



FLORIDA DEPARTMENT OF
EDUCATION
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Spring 2021 Florida ACCESS for ELLs Test Administration Manual

**Kindergarten ACCESS for ELLs
ACCESS for ELLs (Grades 1–12)
Alternate ACCESS for ELLs (Grades (1–12))**



WIDA™

Assessment-Specific Administration Guidelines

Print Guidance

Assessment	Pages (Start/End)
Kindergarten ACCESS for ELLs	66–91
ACCESS for ELLs Paper	93–114
Alternate ACCESS for ELLs	116–135

Copyright Notice

This manual is intended for use by assessment coordinators and test administrators and contains information on coordination and administration of ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. In addition, information on the administration of these assessments can be found in this manual.

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Part 1: ACCESS for ELLs Introduction

Section 1: Introduction

1.1 How to Use This Manual

This manual includes Florida-specific instructions and responsibilities for the test administrator, school assessment coordinator, and district assessment coordinator for the Spring 2021 administration of ACCESS for ELLs suite of assessments. District assessment coordinators are considered those staff members who manage overall logistics and test administration at the district level. School assessment coordinators manage testing and test administrators within their schools, and test administrators administer and monitor tests. Proctors assist the test administrator with monitoring the test sessions as detailed in Section 4.1 of this manual.

This manual is an in-depth reference document that provides Florida’s policies and procedures, while addressing test administration processes and procedures. Test administrators, school assessment coordinators, and district assessment coordinators are responsible for reading and becoming familiar with relevant information in this manual. It is organized into three parts:

Part One: ACCESS for ELLs Test Administration Overview

- Section 1: Introduction
- Section 2: General Information

Part Two: Florida’s Policies and Procedures

- Section 3: Test Administration
- Section 4: Test Security
- Section 5: Materials Management (Before and During Testing)
- Section 6: Managing Test Administration (Before and During Testing)
- Section 7: Returning Materials (After Testing)

Part Three: Assessment-Specific Administration Guidelines

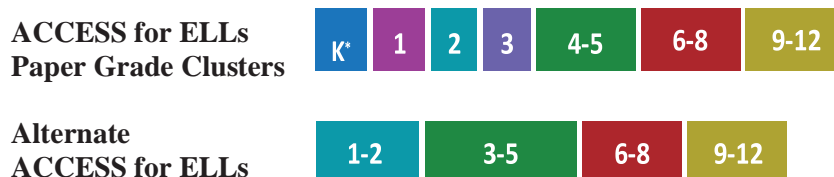
- Section 8: Kindergarten ACCESS for ELLs
- Section 9: ACCESS for ELLs Paper (Grades 1–12)
- Section 10: Alternate ACCESS for ELLs

This manual should be used with the *2021 Florida Accessibility and Accommodations Supplement* and WIDA AMS User Guide. In addition, please refer to Florida’s ACCESS for ELLs checklist for a complete list of tasks that must be completed before, during, and after testing for each role. Due to changes in policy and administration processes, information can significantly change from one administration to the next. Please read this document in its entirety for important Florida-specific information regarding the administration of the Spring 2021 ACCESS for ELLs suite of assessments.

1.2 About ACCESS for ELLs

ACCESS for ELLs is a suite of secure, large-scale English language proficiency assessments for kindergarten through grade 12 students who have been identified as English language learners (ELLs). The assessments are grounded in the WIDA English Language Development Standards and are administered annually in Florida to monitor students' progress in acquiring academic English. ACCESS for ELLs suite includes Kindergarten ACCESS for ELLs, ACCESS for ELLs Paper, and Alternate ACCESS for ELLs.

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



**Kindergarten remains an interactive, paper-based kit.*

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

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

Basics of ACCESS for ELLs Suite of Assessments			
	Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Alternate ACCESS for ELLs
Audience	Kindergarten students who have been identified as English language learners	Students in grades 1–12 who have been identified as English language learners	Students in grades 1–12 who have been identified as English language learners with significant cognitive disabilities

Basics of ACCESS for ELLs Suite of Assessments			
	Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Alternate ACCESS for ELLs
Grade-level Clusters	K	1, 2, 3, 4–5, 6–8, 9–12	1–2, 3–5, 6–8, 9–12
Language Domains Assessed	Speaking, Listening, Reading, and Writing		
Task Format	Selected response (Listening, Reading) Constructed response (Writing, Speaking)		
Standards	Social and Instructional Language Language of Language Arts Language of Mathematics Language of Science Language of Social Studies (Not applicable for Alternate ACCESS for ELLs)		
Tiers	Not Tiered	A and B/C	Not Tiered
Tasks based on	Model Performance Indicators	Model Performance Indicators	Alternate Model Performance Indicators
ELD Levels Reported	1.0–6.0	1.0–6.0	A1–A3 and P1–P3 (P3 in Writing only)
Administration format	All domains are individually administered.	Reading, Listening, and Writing may be group administered. Speaking is individually administered.	All domains are individually administered.
Adaptivity	The kindergarten assessment includes stopping rules for when a student hits his/her ceiling.	Tiered forms (A, B/C) are provided to allow students to see items best suited for his/her proficiency level. These forms are fixed.	Semi-adaptive testing includes multiple cues to allow students the opportunity to respond and stop when a student hits his/her ceiling.
Anticipated Administration Time	About 45 minutes per student	Listening: up to 50 minutes Reading: up to 55 minutes Speaking: up to 35 minutes Writing: up to 65 minutes	Listening: 20 minutes Reading: 20 minutes Speaking: 20 minutes Writing: 20 minutes
Scoring	All domains are scored locally by the test administrator, with overall scores calculated by DRC.	Speaking is scored locally by the test administrator. Listening, Reading, Writing, and overall scores are scored centrally by DRC.	All domains are scored locally by the test administrator, with overall scores calculated by DRC.

About the WIDA English Language Development Standards

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

The WIDA ELD Standards divide the continuum of language development into six proficiency levels. These six levels are described by the Performance Definitions, which outline the progression of English language development. For more information on the WIDA ELD Standards and Performance Definitions, visit the WIDA website (wida.wisc.edu). For more information about Florida standards, course descriptions, and standards resources, please visit the CPALMS website (<http://www.cpalms.org/Public/>).

1.3 Who to Contact

If there are questions regarding the Spring 2021 administration of the ACCESS for ELLs suite of assessments, school assessment coordinators and test administrators should initially contact the district assessment coordinator. Additional inquiry sources are available as follows:

Question or Concern	Contact
<ul style="list-style-type: none"> WIDA Secure Portal and ACCESS for ELLs training Test administration procedures Understanding score reports 	WIDA Client Services help@wida.us 866-276-7735
<ul style="list-style-type: none"> WIDA AMS Functionality Accessing score reports Material ordering and management Test booklet labels Damaged test booklets 	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615
<ul style="list-style-type: none"> State-specific policies and procedures Accommodations and accessibility policies Test irregularities and potential security breaches Test invalidations 	Florida Department of Education Bureau of K–12 Assessment FLACCESS2.0@fldoe.org 850-245-0843

1.4 Glossary

Data Recognition Corporation (DRC): DRC is the vendor responsible for processes associated with the ACCESS for ELLs suite of assessments, including printing, shipping, receiving, and scanning.

English Language Learner (ELL): An ELL is a student who is currently receiving English for Speakers of Other Languages services and coded as an “LY” in Florida’s education data system.

English Language Proficiency (ELP): The purpose of the ACCESS for ELLs suite of assessments is to identify the student’s current progress in attaining proficiency in the English language.

FDOE ShareFile: FDOE ShareFile is the secure portal for the district assessment coordinator to obtain presentations and resources for schools, report testing irregularities to FDOE, and upload a student enrollment file in January to receive a second wave of Pre-ID labels.

Florida Department of Education’s (FDOE) ACCESS for ELLs webpage: The purpose of this website is to provide Florida-specific information and resources regarding the administration of the ACCESS for ELLs suite of assessments.

Florida Education Identifier (FLEID): The FLEID is a 14-character code issued by the Florida Department of Education to uniquely identify a student in Florida’s education data system.

Materials Accountability Form: The Materials Accountability Form is available in WIDA AMS to report missing materials and/or discrepancies with security information received from DRC.

Pre-ID Label: Preidentification information that is printed on a white label for students included in Florida’s education data system. The student’s district code, school code, and FLEID assignment must be correct to use the Pre-ID label.

State Student ID (SSID): State Student ID Number, which is also known as the Florida Education Identifier (FLEID). For students who have a District/School label affixed to their assigned booklet, schools must proceed to grid only the numeric values of the FLEID on the back cover. Do not write “FL” in the SSID field.

WIDA: WIDA is the assessment vendor for the ACCESS for ELLs suite of assessments.

WIDA Assessment Management System (WIDA AMS): The purpose of this online administrative portal is to order additional test materials, edit student demographic information, and download the ACCESS for ELLs Score Reports. A login is required. The primary users of WIDA AMS are assessment coordinators at the district and school level. **Note:** Florida’s ACCESS for ELLs checklist will include information about which tasks in WIDA AMS should be completed based on your role.

WIDA Secure Portal: The WIDA Secure Portal contains resources needed for test preparation, as well as documents to support educators before, during, and after testing. A login is required to access the WIDA Secure Portal. This course contains training tutorials and resources for the ACCESS for ELLs suite of assessments. The training course is used by test administrators to become certified to administer the applicable assessment and by district assessment coordinators to monitor certification progress.

Section 2: General Information

2.1 ACCESS for ELLs 2020–2021 Schedules

Description	Start Date	End Date
Test Materials Ordering (FDOE to provide to DRC)	11/16/2020	11/16/2020
Pre-ID files to DRC (FDOE to provide to DRC)	11/16/2020	11/16/2020
WIDA AMS Test Setup available for editing student demographic information	12/28/2020	03/26/2021
Second Pre-ID Upload (district assessment coordinator to provide to FDOE via FDOE ShareFile)	01/04/2021	01/07/2021
Districts Receive Test Materials	01/08/2021	01/08/2021
Additional Test Materials Ordering Window in WIDA AMS	01/08/2021	03/12/2021
Test Window	01/25/2021	03/19/2021
Districts Pack and Ship Test Material to DRC	01/26/2021	03/26/2021
Districts Receive Second Shipment of Pre-ID Labels	02/08/2021	02/08/2021
Deadline to Return All Completed Test Materials to DRC	03/26/2021	03/26/2021
Pre-Reporting Data Validation Window	04/22/2021	05/03/2021

Important: Any deviations from these dates must be approved in advance by the Florida Department of Education.

2.2 What's New for Spring 2021 ACCESS for ELLs Suite of Assessments

1. The Spring 2021 administration window for the ACCESS for ELLs suite of assessments is January 25–March 19, 2021.
2. The *Spring 2021 Florida ACCESS for ELLs Test Administration Manual* and *2021 Florida Accessibility and Accommodations Supplement* have replaced the following WIDA manuals:
 - 2020–2021 WIDA District and School Test Coordinator Manual
 - 2020–2021 WIDA Test Administrator Manual
 - 2020–2021 WIDA Accessibility and Accommodations Supplement
3. Florida-specific manuals and training resources for the Spring 2021 administration are located behind the *Download Library* tile via the WIDA Secure Portal.
4. WIDA has released an extended set of sample items and new quick start guides that prepare students for testing. These are located on the Preparing Students for ACCESS for ELLs webpage at <https://wida.wisc.edu/assess/access/preparing-students/practice>.
5. Test administrators with training certificates awarded prior to July 2019 must recertify to administer during the Spring 2021 administration. **Note:** It is a district's decision whether previously certified test administrators must retake the quiz(zes) if the last successful attempt was on or after July 2019.
6. Florida-specific return instructions are included in the Return Kit, which is packaged within the initial test materials shipment that is scheduled to arrive at the district office on January 8, 2021.
7. The second wave of Pre-ID labels will arrive at participating districts on February 8, 2021.
8. Used student planning sheets must be destroyed locally in a secure manner.
9. All secure materials must be returned to DRC by March 26, 2021.

2.3 Important Information

1. Districts and schools are required to follow the 2020–2021 ACCESS for ELLs schedules listed in Section 2.1 of this manual, unless a request for a change is made by the district and approved by the FDOE.
2. **Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification.** Please carefully read the Test Security Policies and Procedures provided in Section 4 of this manual. District assessment coordinators must require that all school administrators, school assessment coordinators, test administrators receive adequate training and certification prior to test administration and sign a *2020-2021 ACCESS for ELLs Test Administration and Security Agreement*.
3. Students may not have **any** electronic devices, including but not limited to cell phones or smartphones. If a student is found with an electronic device during testing or during breaks within a test session, the student’s test section must be invalidated. Copied or plagiarized responses can result in a student’s score being invalidated.
4. Test administrators must **not** administer the ACCESS for ELLs suite of assessments to their family members. Students who are related to their assigned test administrator must be reassigned to an alternate test administrator. In addition, a student’s parent/guardian should not be present in that student’s testing room.
5. Test administrators must:
 - be knowledgeable of all ACCESS for ELLs suite test materials and Florida’s policies and procedures
 - be proficient in English (listening, speaking, reading, and writing) to effectively apply the scoring rubric and evaluate students’ responses in English, as required
 - complete training modules via the WIDA Secure Portal to become certified to administer the ACCESS for ELLs suite of assessments
 - read the Test Administrator Script verbatim to students
 - ensure that all students are given sufficient time to complete the test
 - ensure only a number 2 pencil is used to score and complete the Student Response Booklet
6. ACCESS for ELLs Paper (Grades 1–12) and Alternate ACCESS for ELLs (Grades 1–12) contain four sections—Listening, Reading, Writing, and Speaking—and students must take all four sections. Students are permitted to take the four sections on separate days; however, students must complete one test section within one school day and before continuing to the next test section.
 - Individual administration of the Speaking section for ACCESS for ELLs is **required** for all students.
 - Individual administration of all test sections of Alternate ACCESS for ELLs is **required** for all students.
7. Listening, Reading, and Writing sections are provided in Unified English Braille (UEB) for eligible Grades 1–12 students taking ACCESS for ELLs Paper.
 - Transcription and Accommodation Policy: All braille test responses must be transcribed **within 48 hours** of testing by the test administrator to a standard Student Response Booklet that has a student Pre-ID label or District/School label applied. In addition, the test administrator must grid the “BR” accommodation code on the standard Student Response

Booklet.

