need instructions or reminders on how to correctly complete standardized testing forms.

  Circles in test response booklets and on the booklet covers must be filled in completely with a number 2 pencil.

# Kindergarten ACCESS for ELLs

Kindergarten ACCESS for ELLs assesses students' ability to understand and use academic English through a semi-adaptive story, game, and activity format that keeps students engaged with tasks the test administrator can reasonably expect they will be able to understand and respond to. Sample items are available in the training course for you to review before you administer the test, but there is no need to prepare students for testing.

## Keep in Mind

- Use pencil to mark the test booklet and fill in all ovals completely. Slashes, check marks, or dots can prevent students from receiving scores. **You are the only person who evaluates and scores the student's responses!** When you return test materials, the scores you mark are scanned and used to generate a score report. **Find scoring resources at** wida.wisc.edu/assess/access/scores-reports.

- Test items are thematically linked in two sections, one centered on a narrative story (Parts A–C) and the other on an expository text (Parts D–F). Each part is divided into five levels, which correspond with WIDA English language proficiency levels. **Always administer both sections of the test. Each student is tested in all parts, but not every student is administered all levels in each part.**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Narrative** | **Part A: Listening & Speaking** | A1 | A2 | A3 | A4 | A5 |
| | **Part B: Writing** | B1 | B2/3/4/5 | | | |
| | **Part C: Reading** | C1 | C2 | C3 | C4 | C5 |
| **Expository** | **Part D: Listening & Speaking** | D1 | D2 | D3 | D4 | D5 |
| | **Part E: Writing** | E1 | E2 | E3 | E4/5 | |
| | **Part F: Reading** | F1 | F2 | F3 | F4 | F5 |

**SCHEDULE 60 MINUTES**

Typical in-seat testing time: 45 minutes

**Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

Administer the test in one session, but give students breaks as needed. Keep these brief, and take them at the end of a level or a part of the test.

## TESTING GROUPS

Always administer Kindergarten ACCESS for ELLs individually, working with only one student at a time.
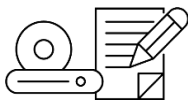
## TEST MATERIALS

Test booklet, storybook, activity board, cards, pencils

**LISTENING:** Verbal responses are not required. If a student offers a correct verbal response and no physical response, the response is correct. If a student offers conflicting verbal and physical responses, score the physical response. When two actions are part of a single response, such as when a student selects a card **and** places it, score the response Correct only when **both** actions are correct.

**SPEAKING:** Score holistically, evaluating the student's speech as a whole rather than evaluating responses to each question separately. Do not check the question mark box at two consecutive levels. When you administer the last task in a level, you must assign a score of Meets or Approaches.

**WRITING:** Inventive spelling and inverted letters are ok! Arbitrary letters or made-up marks do not show the student understands the relationship between sounds and letters, but inventive spelling and developing letter formation are hallmarks of kindergarten writing. Expect students will omit letters, especially those that are silent in standard English spelling.

**READING:** Score whether students correctly identify a picture, not on whether or what they read aloud.

# ACCESS for ELLs: Listening

The ACCESS for ELLs Listening test assesses students' ability to understand oral language in grade-level appropriate, academic contexts.

Answer choices are presented as graphics or as short, simple text to minimize required reading skills (which aren't being assessed). Items present all the information students need to answer the question, so that content knowledge is not tested. Particularly long items sometimes include a question preview so that students can listen strategically and selecting the correct answer doesn't depend on a student's short-term memory.

## ACCESS for ELLs Paper

**Students listen to an audio CD and mark responses in a booklet.**

Before test materials are ordered, students are assigned to the test tier most appropriate to their skills. See the [Test Administrator Manual](#) for more detail.

For easy test booklet management, maintain student groups across testing sessions.

For example, if you administer Listening to a group of 15 students, have that same group of 15 take the Reading and Writing tests together so that you can collect test booklets after the first session, store them all together, and bring them all to the next sessions to redistribute.

## ACCESS for ELLs Online
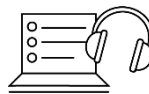
**Students listen to audio through headphones and select responses on screen.**

✓ Print or collect the roster and test tickets. Verify that ticket information is correct and that each student receives the correct ticket.