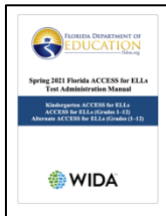
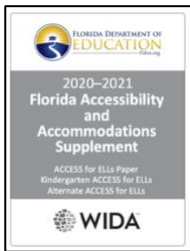
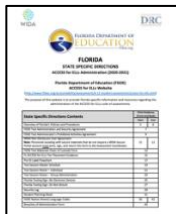

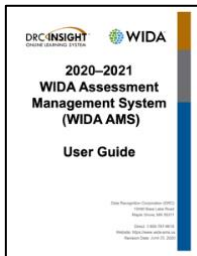
8. ACCESS for ELLs Paper and Kindergarten ACCESS for ELLs are available in large print.
 - Transcription and Accommodation Policy: The test administrator must transcribe the student's exact responses **within 48 hours** of testing from the large print version of the test to a standard Student Response Booklet that has a student Pre-ID label or District/School label applied. In addition, the test administrator must grid the "LP" accommodation code on the standard Student Response Booklet.
9. Kindergarten ACCESS for ELLs is divided into two sections, with six parts total, which together cover all four language domains (Listening, Speaking, Reading, and Writing).
 - Individual administration of the Kindergarten ACCESS for ELLs is **required** for all students.
 - If a student is visually impaired and unable to access the large-print test materials, proceed to affix the Pre-ID label on the Student Response Booklet and grid all domains within the SPD row of the Do Not Score field.
10. It is the responsibility of the district assessment coordinator to create:
 - WIDA Secure Portal (<https://portal.wida.us/>) user accounts and assign permissions for school assessment coordinators and test administrators. Training status of test administrators can be monitored within the *Account Management and Training Status* tile.
 - WIDA AMS (www.wida-ams.us) user accounts and assign permissions to school assessment coordinators at their discretion. Test administrators do not require access to WIDA AMS for the Spring 2021 ACCESS for ELLs administration.
11. Per Section 1002.37(9)(c), Florida Statutes (F.S.), districts must make arrangements to test Florida Virtual School (FLVS) full-time ELL students in the district in which they reside. Districts should use provided overage to test these students. FLVS will provide FLVS-specific Pre-ID labels and/or District/School labels.
12. To use a Pre-ID label, the State Student ID (FLEID), district code, and school code must be correct. When a Pre-ID label is affixed, the Date of Testing field must be completed on the front of the Student Response Booklet.
 - If applicable, complete the IEP Status, 504 Plan, Accommodations, and/or Do Not Score fields.
13. For students who do not receive a Pre-ID label, the numeric characters of the FLEID assignment must be hand-gridded in the State Student ID (SSID) field on the Student Response Booklet with a District/School label affixed. DRC will prepend an "FL" to each SSID that is bubbled. Do not write "FL" in the SSID field.
14. District assessment coordinators can place **up to three** overage orders for the district office during the Additional Materials Ordering Window (January 8–March 12, 2021).
 - When ordering additional braille kits, please note that the kit automatically includes the Test Administrator Script, Speaking Test Booklet, and Listening and Speaking CD (as applicable).
15. District assessment coordinators should identify a date that secure materials are to be returned to the district office to ensure all secure test materials are returned to DRC no later than March 26, 2021.

16. All materials (used and unused, Listening/Speaking CDs, and Student Response Booklets) can be placed in any box. Alternate ACCESS for ELLs materials may be mixed with ACCESS for ELLs materials. Condense materials whenever possible.
17. Return Shipment Methods: Freight districts must schedule one pick-up with King Solutions. All other districts will return materials via UPS throughout the testing window. After receiving the initial test materials shipment, retain the Return Materials Kit until test materials are ready to be returned for processing. All test materials must be returned to DRC no later than **Friday, March 26, 2021**.
18. If there are updates and/or changes for ACCESS for ELLs district personnel, provide notification to the state contact listed on FDOE's ACCESS for ELLs webpage at <http://fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml>.

2.4 Important Resources and Ancillary Materials

Spring 2021 Test Administration Resources

The below table outlines materials and online training resources frequently used during ACCESS for ELLs test administration preparation. All resources are hyperlinked on page 1 of Florida's ACCESS for ELLs Checklist.

Resource	Image	Description
Spring 2021 Florida ACCESS for ELLs Test Administration Manual (this manual)		This manual explains all responsibilities and tasks related to the implementation and administration of the ACCESS for ELLs suite of assessments in Florida. In addition, it includes assessment-specific guidelines for test administrators to review prior to administering the test.
2021 Florida Accessibility and Accommodations Supplement		This document highlights test administration considerations, universal tools, and accommodations for individual ELLs in Florida. The supplement is intended for district- and school-level personnel and decision-making teams, including Individual Education Program (IEP) teams and Section 504 Plan teams. The information provided in the supplement applies to all ELLs who take ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. In addition, it includes Florida-specific accommodation policies for English language proficiency tests. Transcription and scribe guidance can be found within this supplement. Accommodation Selections forms for each assessment can be found in Appendix C.
State-Specific Directions		This document provides an overview of Florida's policies, procedures, forms, and testing signs for the Spring 2021 ACCESS for ELLs administration. In addition, this document now includes Florida's native language codes and Student Planning Sheet. Print guidance is included to make hardcopies for use before and during testing. It is available on the FDOE's ACCESS for ELLs webpage.
Florida's ACCESS for ELLs Checklist		This checklist highlights all tasks that need to be completed before, during, and after testing within a school or district. In addition, it outlines which tasks are assigned to assessment coordinators at the district and school level and test administrators. Most importantly, it includes hyperlinks to important resources and ancillary materials. It is available on the FDOE's ACCESS for ELLs webpage.
WIDA AMS User Guide		This guide covers the functionalities and capabilities of WIDA AMS, as well as detailed information on how to perform different tasks that are completed by the assessment coordinator throughout testing. It is available on the FDOE's ACCESS for ELLs webpage. Note: Florida's ACCESS for ELLs Checklist provides page references for each task to be completed for a paper-based administration.

Spring 2021 Testing Forms and Signs

The table below outlines testing forms and signs that are required for educators to use during the Spring 2021 ACCESS for ELLs administration. As noted below, optional forms can be used to support scheduling of test sessions and determining permissible test accommodations for each assessment.

State-Specific Directions	
Form	How to Use
Test Administration and Security Agreement	Print, sign, and return agreement to the district assessment coordinator.
Test Administrator Prohibited Activities Agreement	Print, sign, and return agreement to the school assessment coordinator.
WIDA Non-Disclosure User Agreement (NDUA)	Personnel assisting with secure materials that do not require a WIDA Secure Portal account must print, sign, and return this form to the assessment coordinator.
Test Materials Chain of Custody Form	Print and complete when receiving and returning test materials from the district assessment coordinator.
Test Session Master Schedule	Optional form to schedule test sessions for ACCESS for ELLs Paper.
Test Session Roster <i>Individual Administration</i>	Optional form to identify students scheduled to test on ACCESS for ELLs Paper – Speaking, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs.
Test Session Roster <i>Group Administration</i>	Optional form to identify students scheduled to test on ACCESS for ELLs Paper – Listening, Reading, and Writing.
No Electronic Devices Sign	Print and post the sign to every door of the testing room.
Do Not Disturb Sign	Print and post the sign to every door of the testing room.
2021 Security Log	Must be signed by the test administrator and proctors for each test session.
Breaches of Administration Form	Submit form with supporting documentation regarding a testing irregularity to the Bureau of K–12 Student Assessment <i>within 10 calendar days</i> via FDOE ShareFile.
WIDA AMS (www.wida-ams.us)	
Form	How to Use
Materials Accountability Form	<p>This form is used to report missing materials and/or discrepancies with materials received from DRC via WIDA AMS. Separate notification is required to the Bureau of K–12 Student Assessment within 30 calendar days via FDOE ShareFile.</p> <p>WIDA AMS Pathway: All Applications > Materials > Accountability Form</p>
Student Transfer Form (District-to-District Transfers Only)	<p>This form is used to identify students who transferred within the state during the testing window but have <u>two partially completed Student Response Booklets in separate districts</u>. This form collects the student’s status of completion, tier assignment, and both schools’ information in order to merge the Student Response Booklets for scoring.</p> <p>WIDA AMS Pathway: All Applications > Student Management > Student Transfer Form</p>

2.5 Accessibility and Accommodations

WIDA is committed to providing an assessment that is accessible to every eligible English language learner, including those with disabilities. The ACCESS for ELLs suite of assessments incorporates Universal Design principles that increase access through test design elements like embedded scaffolding and task modeling. Test administrators can offer any student a variety of administrative supports, such as short breaks during testing or verbal reinforcement of on-task behavior.

In addition, students can have access to some of the learning tools they typically use in the classroom, such as highlighters or Student Planning Sheet. Beyond the supports available to all students, individuals with disabilities documented in Individualized Education Plan (IEPs) or 504 Plans can be offered a variety of accommodations, such as alternate test formats or assistive devices.

Keep in mind, however, that some supports students are offered on content assessments are not appropriate to a test of English language proficiency. For example, students cannot use a bilingual dictionary while taking ACCESS for ELLs, even if they would typically use one during a language arts or science assessment.

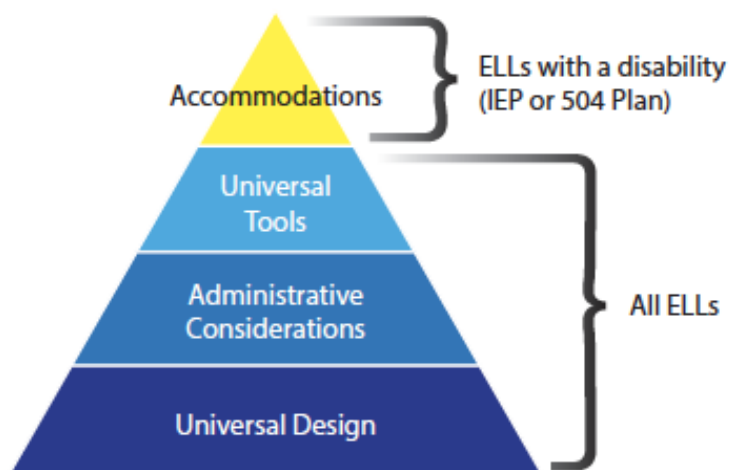


Figure 1. WIDA Accessibility and Accommodations Framework

2021 Florida Accessibility and Accommodations Supplement

To protect the validity of the ACCESS for ELLs suite of assessments, only those accessibility supports explicitly identified in the *2021 Florida Accessibility and Accommodations Supplement* may be used during test administration. This state-specific supplement is available behind the *Download Library* tile via the WIDA Secure Portal, which provides Accommodation Selection Forms for each assessment in the Appendix C. Support teams should consult this guide for specific guidance to determine which accommodations effectively allow students to demonstrate their English language abilities while maintaining the validity of the test.

Documenting Accommodations and Program Participation

All permissible test accommodations must be documented in the student's IEP or Section 504 Plan, and in the student's ELL plan. Test administrators must also grid the accommodation(s) provided on the back of the Student Response Booklet. Refer to Section 4.6 of this manual for guidance in capturing accommodations, program participation, and any Do Not Score codes for students.

2.6 WIDA Secure Portal Training Course

The WIDA Secure Portal provides an online training course for the ACCESS for ELLs suite of assessments and proof of certification to district and school personnel. Here, educators can complete all requirements to become certified to administer ACCESS for ELLs. For each assessment tile, you will find additional materials and resources that will be valuable before, during, and after Florida's testing window (January 25–March 19, 2021). **It is the responsibility of the district assessment coordinator to create WIDA Secure Portal user accounts for school assessment coordinators and test administrators.** WIDA Secure Portal user accounts provide access to the training course and Facilitator Toolkit within the portal, depending on assigned permissions.

All training course users are subject to the terms and conditions outlined in the WIDA Non-Disclosure and User Agreement (NDUA) agreed to on initial login. Please contact the district assessment coordinator for assistance with account creation.

When you log in to the WIDA Secure Portal, you will see the **My Account & Secure Portal** page.



Figure 2. My Account and Secure Portal

In the My Account and Secure Portal, users with appropriate permissions can complete the following tasks:

- Navigate to the various training course components
- Update personal account information, including district and school information
 - To ensure training progress can be monitored by the district assessment coordinator, please confirm the email address, district, and school assignment are correct. It is not necessary to create a new account if you move to a new school site.
- Access training records
- View important documents and resources related to test preparation and administration
- Review speaking samples and scoring scale for Grades 1–12 Speaking
- Review sample items for Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs

Important: In the gray “My Account Info” Box, confirm that your district and/or school assignment is accurate.

Training for Test Administrators

Each assessment’s training course has a general administration quiz, which educators must pass with a score of 80% or higher to become certified to administer the assessment. Ideally, training should take place 2–3 weeks prior to test administration. The online training course may be completed in one sitting or in as many sessions as necessary.

In the WIDA Secure Portal, there are several tiles labeled with the names of the different assessments (e.g., Kindergarten, Alternate ACCESS, Paper-Based Grades 1–12). Users select a tile to begin training. The training courses are made up of tutorials that outline important information to know before, during, and after testing; however, it is important to verify on the Florida’s ACCESS for ELLs checklist to confirm which tutorials to view. The following information outlines general requirements for the completion of each training course:

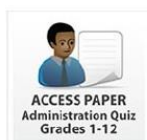
Kindergarten ACCESS for ELLs

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



ACCESS for ELLs Paper

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



Alternate ACCESS for ELLs

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



WIDA recommends taking the quiz immediately after completing the training. There is no limit to the

number of quiz attempts allowed. State law requires the use of trained administrators to minimize test irregularities and possible test invalidations.

State-Specific Training Resources and Information for Test Administrators

FDOE provides customized training presentations and resources for test administrators, which specify Florida's policies and procedures that are not mentioned in the WIDA training course. In addition to the resources detailed in Section 2.4, the following Florida-specific training webinars are available in the WIDA Secure Portal behind the *Download Library* tile:

- Test Administrator Overview
- Completing Demographic Information
- Scoring the Speaking Domain for Grades 1–12

In addition, valuable training resources are provided to the district assessment coordinator to modify for local trainings. Please adhere to any additional requirements specified by the assessment coordinator. Most importantly, all Florida test administrators must adhere to the following procedures:

1. Complete the *2020-2021 Test Administration and Security Agreement* and the *2020-2021 Test Administrator Prohibited Activities Agreement*, which are located in the State-Specific Directions.
2. Ensure that all test administration and security policies and procedures outlined in this manual are followed.
3. Ensure only a number 2 pencil is used on the Student Response Booklet that has either a Pre-ID or District/School label affixed to the front cover.
4. Ensure students are provided accessibility supports and/or accommodations, as applicable.
5. Complete Security Logs and post testing signs for every test session.
6. Complete seating charts and other required information, as required by your district.
7. Record the required administration information and students' domain completion status.
8. Track and collect all test materials at the end of each test session.
9. Account for and return all secure materials to the school assessment coordinator.
10. Immediately report any testing irregularities or missing materials to the school assessment coordinator.

Please refer to Florida's ACCESS for ELLs checklist for more detailed information on which tutorials and tasks should be completed based on your role.

Training Certificates

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

New: All test administrators are required to have a certificate stating applicable training was completed on or after July 1, 2019, to test students during the Spring 2021 administration.

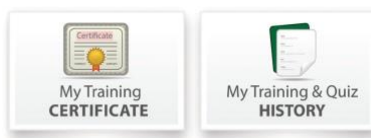


Figure 3. Training Certificate and Quiz Tiles

Assessment Coordinators Training


WIDA recommends that assessment coordinators are familiar with the WIDA Secure Portal training course associated with each assessment that will be given in their district or school. District assessment coordinators are responsible for training school assessment coordinators, and school assessment coordinators are responsible for training test administrators and proctors.

School assessment coordinators may also train both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. School personnel and volunteers approved by the district may serve as proctors, according to state policy.

In addition, assessment coordinators who will also administer the test must complete applicable training course tutorials for each assessment they will administer. Please refer to Florida's ACCESS for ELLs checklist for more detailed information on which tutorials and tasks should be completed based on your role.

Training Status and User Permissions

To confirm test administrators' completion of the training courses within the WIDA Secure Portal, district assessment coordinators can view all user accounts within a district by clicking on the **Account Management & Training Status** tile. On this page, the district assessment coordinator can also add permissions (i.e., Creating User Accounts) to school-level user accounts that have the assigned district and/or school in their "My Account and Info" box.



ACCESS	WAPT	Screener	District Coordinator	Data Dashboard	Account Creator	eLearning	Inactive
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Figure 4. Account Management & Training Status Tile and User Permissions

If an account should be deactivated, the district assessment coordinator should select the box under the Inactive column for the account that should no longer be active. The account is automatically updated to inactive status when a blue check mark is present.

State-Specific Training Resources and Information for Assessment Coordinators

The Florida Department of Education provides customized training presentations and resources for assessment coordinators, which specify Florida's policies and procedures that are not mentioned within the WIDA training course. In addition to the resources detailed in Section 2.4, the following Florida-specific training webinars are available in the WIDA Secure Portal, behind the **Download Library** tile:

- District Assessment Coordinator Overview
- School Assessment Coordinator Overview

Furthermore, valuable training resources are posted to FDOE ShareFile for district assessment coordinators to modify for local trainings. As a result, it is important to stress the importance of adhering to the following procedures to school assessment coordinators and test administrators:

1. Complete the *2020-2021 Test Administration and Security Agreement* and the *2020-2021 Test Administrator Prohibited Activities Agreement*.
2. Ensure that all test administration and security policies and procedures outlined in this manual are followed.
3. Record the required administration information and students' domain completion status.
4. Ensure students are provided accessibility supports and/or accommodations, as applicable.
5. Ensure only a number 2 pencil is used on the Student Response Booklet that has either a Pre-ID or District/School label affixed to the front cover.
6. Complete Security Logs and post testing signs for every test session.
7. Complete seating charts and other required information, as required by your district.
8. Track and collect all test materials distributed to test administrators on each day of testing.
9. Account for and return all secure materials to locked storage.
10. Immediately report any testing irregularities or missing materials to the assessment coordinator.

2.7 WIDA Assessment Management System (WIDA AMS)

WIDA AMS (www.wida-ams.us) is the online platform for material and test coordination of the ACCESS for ELLs suite. The primary users of WIDA AMS are district assessment coordinators, who may also create school assessment coordinator accounts. WIDA AMS is **not** used for test administrations, so test administrators do not require access to this portal. Within WIDA AMS, assessment coordinators can report missing materials, edit student demographic information, and download ACCESS for ELLs score reports. As seen in Figure 5, WIDA AMS experienced minor changes to the menu structure.

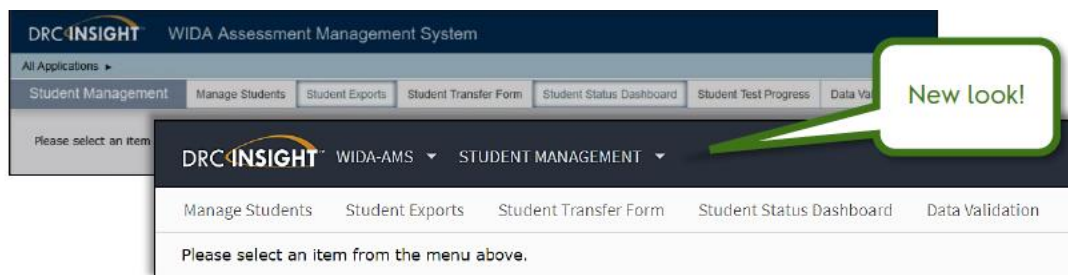


Figure 5. WIDA Assessment Management System (WIDA AMS)

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

- District or school assessment coordinators who were involved in the ACCESS for ELLs 2019–2020 administration should already have a login and access to the current administration within WIDA AMS. If you already have an account, a notification email will be sent when you receive permissions for the Spring 2021 administration. No action is needed in response to the email.
- New district assessment coordinators who need access to WIDA AMS or returning district assessment coordinators who cannot access the Spring 2021 administration in WIDA AMS should contact the state coordinator listed on FDOE's ACCESS for ELLs webpage.
- New school assessment coordinators who need access to WIDA AMS or returning school assessment coordinators who cannot access the Spring 2021 administration in WIDA AMS should contact their district assessment coordinator.

WIDA AMS User Guide

To better understand the functionalities and capabilities of WIDA AMS, the WIDA AMS User Guide provides detailed information on how to perform different tasks throughout testing. Florida's ACCESS for ELLs checklist includes information about which tasks in WIDA AMS should be completed based on each user's role with page references for the WIDA AMS User Guide.

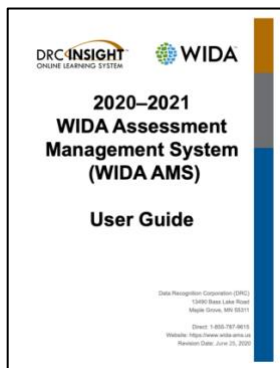


Figure 6. WIDA AMS User Guide

WIDA AMS Accounts and Permissions

For security purposes, neither WIDA Client Services nor WIDA DRC Customer Service can create accounts or assign permissions to users in WIDA AMS. These are solely the responsibility of the district assessment coordinator. If a district assessment coordinator is creating accounts for school assessment coordinators, please avoid giving school assessment coordinators access to permissions for online testing in WIDA AMS. Instead of selecting the school test coordinator permission set, please note only the following permissions should be assigned to school assessment coordinators:

General Permissions

- Administrator: Allows users to add/edit user accounts and profiles.
 - **Note:** If the school assessment coordinator is not expected to create additional accounts for school-level personnel, this permission can be disregarded.
- Documents – View: Allows users to view documents to which they have access.

Edit Student Demographic Information Permissions

- Test Setup – Primary Window: This permission is required for all other Student Permissions.
- Students – Search/View: Allows users to search/view student data and download search results.
- Students – Add/Edit: Allows users to edit students and student data.
- Students – Download Students: Allows users to download a list of student information for all students in a school.

View Score Reports Permissions

- Reports – View School Files: Allows users to view school reports.
- View Reports – Download – District/School: Allows users to download all reports for a school for an administration.
- View Dynamic Report: Allows users to view, download, or print translated versions of student reports in 47 languages.

For additional information regarding assigning permissions, please refer to the WIDA AMS User Guide.

Part 2: Florida's Policies and Procedures

Part 2: Florida's Policies and Procedures

Section 3: Test Administration

3.1 Administration Schedule

The official test administration window for the Spring 2021 ACCESS for ELLs suite of assessments is January 25–March 19, 2021.

Any deviation from these dates must be requested in writing by the district and subsequently approved in writing by FDOE prior to implementation. Districts may choose to administer the ACCESS for ELLs suite of assessments at any time during the test administration window.

3.2 Students to be Tested

All students enrolled in the district (grades K–12) and classified ELL with a code of “LY” on the first day of the test administration window, must be administered one of the following English language proficiency assessments:

- Kindergarten ACCESS for ELLs
- ACCESS for ELLs Paper
- Alternate ACCESS for ELLs

Home Education Program Students

Students who receive instruction at home, are registered appropriately with their district office as Home Education Program students, and meet the requirement for students to be tested for the Spring 2021 ACCESS for ELLs administration may participate in the administration for their grade level only, as directed by the district assessment coordinator.

Florida Virtual School Students

Per Section 1002.37(9)(c), F.S., students enrolled full-time in the Florida Virtual School and who meet the requirement for students to be tested for the Spring 2021 ACCESS for ELLs administration require accommodations for testing in the district in which they reside.

The district assessment coordinator will be notified by the FLVS district assessment coordinator if an ELL student is enrolled full-time in Florida Virtual School to coordinate testing. These students should not be confused with Home Education Program Students.

Students with Disabilities

ELLs with disabilities participate in the statewide assessment program by taking one of the following English language proficiency assessments with or without accommodations:

- Kindergarten ACCESS for ELLs
- ACCESS for ELLs Paper
- Alternate ACCESS for ELLs

Important: All determinations regarding participation and accommodations in the statewide assessment program must be documented in the student's IEP or Section 504 Plan, and in the student's ELL plan.

Participation Criteria for Alternate ACCESS for ELLs

Approximately 1% of ELL students have may significant cognitive disabilities that prevent their meaningful participation in state accountability systems (as required by ESSA [2015] and IDEA [2004]), which require all students with disabilities to participate in state- and district-wide assessment systems.

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

Participation in statewide English language proficiency testing must be decided by the student's IEP team. Florida's Alternate ACCESS for ELLs participation criteria are as follows:

- The student is classified as ELL, with a code of "LY" on the first day of the testing window (January 25, 2021).
- The student has a significant cognitive disability and receives special education services under IDEA (2004).
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
- The student is or will be participating in the Access Point Curriculum and/or Statewide, Standardized Alternate Assessment.

If there are concerns regarding a student's IEP or determining whether the student should participate in the Alternate assessment, please contact the FDOE's Bureau of Exceptional Student Education.

3.3 Make-Up Administration Policies

All security and administration procedures must be followed while conducting make-up tests. Please remember that after any administration, initial or make-up, secure materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials should not remain in classrooms or be taken out of the building overnight.

Section 4: Test Security

4.1 Florida Statute and State Board of Education Rules

The Florida State Board of Education Rule 6A-10.042, F.A.C. was developed to meet the requirements of the Test Security Statute, s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See the State-Specific Directions for the full text of the Florida Test Security Statute and the Florida State Board of Education Rule. Examples of prohibited activities are listed below:

- copying the passages, test items, or performance tasks
- explaining the test items or performance tasks
- changing or otherwise interfering with student responses to test items

If students with current IEPs or Section 504 Plans are permitted accommodations, test administrators may provide the accommodations as described in the *2021 Florida Accessibility and Accommodations Supplement*.

The security of all test materials must be maintained before, during, and after the test administration. Under no circumstances are students permitted to handle secure materials before or after test administration.

The school assessment coordinator must verify that all secure materials listed on the packing list are received and should report any packing errors or any missing secure documents to the district assessment coordinator immediately. The *Test Materials Chain of Custody Form* must be maintained at all times. Assessment coordinators should also track each secure booklet received or sent from an Additional Materials Order on the ACCESS for ELLs Security Checklist. Security numbers and their locations are described in more detail within Section 5.4 of this manual.

Please remember that after **any** administration, initial or make-up, secure materials must be returned to the school assessment coordinator and placed in locked storage. No more than three persons should have access to the locked storage room. The school assessment coordinator must maintain a Test Materials Chain of Custody Form, Student Response Booklets, answer sheets, Listening and Speaking CDs, and the Test Administrator Script. No more than three people should have access to the locked storage. Test materials should never be left unsecured. In addition, secure materials should not remain in the classrooms or be taken off the school's campus overnight.