✓ Charge testing devices.

✓ Check internet connectivity.

✓ Verify testing devices aren't muted.

After students complete Listening and Reading, run a Tier Placement Report so you know:

● Which test booklet students who handwrite their Writing responses need.

● Which students need to take the Speaking test individually.

## Tell Students

You have only one opportunity to listen to the test items. Listen carefully when the audio begins. The audio cannot be replayed (unless the student is assigned a specific accommodation).

**Find scoring resources at [wida.wisc.edu/assess/access/scores-reports](http://wida.wisc.edu/assess/access/scores-reports).**

# ACCESS FOR ELLS: LISTENING

**SCHEDULE 65 MINUTES** Typical in-seat testing time: 20-50 minutes
**Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

## Keep in Mind

- Students must be able to clearly hear the initial test directions and practice items before they begin the test.

- Students can't go back and change their answers.

- A simple, warm-up listening activity can help ensure students are ready to do their best, especially if they are testing at the beginning of the school day. **Consider letting students listen to some recorded English language before beginning the test.**

- The online Listening test is adaptive, so the questions students see depend on their performance on previous items. Don't be concerned if the progress bar suddenly jumps forward or if students reach the end of the test before the progress bar is full. The test platform doesn't allow students to skip questions. An answer must be selected before the student can move to the next question.

- **As you monitor the test, watch for students who tire of testing and begin selecting answers at random just to finish.** Encourage these students to take their time and do their best!

## TESTING GROUPS

The groups below reflect WIDA recommendations for test scheduling. See the Test Coordinator Manual for full detail.

Schedule small groups of students, or plan to have multiple test administrators to supervise large groups.

### ACCESS for ELLs Paper

| Grade 1 Tier A | Grade 2 Tier A | Grade 3 Tier A | Grades 4-5 Tier A | Grades 6-8 Tier A | Grades 9-12 Tier A |
|---|---|---|---|---|---|
| Grade 1 Tier B/C | Grade 2 Tier B/C | Grade 3 Tier B/C | Grades 4-5 Tier B/C | Grades 6-8 Tier B/C | Grades 9-12 Tier B/C |

### ACCESS for ELLs Online

| Grade 1 | Grades 2–3 | Grades 4–12 |
|---|---|---|

## TEST MATERIALS

### ACCESS for ELLs Paper

Test booklets, pencils, Listening & Speaking CD, CD player and speakers

### ACCESS for ELLs Online

Test roster & tickets, testing devices, headphones

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**Test timing and scratch paper policies are set locally.**
**Always refer to state and district guidance on these topics.**

# ACCESS for ELLs: Reading

The ACCESS for ELLs Reading test assesses students' ability to understand written language in grade-level appropriate, academic contexts. Items present all the information students need to answer the question, so that content knowledge is not tested.

In online testing, students receive test directions by listening to audio embedded in the online test platform. After the test directions are provided, students can remove their headphones. There is no audio for the test items. For paper testing, you provide test directions by following the Test Administrator Script.

## ACCESS for ELLs Paper

**Students view items and mark responses in a booklet.**

Before test materials are ordered, students are assigned to the test tier most appropriate to their skills. See the [Test Administrator Manual](#) for detail.

For easy test booklet management, maintain student groups across testing sessions.

For example, if you administer Listening to a group of 15 students, have that same group of 15 take the Reading and Writing tests together so that you can collect test booklets after the first session, store them all together, and bring them all to the next sessions to redistribute.

## ACCESS for ELLs Online
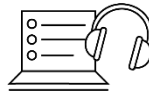
**Students view test items and select responses on screen.**

*Students can remove their headphones after they listen to the directions at the beginning of the test. There is no other audio.*

✓ Print or collect the roster and test tickets. Verify that ticket information is correct and that each student receives the correct ticket.

✓ Charge testing devices.

✓ Check internet connectivity.

✓ Verify testing devices aren't muted.

After students complete Listening and Reading, run a Tier Placement Report so you know:

- Which test booklet students who handwrite their Writing responses need.
- Which students need to take the Speaking test individually.

**Find scoring resources at wida.wisc.edu/assess/access/scores-reports.**

# ACCESS FOR ELLS: READING

> **SCHEDULE 70 MINUTES** Typical in-seat testing time: 45-50 minutes
>
> **Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

## Keep in Mind

- Students must be able to clearly hear the initial test directions before they begin the test.