District assessment coordinators must require that all school administrators, school assessment coordinators, test administrators, and proctors receive adequate training prior to test administration and that all personnel involved in test administration have signed and returned the *2020-2021 ACCESS for ELLs Test Administration and Security Agreement*. Additionally, any other person who assists the school assessment coordinator or test administrator must sign and return the agreement. Furthermore, all test administrators must sign the *2020-2021 ACCESS for ELLs Test Administrator Prohibited Activities Agreement* located in the State-Specific Directions and return it to the school assessment coordinator.

Each school is required to maintain an accurate 2021 ACCESS for ELLs Security Log, provided in the State-Specific Directions, for each testing room. Anyone who enters a testing room for the purpose of monitoring a test is required to sign the log. This applies to the test administrator or anyone who relieves a test administrator, even for a short break, regardless of how much time he/she spends monitoring a testing room. In addition, it is important to document the grade level and/or domain being tested on the Security Log.

Secure documents should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents, as described in the “Hazardous Materials” section.

Test administrators must not administer tests to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator. In addition, a student’s parent/guardian should not be present in that student’s testing room. Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations and/or loss of teaching certification.

Proctors

To ensure test security and to avoid situations that could result in test invalidation, FDOE strongly discourages testing students in large groups (e.g., in the cafeteria or auditorium). If students are tested in a large group, the appropriate number of proctors must be assigned to the room to assist the test administrator.

School personnel and non-school personnel may be trained as proctors. Prior to testing, proctors must be informed of their duties and of the appropriate test security policies and procedures. **School personnel** proctor duties may include preparing and distributing secure test materials. **Non-school personnel** may assist test administrators during test administration; however, they may **not** participate in any of the test administration procedures (e.g., distributing and collecting secure test materials, providing accommodations). Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties. All proctors may help monitor rooms during test administration; however, they may not assist in rooms where their family members are testing.

Proctors and anyone who assists with any aspect of test preparation or administration must be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. As a result, it is required that each proctor sign the *WIDA Non-Disclosure User Agreement* and the *2020–2021 ACCESS for ELLs Test Administration and Security Agreement*. These forms are located in the State-Specific Directions.

Hazardous Materials

If a secure document is soiled (e.g., with blood or vomit), the district assessment coordinator should complete the Materials Accountability Form via WIDA AMS as detailed in Section 4.2. At their discretion, school personnel may transcribe responses into a replacement Student Response Booklet.

The damaged test materials should then be destroyed or disposed of in a secure manner (e.g., shredding, burning). Soiled test materials should not be returned with test materials. Notify the Bureau of K–12 Student Assessment when soiled materials have been securely destroyed.

4.2 Missing Materials/Breaches of Administration Procedures

Individuals are responsible for the secure documents assigned to them. Test administrators should report any missing secure materials to the school assessment coordinator immediately.

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must inform the district assessment coordinator. The district assessment coordinator should complete the Materials Accountability Form in WIDA AMS (**All Applications > Materials > Accountability Form**). For additional information, please refer to the WIDA AMS User Guide.

If there is reason to believe that a secure document has been stolen, photographed, or copied, the school assessment coordinator should contact the district assessment coordinator immediately. The district assessment coordinator must then call the Bureau of K–12 Student Assessment at (850) 245-0843 to discuss a plan of action. This action may involve local law enforcement.

A written report regarding missing materials must be submitted to the Bureau of K–12 Student Assessment **within 30 calendar days** after secure materials have been identified as missing. The report must include the nature of the situation, the time and place of the occurrence, the names of the persons involved, a description of the communication between the district assessment coordinator's office and school personnel, copies of completed forms (*Test Administration and Security Agreement*, *Test Administrator Prohibited Activities Agreement*, *Test Materials Chain of Custody Form*, etc.), how the incident was resolved, and what steps are being implemented to avoid future losses. **Remember that secure student information must not be communicated via email.**

If a security breach or test irregularity is identified, the school assessment coordinator must inform the district assessment coordinator immediately. The *2021 Breaches of Administration Form* designed to report test irregularities and security breaches can be found in the State-Specific Directions. For test irregularities requiring further investigation by the district and for security breaches, **a written report must be submitted within 10 calendar days after the irregularity or security breach was identified.** District assessment coordinators should submit the report through FDOE's ShareFile site using the following procedure:

1. Log in to FDOE ShareFile at **fldoe.sharefile.com**.
2. Upload the completed 2021 Breaches of Administration Form and written report to the district's Test Administration Investigations folder (**K–12 Administration > ACCESS for ELLs > Districts > (District Name) > 2020–2021 Administration**).
3. ShareFile will notify FDOE that a document has been uploaded to the folder.
4. FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information or documentation from the district. Additional requested information or documentation should also be uploaded to the district's ACCESS for ELLs ShareFile folder.
5. If warranted, FDOE will add a memorandum summarizing the incident to the district's ShareFile folder and will then provide the contents of the district folder to the Office of Professional Practices at FDOE.

4.3 Managing Student Information

Depending on district and school policy, not all test administrators will be responsible for initially labeling and/or bubbling booklets. **However, it is the responsibility of all test administrators and assessment coordinators to ensure that correct and complete information is either labeled or bubbled with a number 2 pencil on each Student Response Booklet that is provided to students.**

To ensure all booklets have the detailed and necessary information needed to score them, all test administrators must adhere to the following:

Prior to administration

- Review labels and/or bubbled information to ensure all student information is accurate.
- Complete labeling or bubbling if needed.
- Review the *2021 Florida Accessibility and Accommodations Supplement* to familiarize yourself with administrative considerations and/or universal tools that are available for all students.

During administration

- Distribute sharpened number 2 pencils to students with a good eraser.
- Distribute the Student Response Booklets, as applicable, to the correct students.
- Verify that students have been given their assigned booklets and are on the correct page.

Immediately following administration

- Collect all materials from all students.
- Review the front and back covers of Student Response Booklets once more for any errors or discrepancies in student information (i.e., Grade Level, Date of Testing).
- Confirm all necessary fields are completed and required labels are correctly affixed to Student Response Booklets. Notify the school assessment coordinator of any concerns.
- Ensure all booklets are in proper condition to be returned with no loose or damaged pages.
- Return test materials to the school assessment coordinator or store the booklets in a secure area until they can be handed over to the school assessment coordinator. It is a test security violation to leave secure materials in the classroom or to remove materials from the school's campus overnight.

Failure to address incorrect, missing, or incomplete booklet information and labels may result in late reporting or no student score. In addition, the WIDA Consortium's national research agenda relies on complete and accurate student demographic data to inform the field and benefit English language learners.

Tier Placement for Grades 1–12

ACCESS for ELLs Paper is provided in two tiered forms: A and B/C. Each tier assesses a different range of language proficiency. Therefore, to ensure the best possible testing experience for students and the most meaningful results on ACCESS for ELLs Paper, it is necessary to place each student in the tier that best matches his or her proficiency level. For the Spring 2021 administration, Survey 2 was used to collect the tier assignment for each student. Confirm the tier for each student before affixing labels to Student Response Booklets. **Note:** Kindergarten and Alternate ACCESS for ELLs test materials are adaptive; thus, only one test form is provided.

For students who enter the district after the initial upload via Survey 2, the selection of a student's tier is best made by his or her teachers, based on the information in the classroom as well as test results from past administrations of ACCESS for ELLs, WIDA Model, WIDA Screener, and/or the K W-APT. It is

important that educators confirm the correct tier to administer to each student in grades 1–12 prior to testing. For more information on tier selection, see the following Tier Placement Protocol (Figure 7).

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

Figure 7. Tier Placement Protocol

Additional Tier Placement Considerations

Noteworthy Progress: Some students who previously scored in the 1.0–2.0 range may have demonstrated significant growth since they were last tested and may be ready to take the Tier B/C ACCESS for ELLs Paper test forms. Local educators are the best judges of a student’s appropriate test tier.

Literacy Development: Educators may want to keep in mind their students’ literacy skills. Students who have emerging levels of English literacy 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.

Tier Placement Changes: Once the tier has been determined for a student via Survey 2, please note that the tier assignment cannot be changed unless the student requires a lower tier (i.e., Tier B/C to Tier A).

Questions or concerns regarding tier placement should be directed to the state contact listed on FDOE’s ACCESS for ELLs webpage.

4.4 Student Response Booklet Labels

There are three types of labels that may be affixed to a Student Response Booklet: Pre-ID, District/School, or Do Not Process. These arrive in the initial shipment that is delivered to the district on January 8, 2021.

Important: If the school name on a label is “9999 State Provided School,” destroy the label in a secure manner.

Any booklet that contains student responses must have a Pre-ID label affixed or a District/School label affixed with student information bubbled in with a number 2 pencil. Failure to adhere the appropriate label and/or use a number 2 pencil will result in booklets being processed as unused and/or no score will be assigned.

Pre-ID Labels (White)

The Pre-Identified information provided by each district via Survey 2 is used to create student labels. In order to use the Pre-ID label, the State Student ID (FLEID), district, and school codes must be correct. To better assist schools with initially preparing materials, the test assignment (e.g., Tier A, Tier BC, Alt, or KG) is now listed as the District Student ID. The barcode on the label indicates that the Student Response Booklet should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to complete the demographic pages on the front and back cover of the Student Response Booklet. Please note that booklets with a Pre-ID label must still have the date testing began bubbled in on the front cover.

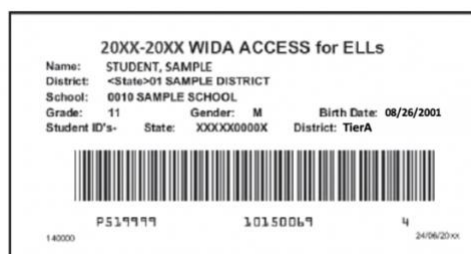


Figure 8. Sample Pre-ID Label

Correcting Inaccurate Student Demographic Information

After the submission of student enrollments via Survey 2, district assessment coordinators have two opportunities to address inaccurate demographic information.

If the student's name, grade level, gender, or birth date is not accurate on the Pre-ID label, the district assessment coordinator or school assessment coordinator may correct the information in WIDA AMS (**All Applications > Student Management > Manage Students**) from December 28, 2020, through March 26, 2021. If student information is corrected in WIDA AMS, the incorrect label for that student may still be used. Do not make any markings on the Pre-ID label.

District/School Labels (Yellow)

District/School labels contain the district- and school-specific information only. If a student does not receive a Pre-ID label, a District/School label must be affixed and the demographic pages on the front and back cover of the Student Response Booklet must be completed. Please refer to Section 4.6 of this manual for information that must be gridded.

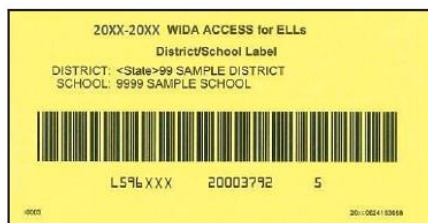


Figure 9. Sample District/School Label

The District/School label contains a barcode that indicates the Student Response Booklet should be processed and scored for the student whose information is bubbled on the demographic page. If the district and/or school information is incorrect on the label, the district or school assessment coordinator should contact DRC Customer Service. If additional District/School labels are needed for a school site, the district assessment coordinator should submit a *District/School Label Request Form* to the state contact listed on FDOE's ACCESS for ELLs webpage.

Florida Virtual School (FLVS) Labels

Do not use the testing site's District/School labels for ELL students enrolled full-time in FLVS. The testing school site will use overage received in the initial test materials shipment to test the student; however, FLVS Pre-ID labels will be provided to the testing district to ensure accurate reporting. In addition, student information will be provided to complete the student demographic pages when the FLVS District/School label is applied to the Student Response Booklet.

Do Not Process Labels (White with Orange Stripe)

The Do Not Process label contains a barcode that indicates the Student Response Booklet should not be processed. Do Not Process labels are supplied for use on Student Response Booklets that are damaged or should not be processed. Student Response Booklets that have a Do Not Process label will be considered blank even if there are student responses inside.

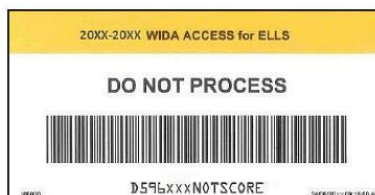


Figure 10. Sample Do Not Process Label

This label should not be used for invalidation situations. A Do Not Process label is not the same as Do Not Score (field on booklet cover). Student Response Booklets with a Do Not Score code marked must be processed to receive a report without scores in the domain(s) marked. A Do Not Process label prevents any processing of the booklet. As a result, the student will not receive a report. There is no need to place a Do Not Process label on Student Response Booklets that haven't been used.

4.5 Labeling Student Response Booklets

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 in the box directly over the existing label. Do not attempt to remove or cut out an incorrect label. **Never write on a booklet label or print your own label.**

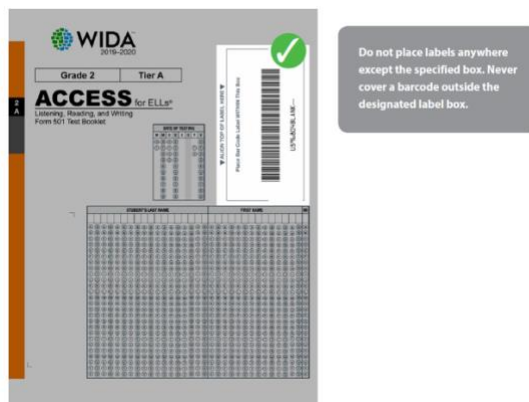


Figure 11. Student Response Booklet Cover Showing Where to Affix Labels

Student Transfers and 2nd Wave Pre-ID Labels

Handling student transfers before, during, or after testing should always be done in consultation with your district or school assessment coordinator. It is important to note that a second shipment of Pre-ID labels may be provided on February 8, 2021, for newly arrived or transfer students who were included in the district's 2nd Wave Pre-ID upload (January 7, 2021).

For students included in the district's 2nd wave Pre-ID upload, proceed to complete the following steps **before testing**:

1. Affix the yellow District/School label and print the student's name (First and Last), DOB, numeric characters of the State Student ID (FLEID), and the District Student ID.
 - If applicable, grid the IEP Status, 504 Plan, and/or Accommodations.
2. Proceed to test the student in each of the four language domains.
3. When the Pre-ID label arrives, proceed to affix the white label over the yellow District/School label. Leave gridded information as-is.

For students **not** included in the district's 2nd wave Pre-ID upload (January 7, 2021), proceed to use the District/School label and complete applicable demographic information on the Student Response Booklet **before testing**.

If a student transfers **during or after testing**, please refer to Section 6.3 of this manual to determine next steps based on the transfer situation and testing status.

4.6 Completing Demographic Information

Depending on the label affixed, fields on the front and/or back of the Student Response Booklet must be bubbled with a number 2 pencil. It is critically important that student demographic data fields are entered and reviewed carefully for accuracy. If Pre-ID label information is incorrect, the district or school assessment coordinator can make updates in WIDA AMS. Incorrect information on an affixed label cannot be corrected by gridding the correct information.

WIDA
20XX-20XX

Grades 4-5 **Tier A**

ACCESS for ELLs®
Listening, Reading, and Writing
Form XXX Test Booklet

2

DATE OF TESTING

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

▼ ALIGN TOP OF LABEL HERE ▼

Place booklet label here.

Place Bar Code Label WITHIN This Box

1

U596904BLANK---

3

4-5 A

STUDENT'S LAST NAME

FIRST NAME

MI

15200164

S596804

Figure 12. Test Booklet Front Cover Showing Where to Enter Demographic Information

The Student Response Booklet captures student demographic information. Test administrators may apply verified student labels and/or complete the demographic pages as soon as test materials are received from the school assessment coordinator. Student demographic information captured on the Student Response Booklet is described below.

1. **STUDENT RESPONSE BOOKLET LABEL:** Place the Pre-ID, District/School, or Do Not Process label in the box on the front cover. Do not place a label if booklet remains UNUSED. If a student does not have a Pre-ID label, a District/School label must be used and school personnel must complete the fields on the front and back cover of the Student Response Booklet.
2. **DATE OF TESTING:** This field must be completed for all students, regardless of whether they use a Pre-ID label or District/School label. Starting at the left, bubble in the date testing began for the student (mm/dd/yyyy). In situations where the student has transferred after completing one or more domains at the previous school, bubble in the date testing ended in your school for this student. **Testing Window:** 01/25/20201 – 03/19/2021

In addition to DATE OF TESTING, the following fields (3–23) must be completed for booklets with a District/School label (see Figures 12 and 13):

3. **STUDENT NAME:** Starting at the left, print the student's last name in the appropriate area, putting one letter in each box. Each of the corresponding bubbles below the letters of the student's last name must be completed. Repeat this process for the student's first name and middle initial. For a hyphenated name leave a blank space where the hyphen is and bubble nothing below it.

The form is divided into several sections with numbered callouts indicating where to enter demographic information:

- 4:** DISTRICT NAME and SCHOOL NAME
- 5:** NATIVE LANGUAGE
- 6:** STATE NAME ABBREVIATION
- 7:** RACIAL/ETHNIC GROUP
- 8:** BIRTH DATE
- 9:** DATE FIRST ENTERED U.S. SCHOOL
- 10:** GRADE LEVEL
- 11:** LENGTH OF TIME IN LEP/ELL PROGRAM
- 12:** GENDER
- 13:** STATUS
- 14:** TITLE
- 15:** RACE
- 16:** SEX
- 17:** STATE STUDENT ID NUMBER
- 18:** STATE DEFINED OPTIONS
- 19:** DISTRICT STUDENT ID NUMBER
- 20:** DISTRICT DEFINED OPTIONS
- 21:** LEP CLASSIFICATION
- 22:** ACCOMMODATIONS
- 23:** Do Not Score This Section For This Student

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

4. **DISTRICT NAME AND SCHOOL NAME:** There are two different grids for District Name and School Name. It is the responsibility of the district assessment coordinator to supply the correct district code and school code to the persons who will be responsible for recording this information on the student demographic pages of each Student Response Booklet.

For District Name: starting at the left, print the district two-digit code number, putting one number in each box. Leave the 16 remaining boxes blank.
For School Name: starting at the left, print the school four-digit code number, putting one number in each box. Leave the 14 remaining boxes blank.
5. **NATIVE (HOME) LANGUAGE:** Starting at the left, print the student’s native (home) language two-letter code (as defined in the State-Specific Directions), putting one letter in each box. Leave the two remaining boxes blank. For example, print SP in this box for Spanish.
6. **STATE NAME ABBREVIATION:** Print the two-letter (FL) state name abbreviation for Florida.
7. **GRADE LEVEL:** Select the grade level for the student. **Important:** Gridding the incorrect grade level will impact scoring and reporting (e.g., Gridding “K” on a 9–12 Student Response Booklet will report and score the grade 9 student as Kindergarten).
8. **LENGTH OF TIME IN LEP/ELL PROGRAM:** Starting at the left, fill in the number of years (rounded down) a student has been enrolled in an LEP or ELL program. If the student has been in the program less than a year, fill in 00; one year, 01; two years, 02; etc. Fill in one bubble in each column. Do not confuse time in LEP or ELL program with the student’s Date First Enrolled U.S. School (field 12).
9. **GENDER:** Fill in the M bubble if the student is male, or the F bubble if the student is female.
10. **RACIAL/ETHNIC GROUP:** Part 1: If a student is Hispanic/Latino, fill in the Y bubble. Part 2: Select all races that apply for the student.
11. **BIRTH DATE:** Starting at the left, bubble in the student’s birth date. For example, if the student’s birth date is March 15, 1999, bubble in 03151999 (03 for March [MM], 15 for the day [DD], and 1999 for the year [YYYY]).
12. **DATE FIRST ENROLLED U.S. SCHOOL:** Starting at the left, bubble the date the student enrolled in a U.S. school. For example, if the student enrolled in a U.S. school on October 1, 2006, bubble 10012006 (10 for October [MM], 01 for the day [DD], and 2006 for the year [YYYY]).
13. **IEP STATUS:** Fill in the Y bubble if the student has been identified as having an Individualized Education Program under the Individuals with Disabilities Education Act.
14. **TITLE III STATUS:** Fill in the Y bubble if the student is part of the district’s Title III, ESSA allocation.
15. **MIGRANT:** Fill in the Y bubble if the student is defined legally as the child of a migratory agricultural worker under ESSA 2015. Classification as a migratory child requires the National Certificate of Eligibility (COE) form to be on file.

16. **504 PLAN:** Fill in the Y bubble if the student has been identified as having special educational needs as defined in the Rehabilitation Act and Americans with Disabilities Act.
17. **STATE STUDENT ID NUMBER:** Starting at the left, print only the 12 numeric characters of the FLEID assignment for the student and fill in the corresponding bubble below each number. Important: Do not include the “FL” in this field. For example, if the student’s FLEID is FL123456789123, write 123456789123. Leave the remaining boxes blank.
18. **STATE DEFINED OPTIONAL DATA:** Leave this field blank.
19. **DISTRICT STUDENT ID NUMBER:** Starting at the left, print the assigned District Student ID Number. Leave any remaining boxes blank.
20. **DISTRICT DEFINED OPTIONAL DATA:** Leave this field blank, unless directed otherwise by the district assessment coordinator.
21. **LIEP CLASSIFICATION:** Fill in the bubble next to the Language Instruction Educational Program (LIEP) Classification that best applies to the student. For example, if a student is enrolled in Dual Language, then grid “Mixed Bilingual.” The following table provides a crosswalk of Florida instructional model/approaches and the LIEP Classifications.

If a student is enrolled in the following instructional model/approach:	Then grid the following LIEP Classification code:
Dual Language	Mixed Bilingual
Maintenance or Developmental Bilingual Education	EL-specific Transitional Instruction
Sheltered – English or Sheltered – Core/Basic Subject Areas	EL-specific English-only Instruction
Mainstream/Inclusion – Core/Basic Subject Areas or Mainstream/Inclusion/English	Mixed Classes with English-only Support

Note: EL Bilingual, Mixed Class with Native Language Support, No Support Provided, and Parental Refusal are not applicable LIEP Classification codes for Florida.

22. **ACCOMMODATIONS:** Fill in the bubble next to any accommodation that applies to the student even if a Pre-ID or District/School label is affixed to the Student Response Booklet.

The table below shows the accommodations and the associated codes. For detailed information on the available accommodations for each assessment, please refer to the *2021 Florida Accessibility and Accommodations Supplement*. **It is important to grid all accommodations provided to the student regardless of usage.**

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

23. **DO NOT SCORE THIS SECTION FOR THIS STUDENT:** Fill in the appropriate bubbles only for the conditions explained in the table below. If any of these bubbles are filled in, the score for that domain will not be reported to the state or on all score reports distributed to the district (replaced with NA on reports). It is important to note that this field is not the same as the Do Not Process label.

Do Not Score Codes for Test Domain	
ABS	Absent indicates the student was absent for a domain of the test; if so, fill in the appropriate bubbles for the domain the student did not take. Grid after a make-up session has been attempted.
INV	Invalidate indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. For assistance identifying circumstances when invalidation is an appropriate course of action, please review section 4.7 of this manual.
DEC	Declined indicates a student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. A student cannot opt out of the state's annual English Language Proficiency assessment. This indicator is used only when a student refuses to participate even after the test administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate bubble(s) to indicate the domain the student refused to complete.
SPD	Deferred Special Education/504 indicates that an IEP or 504 team determined that the student should defer participation from one or more of the domains of this test; if so, fill in the appropriate bubbles. Additional information can be found in the <i>2021 Florida Accessibility and Accommodations Supplement</i> .

Alternate ACCESS for ELLs Student Response Booklet

On the Alternate ACCESS for ELLs Student Response Booklet ONLY, there is an additional table on the inside cover on page 3 of the booklet that should be completed. Complete page 3 of the Alternate Student Response Booklet using the following information:

1. **DOES (OR WILL) THE STUDENT PARTICIPATE IN ANY STATE ALTERNATE ASSESSMENT(S)?:** Fill in the Yes bubble if the student participates (or will participate) in alternate state content assessments. Fill in the No bubble if the student does not participate (or will not participate) in alternate state content assessments.
2. **NUMBER OF YEARS STUDENT HAS BEEN EXPOSED TO ACADEMIC ENGLISH:** Starting at the left, write in the number of years the student has been exposed to academic English as a two-digit number in the boxes (e.g., 01, 09, 10). Fill in the corresponding bubble below the written numeral.
3. **STUDENT INFORMATION:** Fill in the bubble next to the student's Primary Disability and Secondary Disability (if applicable). If the student's IEP indicates "Multiple Disabilities" as the disability category, fill in two bubbles in the appropriate column.

Furthermore, page 4 of the Alternate ACCESS for ELLs Student Response Booklet contains questions related to the administration of the assessment. Answer these questions to the best of your ability, clarifying any information with colleagues as needed.

4.7 Test Invalidation

District assessment coordinators should advise schools of the appropriate course of action if invalidation is being considered. The main purpose of invalidation is to identify when the validity of test results has been compromised.

Test administrators should discuss any situation involving possible invalidation with the school assessment coordinator, and the situation should be investigated immediately. For assistance identifying circumstances when invalidation is an appropriate course of action, review the following guidelines:

1. **A student has an electronic device during testing.** If a student is found with an electronic device during testing or during breaks within a test session, the student's test section must be invalidated. For information regarding limited exceptions for students with eligible accommodations, refer to the *2021 Florida Accessibility and Accommodations Supplement*.
2. **A student is caught cheating during testing.** Cheating is a cause for immediate test invalidation. Possible cheating situations include looking at and/or copying from another student's test, allowing another student to look at or copy from the student's test, or accessing unauthorized aids.
3. **A student becomes ill and is unable to finish OR a student is not allowed the correct amount of time.** Invalidation decisions should be made on whether the student was provided adequate time to respond completely to the test items. The student should be asked if he or she is comfortable with his or her performance on the test section to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test section should be submitted for scoring.

If it is determined that the student was not provided adequate time to respond completely **and** the validity of test results has been compromised, the test section should be invalidated. However, if the validity of the test results has not been compromised **and** the student has not left the school's campus, the student may return to the testing room during the same school day to complete the test. If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will **not** be allowed to complete that test section.

4. **A student is given an accommodation not allowed on statewide assessments.** If a student is given an accommodation that is not allowed on the statewide assessment and compromises the validity of the test, that student's test must be invalidated. Test administrators who will administer tests to students who require accommodations should be familiar with allowable accommodations to ensure they are not offering classroom testing accommodations that are not allowed on the English Language Proficiency statewide assessments.
5. **A student is given an accommodation not indicated on the student's IEP or Section 504 Plan.** Testing with accommodations not indicated on a student's IEP or Section 504 Plan may be cause for invalidation.
6. **A student was not provided an allowable accommodation indicated on the student's IEP or Section 504 Plan.** The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.
7. **An error occurs in test administration procedures that compromises the validity of test results.** If testing procedures are not followed (e.g., Tier A and Tier B/C students were tested

together in a single test session), the test must be invalidated.