- Students can't go back and change their answers.

- The online Reading test is adaptive, so the questions students see depend on their performance on previous items. Don't be concerned if the progress bar suddenly jumps forward or if students reach the end of the test before the progress bar is full. The test platform doesn't allow students to skip questions. An answer must be selected before the student can move to the next question.

- **As you monitor the test, watch for students who tire of testing and either stay on an item for a long time or begin selecting answers at random just to finish.** Encourage these students to take their time and do their best!

## TESTING GROUPS

The groups below reflect WIDA recommendations for test scheduling. See the Test Coordinator Manual for full detail.

Schedule small groups of students, or plan to have multiple test administrators to supervise large groups.

### ACCESS for ELLs Paper

| Grade 1 Tier A | Grade 2 Tier A | Grade 3 Tier A | Grades 4-5 Tier A | Grades 6-8 Tier A | Grades 9-12 Tier A |
|---|---|---|---|---|---|
| Grade 1 Tier B/C | Grade 2 Tier B/C | Grade 3 Tier B/C | Grades 4-5 Tier B/C | Grades 6-8 Tier B/C | Grades 9-12 Tier B/C |

### ACCESS for ELLs Online

| Grade 1 | Grades 2-3 | Grades 4-12 |
|---|---|---|

## TEST MATERIALS

### ACCESS for ELLs Paper

Test booklets, pencils

### ACCESS for ELLs Online

Test roster & tickets, testing devices, headphones

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**Test timing and scratch paper policies are set locally.**
**Always refer to state and district guidance on these topics.**

# ACCESS for ELLs: Writing

The ACCESS for ELLs Writing test assesses students' abilities to use academic English to convey information and ideas in a text format.

Very young students demonstrate these abilities by making simple, familiar marks on paper. For example, they might write their names, individual letters, or short words and phrases. More proficient students can be expected not only to write full sentences, but also to demonstrate the ability to incorporate appropriate technical vocabulary as well as the ability to consider word choice and the flow of ideas.

Across grade levels, students must create written academic language for a variety of purposes, so the ACCESS for ELLs Writing tests include prompts for a variety of styles, such as informative or narrative writing.

## ACCESS for ELLs Paper

**Students view items and handwrite responses in a booklet.**

Before test materials are ordered, students are assigned to the test tier most appropriate to their skills. See the [Test Administrator Manual](#) for detail.

## ACCESS for ELLs Online

**Grades 1–3:**

**Students view test items and handwrite responses in the Online-specific Writing Test Booklet.**

**Grades 4–12:**

OR

**Students view test items on screen and either handwrite responses in a booklet or type responses in the online test platform.** Visit your member/state page of the WIDA website ([wida.wisc.edu](#)) to check how students respond.

✓ Run a tier placement report in [WIDA AMS](#) after students complete both the Listening and Reading tests. The tier tells you which booklet students handwriting their responses will need.

✓ Print or collect the roster and test tickets. Verify that ticket informatic is correct and that each student receives the correct ticket.

✓ Charge testing devices.

✓ Check internet connectivity.

✓ Verify testing devices aren't muted.

## Tell Students

- Plan first, and then write. Take notes and organize your thoughts, write, and then review your work and fix any errors you find.
- Do your best with spelling and grammar.
- Use the word banks, examples, and sentence starters if they're helpful. You don't have to use these supports if you don't want to.
- You don't have to use all the space provided, but write as much as you can to show what you can do!

# ACCESS FOR ELLS: WRITING

**SCHEDULE 40–90 MINUTES** Typical in-seat testing time: 25–75 minutes
**Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

## Keep in Mind

- The planning and review checklists in the test are suggested best practices. They are not comprehensive lists of what to include in a response or what merits a high score.

- Multi-part tasks are scored as a whole. Encourage students to complete all parts, but know that scores are based on the best writing produced for any part of the task.

- Scratch paper is not scored. Only the response typed into a response box or written directly in a test booklet is evaluated.

- There is a character limit on the response boxes in the online test. Few students will reach this limit, but those who approach it will see a warning when they have used half of the allowed space and again when they have written as much as the test will accept.