8. **A disruption occurs during testing.** If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.
9. **A student is given unauthorized help during testing.** If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator told a student to check the answer to a specific item), the student's test must be invalidated.

Gridding Do Not Score Code Procedures

If all or part of a Student Response Booklet for the Listening, Speaking, Reading, or Writing sections are invalidated for any of the reasons previously mentioned, grid INV in the Do Not Score field and return the Student Response Booklet to be processed.

Under the following circumstances, it is not necessary to invalidate a Student Response Booklet if a Do Not Process label is affixed:

- The pre-identified document belongs to a student who has withdrawn from the school prior to testing.
- The pre-identified document belongs to a student who has been absent during the entire test administration window.
- The pre-identification information is incorrect and the document is UNUSED.
- The pre-identified document is USED and defective (i.e., student responses were transcribed in a new booklet).

4.8 Reason Not Assessed Procedures

It is important to account for all students and their participation in statewide assessments. If a student did not test in all four domains but did complete *at least one* domain (Listening, Speaking, Reading, or Writing), test administrators must bubble one of the following reasons in the Do Not Score field for the domain that is blank and return the Student Response Booklet to be processed:

- Absent (ABS) – due to absence, student could not be assessed
- Declined (DEC) – due to refusal, student could not be assessed
- Exempt (SPD) – IEP or 504 team determined that the student should defer participation for one or more of the domains

Section 5: Materials Management (Before and During Testing)

All test materials for the ACCESS for ELLs suite are considered secure. Therefore, it is important to take the appropriate measures to maintain confidentiality of all testing materials. All users of the WIDA Secure Portal will be prompted to read and sign the WIDA Non-Disclosure and User Agreement (NDUA) upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) also requires users to agree with the test security policy upon their first login.

5.1 Initial Materials and Overage Quantities

The Pre-identification (Pre-ID) information provided by each district via Survey 2 is used to generate test materials for the ACCESS for ELLs suite of assessments. Based on Survey 2 enrollments, a 15% overage of the test materials is shipped to the district and school sites to test new enrollees. Overage should be used prior to placing an additional materials order. School sites that have less than 10 students in a particular tier/grade-level may not receive overage of that test material. It is important to discuss test material needs and/or overage with the district assessment coordinator.

5.2 Materials Receipt and Inventory



The initial test materials shipment is delivered to the district by January 8, 2021. Overage of test materials is packaged directly in each school box. District assessment coordinators will also receive an overage of test materials in the last numbered box of the shipment. It is imperative that the school assessment coordinator and test administrator immediately inventory test materials and report any discrepancies to the district assessment coordinator. As detailed in Section 4.2, any discrepancies must be reported to the Bureau of K–12 Student Assessment and documented on the *Materials Accountability Form* in WIDA AMS.


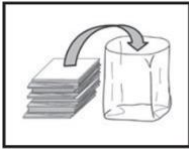


As requested by the district assessment coordinator, the initial test materials shipment will include additional materials that are assigned to the State Provided School Site to account for new enrollees. It is important to **immediately** destroy student labels that are received for the “**9999 State Provided School**” site. Students who do not receive a Pre-ID label must use a District/School label for their assigned school.

Electronic copies of the packing lists, pallet maps, and security checklists are posted to WIDA AMS (**All Applications > Report Delivery > Test Results**) no later than Friday, January 8, 2021.

Description of Paperwork

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






Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Packing List	<p>White sheet of paper</p> <p>Summary of materials and quantities shipped to the district or school</p> <p>Range of security barcode numbers for each test item</p> <p>Districts will receive:</p> <ul style="list-style-type: none"> - District Packing List - School Packing List – District Set <p>Schools will receive:</p> <ul style="list-style-type: none"> - School Packing List 	<p>Inventory test materials</p> <p>Keep this document throughout the testing window so materials can be re-inventoried for return shipment</p>	Yes		No
Security Checklist	<p>White sheet of paper</p> <p>A list of every security barcode number assigned to the district or school</p> <p>Districts will receive:</p> <ul style="list-style-type: none"> - District Security Checklist - School Security Checklist (copy) <p>Schools will receive:</p> <ul style="list-style-type: none"> - School Security Checklist 	<p>Inventory test materials</p> <p>Record the name of the test administrator who received and returned the test materials</p> <p>You may choose to track at the student level, and instead repurpose the column labeled test administrator for recording the name of the student assigned to the booklet</p>	Yes		No

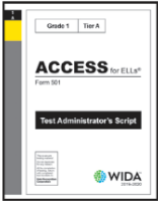






Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Student Booklet Labels	Pre-ID labels (white) District/School labels (yellow) Do Not Process labels (white/orange)	Apply to student test booklets for ACCESS for ELLs Paper, Alternate, and Kindergarten ACCESS for ELLs	No		Do not return unused labels to DRC. Destroy in a secure manner.
Plastic Bags for Materials Return	Rolls of 5 packaged in the highest numbered box, may also be included in later boxes	Large, clear plastic bags to protect test books during return shipment Plastic ties for sealing the bags are also included	N/A		Use as needed, do not return overage to DRC
Return Materials Packet	Provided in the last/highest numbered box, may also be included in later boxes Contains return instructions and DRC return shipping labels. If applicable, UPS labels are provided in the district and/or school box	When time to return materials, follow the instructions in the Return Materials Packet	N/A		No
School Box Range Sheet – District Only	White Sheet A cover sheet that documents the range of boxes for each school	Confirm the received boxes align with the number ranges on the sheet Use this when distributing to schools to ensure each site receives the correct material	Yes		No

Description of Secure Test Materials


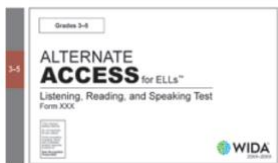

The following charts are broken down by ACCESS for ELLs assessment type. Each chart details the items that are shipped to administer the assessment. These materials are considered secure and must be returned upon completion of testing. All materials must be securely stored before and after testing.

Please note that all materials listed are secure, and as such must not be copied for any purpose. Any additional materials needed must be ordered by the district assessment coordinator during the Additional Materials Ordering window (January 8–March 12, 2021).

Kindergarten ACCESS for ELLs Secure Test Materials and Their Uses			
Image	Title	Content and Use	Return to DRC?
	Test Administrator Script (part of the Ancillary Kit)	<ul style="list-style-type: none"> Always in use by test administrator Contains everything the test administrator says for each domain Must be followed exactly 	Yes
	Student Storybook (part of Ancillary Kit)	<ul style="list-style-type: none"> Used by the student (Parts A, B, C, and F) Includes the narrative story and pictures, background graphics, and a graphic organizer for Reading items 	Yes
	Student Response Booklet	<ul style="list-style-type: none"> Used primarily by the test administrator to record the student's answers For Writing (Parts B and E), the booklet is placed in front of students for them to write their responses <ul style="list-style-type: none"> Note: When students finish the Writing Experience (Part B), the test administrator transcribes what students say they wrote. 	Yes
	Activity Board (part of Ancillary Kit)	<ul style="list-style-type: none"> Placed in front of students during the expository sections of the test (Parts D–E) One panel is opened at a time to reveal graphics related to the expository story 	Yes
	Cards and Card Pouch (part of Ancillary Kit)	<ul style="list-style-type: none"> Held in a card pouch by the test administrator but placed in front of students as directed in the script Students may be asked to point to the correct card, find the cards that go together, or move the cards to the appropriate place 	Yes

ACCESS for ELLs Paper Secure Test Materials and Their Uses			
Image	Title	Content and Use	Return to DRC?
	Test Administrator Script	<ul style="list-style-type: none"> Always in use by test administrator Contains everything the test administrators says for all four domains Must be followed exactly 	Yes
	Listening and Speaking CD	<ul style="list-style-type: none"> To be used in a CD player or Computer for Listening and Speaking administration Refer to Section 6.2 of this manual for the minimal computer requirements to play the CD 	Yes
	Speaking Test Booklet	<ul style="list-style-type: none"> Used by the student during the Speaking administration to see the pictures and prompts This is a reusable test material; students should not write in this booklet 	Yes
	Student Response Booklet	<ul style="list-style-type: none"> Used by the student to record their responses during the Listening, Reading, and Writing tests The test administrator also records the ratings for the Speaking in this booklet with a number 2 pencil. 	Yes
Accommodated Test Materials			
	Human Reader Accommodation Script	<ul style="list-style-type: none"> Only for students with specific accommodations Accompanies the Listening and Speaking portions played on CD Must be requested and approved by FDOE 	Yes
	Large Print Test Materials	<ul style="list-style-type: none"> Only for students with specific accommodations The kit includes the Test Administrator Script and Listening and Speaking CD Large print is available for ACCESS for ELLs Paper and Kindergarten ACCESS for ELLs 	Yes
	Unified English Braille (UEB) Test Materials	<ul style="list-style-type: none"> Only for students with specific accommodations The kit includes the Test Administrator Script, the Speaking Test Booklet, and Listening and Speaking CD Braille materials available for ACCESS for ELLs Paper 	Yes

** The Human Reader Accommodation Script is intended for use only in cases where students have the specific Human Reader accommodation for ACCESS for ELLs Paper. More information about the Human Reader accommodation can be found in the 2021 Florida Accessibility and Accommodations Supplement.*

Alternate ACCESS for ELLs Secure Test Materials and Their Uses			
Image	Title	Content and Use	Return to DRC?
	Test Administrator Script	<ul style="list-style-type: none"> Contains the text and directions for test administrators One copy Grade-level cluster specific 	Yes
	Alternate Test Booklet	<ul style="list-style-type: none"> Contains Listening, Reading, and Speaking stimulus and response options One copy needed for each student taking the test during an administration Grade-level cluster specific 	Yes
	Student Response Booklet	<ul style="list-style-type: none"> Contains additional student information bubble pages Contains Listening, Reading, and Speaking answer sheets Contains writing stimulus and response options including writing space One booklet is needed per student 	Yes

5.3 Additional Materials Ordering in WIDA AMS

Once inventory is complete, identify any test materials you will need in addition to the test materials already received. Before a district assessment coordinator can place an additional order, all school and district overage should be used. Check these sources for inventory before ordering additional materials. School assessment coordinators should take note of all additional copies of test materials they receive when inventorying materials and report these overage totals back to the district assessment coordinator. For the Spring 2021 administration, district assessment coordinators can order **up to three** additional test material orders, if needed, via WIDA AMS.

Note: Depending on the district's policy, test materials may be transferred from between school sites within a district as needed to avoid ordering additional test materials via WIDA AMS.

Compiling a List of Needed Materials

1. Check the school's inventory to confirm no overage exists at the school.
2. If the school does not have the materials needed, school assessment coordinators should provide an exact count of each of the materials needed to the district assessment coordinator.
3. District assessment coordinators should check the district inventory. If materials are not in the district's inventory, the district assessment coordinator may need to coordinate with other school

assessment coordinators to procure available materials. District and school assessment coordinators should track security codes of booklets that are transferred.

4. If materials are not available from school or district inventories, the district assessment coordinators should compile all requests into one order. District assessment coordinators should **not** submit additional materials orders for individual school sites. Instead, wait until all schools have provided an estimate of needed materials and place a bulk order for the district.

Important: All test materials can be shared amongst schools within a district with the exception of District/School labels, as these contain school-specific information. District assessment coordinators must keep track of the location of all secure materials at all times using the security barcodes on the Security Checklist.

Completing Your District's Additional Materials Order

Once district assessment coordinators have received all additional materials requests from schools and confirmed no overage is available, they may place up to three additional orders from January 8–March 12, 2021, via WIDA AMS (www.wida-ams.us). Depending on the location, all additional materials will be delivered to the district office within 2 to 4 days after placing the order. Overnight shipping is not an option. The additional materials order should be placed well into the testing window to ensure the majority of transfer students and tiered forms are already known and material estimates can be as accurate as possible.

- The ordering window closes one week **before** the last day of the testing window. Additional materials cannot be ordered in the final week of testing.
- For instructions on ordering additional materials in WIDA AMS, see the Materials Menu section of the WIDA AMS User Guide.

Please refer to the following table for additional materials ordering options by assessment:

Additional Materials Ordering Options		
Assessment	Possible Materials to Order	Quantity
ACCESS for ELLs Paper	Listening, Reading, and Writing Student Response Booklet(s), Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B/C	1 per student
	Test Administrator Script(s), Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B/C	1 per administration, reusable, approx. 1 per 8 students
	Tiers A & B/C Speaking Test Booklet(s), Grades 1, 2–3, 4–5, 6–8, 9–12	1 per student during each administration, reusable, approx. 1 per 8 students
	Listening and Speaking Tests CD(s), Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B/C	1 per administration, reusable
	Braille Kit, contracted or uncontracted; Unified English Braille (UEB) in Grades 1–12	1 kit per student; includes the Test Administrator Script, Speaking Test Booklet, and Listening and Speaking Tests CD

Additional Materials Ordering Options		
Assessment	Possible Materials to Order	Quantity
ACCESS for ELLs Paper (cont.)	Large Print Kit, Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B/C	1 kit per student; includes the Test Administrator Script and Listening and Speaking Tests CD
Kindergarten ACCESS for ELLs	Ancillary Materials Kit	1 per student during each administration, reusable, approx. 1 per 15 students; includes the Test Administrator Script
	Ancillary Materials Large Print Kit	1 per student with accommodation during each administration, reusable; includes the Test Administrator Script
	Student Response Booklet	1 per student
Alternate ACCESS for ELLs	Listening, Reading, and Speaking Test Booklet, Grades 1–3, 4–5, 6–8, 9–12	1 copy per student during each administration
	Test Administrator Script, Grades 1–3, 4–5, 6–8, 9–12	1 per administration, reusable, approx. 1 per 4 students
	Student Response Booklet, Grades 1–3, 4–5, 6–8, 9–12	1 per student
Additional DRC Test Management Materials	Do Not Process Labels (Sheet of 10)	1 sheet per 10 students
	DRC Return Bags (Pack of 5)	Bags are designed to line the boxes provided by DRC. Estimate the same number of bags and boxes for return shipments.

Special Materials Requests

District/School Labels

As requested by the district assessment coordinator, FDOE can order additional District/School labels. Should a school require additional labels of this type, the district assessment coordinator must complete and submit the *District/School Label Request Form* to FDOE. This form is located in FDOE ShareFile for district assessment coordinators to complete and send to the state contact listed on FDOE's ACCESS for ELLs webpage.

Human Reader Accommodation Script

As requested by the district assessment coordinator, FDOE can order a Human Reader Accommodation Script for students who require this accommodation. To order this accommodation, district assessment coordinators should complete and send the *Human Reader Accommodation Script Ordering Form* to FDOE. This form is located in FDOE ShareFile for district assessment coordinators to complete and send to the state contact listed on FDOE's ACCESS for ELLs webpage.

5.4 Distributing and Tracking Secure Test Material

District assessment coordinators should keep security in mind when distributing all material to school coordinators and test administrators. The school assessment coordinator should conduct a test briefing with test administrators to review all aspects of the ACCESS for ELLs suite of assessments (e.g., materials, policies, and procedures) and remind test administrators of the importance of the following activities:

- Verifying the accuracy of student Pre-ID labels (if provided) and tier placement before placing labels on the Student Response Booklets.
- Bubbling demographic information and applying District/School labels on Student Response Booklets for students who did not receive a Pre-ID label.
- Signing out and signing in each secure booklet on the Security Checklist (white) each day of testing.
- Ensuring anyone who enters the room for the purpose of monitoring the testing room signs the Security Log.
- Returning test materials to the school assessment coordinator after each testing session. Secure test materials should not remain in the classroom or be taken off the school's campus overnight.

WIDA ACCESS for ELLs 2.0
DISTRICT SECURITY CHECKLIST
SAMPLE STATE MATERIAL SHIPMENT

District: STATE SAMPLE DISTRICT

This form lists the secure materials assigned to your district. You may use this form to sign out secure materials to schools should additional materials be needed. Sign the form provided to each security monitor for you to enter the name of the school and test administrator receiving the material, the district each material is returned, and the reason (if any) a material is not returned.

Alternatively, you may use this document to track which student is assigned to which test. Cross out the column labeled Test Administrator Name and replace with Student Name. The form then MUST used to be returned to DRC. Please keep it for your records.

Summary of Materials Sent

Item	Number of Items Sent	Secure Range Assigned
Monograph: Security Materials Shipments	1	10000001-10000002

Detailed List of Materials Sent

Test Books	Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
	10000001			
	10000002			
	10000003			
	10000004			
	10000005			

Page 1 of 13 Print Date: XXXX/XXXX/XXXX

Figure 14. Security Checklist

WIDA ACCESS for ELLs 2.0
Grades 4-5 Tier A
Security Barcode
Barcode
Barcode

Figure 15. Security Barcode

Reviewing Test Materials Prior to Test Administration

Prior to test administration, the test administrator may review and become familiar with test materials for each assessment to be administered as directed by the district assessment coordinator. Student Response Booklets may not be distributed to students prior to the district's designated testing dates.

It is recommended that test administrators administering Kindergarten ACCESS for ELLs for the first time become familiar with the Test Administrator Script and ancillary materials. Several days prior to testing, test administrators may check out one set of kindergarten test materials to familiarize themselves with how to administer the test. It may be helpful for kindergarten test administrators to conduct a mock administration of the test with a colleague who also has signed WIDA's NDU.

Test administrators who receive materials in advance must have completed test administrator training and must return all secure materials to the school assessment coordinator within the same day.

Note: The WIDA Secure Portal provides sample test items, training tutorials, videos, and scoring practice for test administrators to review prior to test administration. Refer to the Florida's ACCESS for ELLs Checklist for more information.

Section 6: Managing Test Administration (Before and During Testing)

6.1 Before Testing

Scheduling: ACCESS for ELLs Paper

WIDA provides several resources to assist school assessment coordinators with planning and scheduling paper-based testing at school sites: Test Session Master Schedule, Group Administered Test Session Roster, and the Individually Administered Test Session Roster. Detailed examples of how to schedule tests using these materials are found in the Test Scheduling tutorial in the ACCESS for ELLs Paper training course. Blank schedule and roster forms are available in the State-Specific Directions. Feel free to duplicate these forms as necessary.

Test Session Master Schedule

School assessment coordinators are responsible for scheduling test sessions and should complete and retain the Test Session Master Schedule (available in the State-Specific Directions). WIDA recommends that ACCESS for ELLs Paper be administered in three separate sessions, with Session 1 consisting of the Listening and Reading group administration. Session 2 should be the Writing group administration and Session 3 should be the individually administered Speaking test. Please note that for the group administered tests (Session 1: Listening and Reading, and Session 2: Writing) you should allot about 15 minutes in addition to the times listed below to convene students and distribute and collect test materials.

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

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

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

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

The Test Session Master Schedule allows school assessment coordinators to view all test sessions for group-administered tests for all grade-level clusters and tiers. Figure 16 shows an example of this schedule. There is a blank form in the State-Specific Directions. Keeping track of test sessions in this or a similar format can help school assessment coordinators ensure that a test administrator and an appropriate testing space is available for each scheduled session. School assessment coordinators 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.

ACCESS for ELLs Paper is designed to measure a student’s proficiency level in English at a specific point in time; therefore, it is recommended that test administration sessions (Session 1, Session 2, and Session 3) are scheduled as close as possible to one another.

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								

Figure 16. Example of Test Session Master Schedule

If scheduling test sessions in a school that includes two or more grade-level clusters, school assessment coordinators should also indicate the grade-level cluster (e.g., 1, 2, 3, 4–5) of each test session. Please note that if a student is absent for a group and/or individual administration session, he or she will need to be rescheduled for a make-up session.

Test Session Rosters

The Test Session Roster is a tool used by school assessment coordinators to assign students to test sessions scheduled on the Test Session Master Schedule. One roster template is provided for the group administered tests (Listening, Reading, and Writing) and another template is provided for the individually administered test (Speaking). School assessment coordinators should complete Test Session Rosters in

this format, or in a format of their choice. They should distribute them to test administrators and the teachers of students to be tested at least two days prior to testing. Blank roster forms are available in the State-Specific Directions. These forms may be duplicated as needed.

Group Administered Test Session Rosters

School assessment coordinators can use the *Test Session Roster—Group Administration* to create a roster of students for each test administrator giving the group administered sections of the test (Listening, Reading, and Writing). When scheduling tests and creating rosters for test administrators, the main factors to consider are student tiers and daily schedules. Below are several guidelines for scheduling group administered test sessions and creating Test Session Rosters.

- WIDA recommends not including more than 15 students in a single group administered test session.
- **Schedule only one Tier (A, B/C) in a single test session.** For example, students taking the Tier A test must not be tested with students taking the Tier B/C test in the same room at the same time. Testing students in different tiers together is cause for invalidation.
- Schedule only one grade-level cluster in a single test session. **Do not mix grade-level clusters together.** You may split clusters into several test sessions if you choose.
- Although it is not required, students with very limited English proficiency may benefit from being tested in smaller groups. For example, you may test Tier A fourth graders separately from Tier A fifth graders, and Tier A sixth graders separately from Tier A seventh and eighth graders.
- If possible, test the same students together across both test sessions (Session 1: Listening/Reading, and Session 2: Writing). That is, do not change the roster of students from one session to another, as this will require reorganizing stacks of Student Response Booklets.

In summary, a single Test Session Roster for group administered tests will only include one grade-level cluster and one tier.

Individually Administered Test Session Rosters

Use the *Test Session Roster—Individual Administration: Speaking* to create rosters for administrations of the Speaking test. This test is individually administered, so the main consideration for scheduling is the student's schedule. Plan for up to 35 minutes for Speaking test administration, plus several minutes between students so that the test administrator can reset the materials, return the student to his or her classroom as necessary, and prepare for the next student.

Scheduling: Kindergarten ACCESS for ELLs

It is recommended that Kindergarten ACCESS for ELLs be administered in one session. However, if needed, the test may be separated into two sessions with no more than two consecutive school days in between the sessions.

The Kindergarten assessment takes an average of 45 minutes per student. However, due to the adaptive nature of the assessments, high proficiency students will likely take longer than 45 minutes, while low proficiency students may take less than 45 minutes. Test administrators may use their professional judgment to determine if additional time is needed. Keep in mind that an average of 45 minutes per student does not include breaks during the test session, which may be appropriate for kindergarten students.

Scheduling: Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is not a timed test. Students are able to take a break after completion of any test item at the discretion of the test administrator, based on each student's needs. It is recommended that the Alternate ACCESS for ELLs test be administered in four separate administration sessions, one for each language domain.

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

School assessment coordinators are responsible for ensuring that all students who qualify for this assessment are correctly assigned and scheduled. Please refer to Section 3.2 in this manual to review the participation criteria for Alternate ACCESS for ELLs.

Preparing the Room for Testing

Preparing the testing room in advance will facilitate a smooth test administration. It will also help to ensure independent work on the part of the test takers.

Testing Room Requirements

Test administrators should ensure the following:

- The test is administered in a room that has comfortable seating, good lighting, and sufficient workspace.
- The room is adequately ventilated and free of distractions.
- All visual aids on student desks and in the room, such as posters showing reading or language arts concepts, are removed or covered. Students may not have access to any unauthorized writing aids, such as word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, translation devices, or organizational patterns.
 - **Note:** Alternate ACCESS for ELLs test administrators ONLY have the option to leave material uncovered should covering the print on the walls be considered significantly disruptive for the student.
- A watch or clock is available in the testing room. The Test Administrator Script contains guidance on pacing the test.

Test Security Requirements

Security Log

Maintain an accurate 2021 ACCESS for ELLs Security Log for your testing room. Anyone who enters the room for the purpose of monitoring a test must sign the log. This applies to test administrators and anyone who relieves a test administrator, even for a short break, regardless of how much time he/she spends

monitoring a testing room. This log can be found in the State-Specific Directions.

Electronic Devices

Students may not have any electronic devices at their desks, in their pockets, or anywhere they can reach them during testing or during a break, even if the device are turned off or the students do not use them. **If a student is found to be in possession of any electronic device(s) during testing or during a break, his or her test section must be invalidated/marked as INV in order to successfully enforce this policy.** For information regarding limited exceptions for students with eligible accommodations, refer to the *2021 Florida Accessibility and Accommodations Supplement*.

Testing Signs

“Do Not Disturb” and “No Electronic Devices” signs must be placed on the outside of each testing room door during test sessions. Testing signs can be found in the State-Specific Directions.

6.2 During Testing

One-on-One Administration (Kindergarten ACCESS, Alternate ACCESS, and ACCESS for ELLs Paper–Speaking)

- The test administrator should sit at a right angle to the student, rather than across from or next to the student.
- Test administrators must assemble the materials needed to administer the test.
- All students should be tested in the same manner.

Group Administration (ACCESS for ELLs Paper–Writing, Reading, and Listening)

- Arrange the room so that each student will have enough workspace for the test materials.
- There must be sufficient space (at least three feet) between students to prevent cheating.
- Make sure that students are not facing each other when seated at tables and are not in seating (stadium or staggered) that allows them to view another student’s answers.
- All students should be tested in the same manner.

ACCESS for ELLs Paper Listening and Speaking CD

Make sure the speakers are loud enough for the student(s) to hear (applicable for the ACCESS for ELLs Paper Listening and Speaking domains). Prior to administration, it is advised to play the CDs to confirm there are no audio issues that could impact actual test administration.

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

6.3 Managing Student Transfers

If a student transfers prior to or during the testing window, please refer to the guidelines below and consult with the district assessment coordinator.

Transfer Situation	What to do
Student transfers out of the state or district prior to the testing window.	Destroy the Pre-ID label. If the Pre-ID label is already affixed to a Student Response Booklet, place a Do Not Process label over the Pre-ID label and return to DRC. No further action is needed.
Student transfers out of school or district, but within the state, prior to testing.	Destroy the Pre-ID label. If the Pre-ID label is already affixed to a Student Response Booklet, place a Do Not Process label over the Pre-ID label and return to DRC. The new school or district will use the District/School label and bubble in the student's information on both the front and back covers of the Student Response Booklet. Note: If a new Pre-ID label is provided on February 5, place over the District/School label.
Student transfers before completing any domains during the testing window.	Destroy the Pre-ID label. If the Pre-ID label is already affixed to a Student Response Booklet, place a Do Not Process label over the Pre-ID label and return to DRC. No further action is needed. Note: If needed, another student's label (Pre-ID or District/School label) can be affixed on top of the current label and the booklet can be used.
Student completes all domains in a school but transfers out of the school or the district (within the state).	Completed Student Response Booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student completes all domains in a school but transfers out of state.	Completed Student Response Booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student transfers to a new school within the district during testing and has completed one or more domains. In addition, the district permits the secure transfer of partially completed booklet from the original school to the new school.	It is a district's decision to securely transfer the partially completed booklet from the original school to the new school. The new school may proceed to administer only domains that the student has not been previously assessed. At the new school, affix the District/School label on a Student Response Booklet and bubble the student demographic information. Note: If a new Pre-ID label is provided on February 5, place over the District/School label.