- When students finish testing, collect all booklets and scratch paper. When your students have finished all four language domain tests, work with your test coordinator to return materials for scoring.

- **Responses are evaluated as first drafts.** Typos and minor spelling, punctuation, and capitalization errors do not lower scores. Age-appropriate writing is expected, including features like invented spelling at lower grades. Raters score responses against a simplified version of the WIDA Writing Rubric.

## TESTING GROUPS

The groups below reflect WIDA recommendations for test scheduling. See the Test Coordinator Manual for full detail.

Schedule small groups of students, or plan to have multiple test administrators to supervise large groups.

### ACCESS for ELLs Paper

| | | | | | |
|---|---|---|---|---|---|
| Grade 1 Tier A | Grade 2 Tier A | Grade 3 Tier A | Grades 4-5 Tier A | Grades 6-8 Tier A | Grades 9-12 Tier A |
| Grade 1 Tier B/C | Grade 2 Tier B/C | Grade 3 Tier B/C | Grades 4-5 Tier B/C | Grades 6-8 Tier B/C | Grades 9-12 Tier B/C |

### ACCESS for ELLs Online

| | | |
|---|---|---|
| Grade 1 Tier A | Grades 2–3 Tier A | Grades 4–12 Tier A And Tier B/C |
| Grade 1 Tier B/C | Grades 2–3 Tier B/C | |

## TEST MATERIALS

### ACCESS for ELLs Paper

Test booklets, pencils, scratch paper

### ACCESS for ELLs Online

**Grades 1–3:** Online-specific Writing Test Booklets, pencils, scratch paper

**Grades 4–12:** Test roster & tickets, testing devices, headphones, response booklets, if indicated on test ticket by "HW"

**Test timing and scratch paper policies are set locally.**
**Always refer to state and district guidance on these topics.**

# ACCESS for ELLs: Speaking

The ACCESS for ELLs Speaking test assesses students' abilities to produce spoken academic English, not conversational language skills. The test is designed to mimic an instructional scenario in which a student responds independently.

Students taking the Speaking test participate in an exchange between a virtual test administrator and model student. The virtual test administrator asks questions, and the model student provides an answer before the virtual test administrator prompts the test-taker to respond.

In online testing, students click Record, speak their response into a headset microphone, and then stop the recording. They can continue through the test as long as the microphone picks up enough sound to indicate the student attempted to respond. For paper testing, you play a CD that contains the virtual test administrator and model student audio. When your student responds, you score the response as the CD continues to play, giving your student the next prompt.
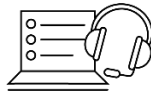
## ACCESS for ELLs Paper

**Students listen to an audio CD and speak aloud. The test administrator scores the response during testing.**

Before test materials are ordered, students are assigned to the test tier most appropriate to their skills. See the [Test Administrator Manual](#) for detail.

## ACCESS for ELLs Online

**Students listen to audio through and speak into a headset. Recorded responses are centrally scored by trained raters.**

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**Pre-test practice is critical for those new to the test and unfamiliar with headsets and recording.**

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✓ Print or collect the roster and test tickets. Verify that ticket information is correct and that each student receives the correct ticket.
✓ Charge testing devices.
✓ Check internet connectivity.
✓ Verify testing devices aren't muted.

## Tell Students

- Think before you speak! You choose when to start speaking. You can't go back and change or extend an answer. When you take the online test, don't stop recording until you're sure you're finished!
- Match the model student's response. It demonstrates how much to say and what kind of language to use.
- Say as much as you can to show the words you know and your ability to connect ideas. Use words like "and," "because," "then," and "also." There is no penalty for being cut off in the middle of a thought.
- Speak loudly and clearly.
- Use the pictures to help you think of what to say.

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**Find scoring resources at wida.wisc.edu/assess/access/scores-reports.**

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# ACCESS FOR ELLS: SPEAKING

**SCHEDULE 50 MINUTES** Typical in-seat testing time: 15-35 minutes

**Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

## Keep in Mind

- **Test times** depend on the grade-level cluster and tier of the test as well as the proficiency of the student. **Response times** are unique to the task and always sufficient for high-scoring responses. Students testing online can stop recording and move on to the next task as soon as they provide a response. When you use the audio CD, simply wait for the next prompt after the student gives each response.

- **Sufficient space and privacy are critical to student confidence and success on the Speaking test.**

- The Speaking test focuses on communication and comprehensibility. The questions are designed to elicit language at progressively higher proficiency levels. Students begin by responding with single words or short phrases and work up to tasks that require more connected ideas and extended speech.

- Students can score well for concise, clearly delivered responses that address the task with appropriate word choices.

- **Responses are scored on fluency, vocabulary, and discourse, relative to the model student's response.** Students can score well even with factual inaccuracies or grammatical errors, as long as they don't prevent clear communication. Responses are scored against a simplified version of the WIDA Speaking Rubric.

## TESTING GROUPS

The groups below reflect WIDA recommendations for test scheduling. See the Test Coordinator Manual for full detail.

Schedule small groups of students, or plan to have multiple test administrators to supervise large groups.

### ACCESS for ELLs Paper

Individually administered

### ACCESS for ELLs Online

| Grade 1 | Grades 2–3 | Grades 4–12 |
|---------|------------|-------------|

## TEST MATERIALS

### ACCESS for ELLs Paper

Test booklets, pencils, Listening & Speaking CD, CD player and speakers

### ACCESS for ELLs Online

Test roster & tickets, testing devices, headsets, extra-large workspaces for speaking privacy.

**TROUBLESHOOTING:** Students begin online testing with a guided microphone check and items that let them practice using the recording tools. If students encounter error messages, check the following:

- The headset is properly connected, set as the default recording and playback device, and is not muted.
- The headset is positioned where the microphone captures the student's voice.
- The student is speaking loudly enough.

**Test timing and scratch paper policies are set locally.**
**Always refer to state and district guidance on these topics.**

# Alternate ACCESS for ELLs

Alternate ACCESS for ELLs assess students' ability to understand and use academic English through a semi-adaptive design that has test administrators stop each domain test when a student offers no response, an incorrect response, or an Approaches response on three consecutive tasks. Alternate ACCESS for ELLs is designed for students with the most significant cognitive disabilities, and it is typically appropriate for ELLs who participate, or would likely participate, in alternate content assessments. Sample items are available in the WIDA Secure Portal for you to review before you administer the test, but there is no need to prepare students for testing.

## Keep in Mind

- Use pencil to mark the test booklet and fill in all ovals completely. Slashes, check marks, or dots can prevent students from receiving scores. **You are the only person who evaluates and scores the student's responses!** When you return test materials, the scores you mark are scanned and used to generate a score report.

- Alternate ACCESS for ELLs is aligned with the WIDA alternate English language proficiency levels: A1—Initiating, A2—Exploring, A3—Engaging, P1—Entering, P2—Emerging, and P3—Developing. These proficiency levels are unique to this test.

- Individualized instructional supports can be used during testing only if they do not change what is being tested. Augmentative and Alternative Communication (AAC) devices are considered the student's voice for testing purposes, but do not provide a page on the device specifically for testing, as that would not reflect the student's day-to-day academic English language skills.

### WRITING

Students can use their preferred writing instrument to write in the Student Response Booklet or on any other medium. Incorrect and phonetic spelling is acceptable as long as the errors do not impede your understanding of the student's response. Arbitrary letters and invented marks are not scorable. Copied responses are those made up entirely of words that appear in the Student Response Booklet, while adapted and original responses also include the student's own words, phrases, or chunks of language. Adapted responses are minimally communicative but demonstrate a basic understanding of the meaning of the text, while original responses express the student's unique thoughts and message.

## SCHEDULE
## 30 MINUTES
**for each domain test**

Typical in-seat testing time: 20 minutes for each domain test

**Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

Give students breaks as needed. Keep these brief and take them at the end of a level or a part of the test.

## TESTING GROUPS

Always administer Alternate ACCESS for ELLs individually, working with only one student at a time.

## TEST MATERIALS

Test booklet—Adapt as needed to present graphics in another format, such as on manipulatives or an eye gaze board. Keep parts together with the booklet bar code.

Student Response Booklet—**Do not modify!**

**Find scoring resources at wida.wisc.edu/assess/alt-access/scores-reports.**