Transfer Situation	What to do
Student transfers to a new school within the district during testing and has completed one or more domains; however, the district does not permit the secure transfer of partially completed booklet from the original school to the new school.	<p>If the district does not permit the secure transfer of the partially completed booklet, the original school should submit for scoring as-is.</p> <p>The new school may proceed to administer only domains that the student has not been previously assessed. At the new school, affix the District/School label on a new Student Response Booklet and bubble the student demographic information. Submit the partially completed booklet for scoring.</p> <p>Important: If a new Pre-ID label is provided on February 5, place over the District/School label. If a Pre-ID label is not provided, please note the student's name, SSID (FLEID), birth date, and grade must match in order to merge the two Student Response Booklets and generate a complete score report.</p>
Student transfers outside the district, but within the state, during testing and has completed one or more domains.	<p>The district assessment coordinator should complete a Student Transfer Form in WIDA AMS. The original school should return the partially completed booklet for scoring. The new school should affix a District/School label to a new Student Response Booklet and administer ONLY domains that the student has not been previously administered. A complete score report will be generated and provided to the new school.</p> <p>Important: If a Pre-ID label is provided on February 5, place over the District/School label. If a Pre-ID label is not provided, please note the student's name, SSID (FLEID), birth date, and grade must match in order to merge the two Student Response Booklets and generate a complete score report.</p> <p>For additional information regarding the Student Transfer Form, please refer to the WIDA AMS User Guide.</p>
Student transfers out of state during testing and has completed one or more domains.	Grid "ABS" in the Do Not Score field for the domain(s) the student was not administered. Submit the Student Response Booklet for scoring.

6.4 Monitoring Test Completion at the End of the Testing Window

District assessment coordinators should check on testing progress at least two weeks prior to the end of the testing window to allow time for any additional materials orders to be shipped if necessary.

Remember, the last day for district assessment coordinators to order additional materials via WIDA AMS is March 12, 2021.

It is the school assessment coordinator's responsibility, working in conjunction with the test administrator(s), to confirm all test domains have been completed for all necessary students prior to the close of the testing window. School assessment coordinators should take the following steps to confirm that testing is progressing as scheduled and that all testing will be completed by the end of the district's testing window.

Using the Test Session Master Schedule or using the scheduling system your school or district elected to use, confirm with test administrators that all scheduled test sessions have been completed for all students.

Ensure that all kindergarten through 12th grade students who were classified as ELL with a code "LY" on January 25, 2021, within your school have been tested. Unless the student transferred to a new school within the state, those unable to test in two or more domains must have the Do Not Score field completed on the back cover of the Student Response Booklet.

Depending on the district's policy, this may include any students who transferred to the school during the testing window. If directed to test new enrollees after January 28, ensure that these students have a District/School label and accurate demographic information completed on their Student Response Booklets.

For any students who have yet to complete testing, ensure all necessary test sessions are scheduled prior to the end of test administration.

Any questions or concerns regarding the student transfer procedures or managing test administration can be directed to the state contact listed on FDOE's ACCESS for ELLs webpage.

Section 7: Returning Materials (After Testing)

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

7.1 Test Materials Handling and Return

All used and unused test materials must be shipped to DRC by March 26, 2021. This deadline is also outlined in the State-Specific Directions. Only materials shipped to DRC on or before the final materials return date will be processed in time for reporting. If materials are returned late, the district and/or school will not receive reports or data files during on-time reporting.

If the district's return shipping method is UPS, it is not required to wait until the deadline to ship materials back. As soon as the majority of a school's testing population has completed testing, school staff should prepare, box, and return the materials as directed by the district assessment coordinator. If needed, overage can be retained at the school or returned to the district assessment coordinator. Only enough materials should be retained to account for make-ups and new enrollments. These materials must be returned via a second shipment.

Collecting All Test Materials

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

- Packing List (white)**
 Upon the completion of testing in your school and/or district, use this form to verify that all materials have been returned. Keep this form for your records.
- School Security Checklist (white)**
 Use this form to verify that all materials with security numbers assigned to the school have been returned. All secure test materials with security barcodes must be returned to DRC. Please review Section 5.2 of this manual for a complete list of secure materials to be returned. Keep a copy of this form for your records. Retain or return the original security checklist to the district assessment coordinator.

WIDA ACCESS for ELLs 1.0
DISTRICT SECURITY CHECKLIST
SAMPLE STATE MATERIAL SHIPMENT

DISTRICT HEADQUARTERS DISTRICT

This form lists the secure materials assigned to your district. You may use this form to sign and return materials to schools should additional materials be needed. You may have provided this to each security number for you to enter the name of the school and not administrator receiving the material, the district and contact information, and the name of the security number assigned to the material. Alternatively, you may use this document to track which materials are assigned to which test. (You may be required to list the Administrator Name and address with District Name. This form must be kept in the materials folder. Please keep it for your records.)

Summary of Materials Sent

From	Number of Test Books	Security Barcodes
District Name, District Address, District Phone		

Detailed List of Materials Sent

Test Books	Secure Number	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000001				
10000002				
10000003				
10000004				
10000005				

Page 1 of 10
 Item Date: 10/10/2020

Figure 17. Security Checklist

What to Include in the Return Shipment

The following table outlines the material to include in the return shipment and material that should not be included:

Secure Materials to return	Materials you do not need to return to DRC
<ul style="list-style-type: none"> • Student Response Booklets, by grade, in plastic bag packages • All Test Administrator Scripts • Speaking Test Booklets • Listening and Speaking Tests CDs • All used and unused large print and braille test materials • Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets • Kindergarten ACCESS for ELLs ancillary materials 	<ul style="list-style-type: none"> • Original signed 2021 ACCESS for ELLs Test Administration and Security Agreement(s)* • Original signed 2021 ACCESS for ELLs Test Administrator Prohibited Activities Agreement(s)* • Completed 2021 ACCESS for ELLs Security Log(s)* • Original signed 2021 ACCESS for ELLs Security Checklist(s)* • WIDA Test Session Forms* • Completed Test Materials Chain of Custody Form • Seating Charts, as required by your district • Packing Lists, if applicable • Return Kit Materials (Bags, Ties, Return Shipping Labels) • USED Student Planning Sheets (must be destroyed locally in a secure manner)
<p align="center">Unused Pre-ID and District/School Labels These labels may or may not be returned depending on your district's material security policy.</p>	

* These documents can **only** be destroyed in a secure manner after scores for the 2021 ACCESS for ELLs administration are reported.

7.2 Preparing Materials for Return

Use the following steps when preparing all Student Response Booklets for return:

1. Ensure all booklets that contain student responses have the Pre-ID or District/School label in the box located in the upper right-hand corner on the front of the Student Response Booklet. There should not be a label anywhere else on the booklet. If a completed Student Response Booklet does not have a Pre-ID or District/School label affixed, the student will not receive a score.
2. Ensure all booklets with a yellow District/School label have completed demographic pages on the front and back cover of the Student Response Booklet.
 - a. Use a number 2 pencil.
 - b. Make sure the student name on the front of the booklet has been bubbled correctly.
 - c. Make sure the date of testing has been filled in correctly. (January 25–March 19, 2021)
 - d. Make sure the information on the back of the booklet has been bubbled correctly using Section 4.6 of this manual.
 - e. Make sure the correct grade has been bubbled.
3. Remove any paper clips or sticky notes from Student Response Booklets unless otherwise indicated by customer service at DRC.
4. If a student used a Student Planning Sheet for the Writing domain, destroy locally in a secure manner. Do **not** return USED Student Planning Sheets to DRC.
5. If a booklet is unused, do not place any labels on the booklet. If a Pre-ID or District/School label is placed on an UNUSED booklet, it will create a student record on the district's Pre-Reporting

Data Validation File. As a result, it is important to place a Do Not Process label over the existing label and return the UNUSED booklet.

Use the following procedures when returning **large print** and **braille** Student Response Booklets:

1. Verify that student responses have been transcribed into a standard Student Response Booklet. Refer to the *2021 Florida Accessibility and Accommodations Supplement* for guidelines on transcription.
2. Verify that a student Pre-ID label has been applied to the standard Student Response Booklet or that demographic information has been bubbled if a District/School label was used. Grid the accommodation field (i.e., BR, LP) on the back of the Student Response Booklet.
3. Return large print and/or braille booklets with the rest of the test materials when testing is complete. No special sorting is needed; however, large print Student Response Booklets should be folded to fit into a standard sized box.

Preparing Damaged and/or Soiled Test Materials for Return

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

If a booklet is damaged and contains student responses, it should be transcribed into a new booklet. Booklets with significant tearing or water damage cannot be scanned by DRC but must be returned. Follow these procedures for damaged booklets:

1. Transcribe the student's responses into a new Student Response Booklet. Ensure that the replacement booklet is the correct domain, grade-level cluster, and tier. (See the *2021 Florida Accessibility and Accommodations Supplement* for guidelines on transcription.)
2. Apply a yellow District/School label to the new Student Response Booklet.
3. Complete student demographic information on the new Student Response Booklet using Section 4.6 of this manual.
4. Place an orange Do Not Process label on the damaged booklet.
5. Include both the damaged booklet and the transcribed booklet in the return materials shipment to DRC.

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

1. If possible, transcribe student responses to a new Student Response Booklet. (See the *2021 Florida Accessibility and Accommodations Supplement* for guidelines on transcription.)
2. Apply a yellow District/School label to the new Student Response Booklet.
3. Complete student demographic information on the new Student Response Booklet using Section 4.6 of this manual.
4. The district assessment coordinator must document the destruction of the soiled booklet in the Materials Accountability Form in WIDA AMS and notify the Bureau of K–12 Student Assessment.
5. Securely destroy the soiled booklet; do not return to DRC.

Common Errors and Unique Situations When Preparing Materials for Return

The following table outlines common errors and situations that may occur during and after testing.

Issue	Solution
No student label on booklet	<p>Obtain a label from the assessment coordinator and ensure it is correctly affixed to the front of the Student Response Booklet. Bubble in student demographic information as needed when a District/School label is affixed.</p> <p>Every used student booklet must have a Pre-ID or District/School label, or it will not be processed for scoring.</p>
District/School label affixed, but demographic information not bubbled	<p>Use a number two pencil to complete student demographic information on the front and back of the Student Response Booklet.</p> <p>If a District/School label is used, the demographic pages on the front and back cover of the Student Response Booklet must be completed. Incorrect labels, student names, student IDs, dates of birth, or grades could directly result in incorrect, late, or no reporting of scores for those affected students.</p>
Pre-ID label crossed out	<p>If the barcode is crossed out, obtain a yellow District/School label and place it over the Pre-ID label. Information on the Pre-ID label cannot be edited by writing on it. Use a number two pencil to complete student demographic information on the front and back of the Student Response Booklet.</p> <p>If the barcode has no marks on it and it is able to be scanned, any incorrect information must be corrected in the WIDA AMS by the district and/or school assessment coordinator in order to use the Pre-ID label.</p>
Pre-ID label applied, and demographic information bubbled	<p>The demographic information embedded in the Pre-ID label supersedes student information bubbled on the booklet. If the Pre-ID label has the correct student name, State ID, District, and School information, you may still use the label. Any incorrect information should be edited in WIDA AMS by the district and/or school assessment coordinator. If the information on the Pre-ID label is correct, erase bubbled demographic information.</p>
Do Not Process label placed incorrectly	<p>The Do Not Process label should be applied in the box on the upper right-hand corner of the front of the Student Response Booklet. If a Pre-ID or District/School label is already in that box, apply the Do Not Process label directly over the top of it.</p> <p>If a Do Not Process label has been placed on a booklet that should be scored, affix a Pre-ID or District/School label over the incorrect Do Not Process label, and bubble in demographic information as applicable.</p> <p>Note: Do Not Process is not the same as Do Not Score (field 23 of booklet cover). A Do Not Process label prevents any processing and the student will not receive a report. Students with a Do Not Score code marked in field 23 must have a Pre-ID or District/School label affixed in order to receive a report with a score of “NA” in the domains marked.</p>
Student mistakenly completes domains in multiple booklets	<p>Transcribe responses as necessary to create a single Student Response Booklet for the student. (See the <i>2021 Florida Accessibility and Accommodations Supplement</i> for guidelines on transcription.) The new booklet must have a Pre-ID or District/School label affixed. If a District/School label is affixed, complete all student demographic information.</p> <p>The partial booklet(s) should have a Do Not Process label applied after transcribing the student’s responses. Document the issue and resolution on the ACCESS for ELLs Security Checklist; keep a copy for your records.</p>

Issue	Solution
A pen was used on or within the Student Response Booklet	In the event a pen is used on or within the Student Response Booklet, the responses must be transcribed to a replacement booklet. Important: If a USED booklet is returned with pen markings, it will be returned to the testing district for local transcription after score results are reported.
Student mistakenly responds in another student's test booklet	Please contact DRC Customer Service at 855-787-9615 or WIDA@datarecognitioncorp.com for direction.

7.3 Reporting Missing Materials

Materials Accountability Form

All district assessment coordinators have access to the Materials Accountability Form in WIDA AMS. The district assessment coordinator is responsible for assigning permissions to school assessment coordinators, if needed.

Materials that could not be returned (for example, soiled booklets) must be accounted for using the Materials Accountability Form in WIDA AMS. This form allows the assessment coordinator to document the quantity of materials returned, as well as any that are not returned and the reason(s) why. Completing the Materials Accountability Form is required only for sites that cannot return one or more secure materials that have a security barcode. The Materials Accountability Form serves as documentation of the reason why the item was not returned. This report can be reviewed by both the Florida Department of Education and WIDA.

The Materials Accountability Form only documents materials sent out during the initial materials shipment. Any materials ordered via Additional Materials will not be listed in WIDA AMS; however, the loss or destruction of additional materials ordered via WIDA AMS should still be documented here. The Materials Accountability Form is available throughout the testing window, but it must be completed by March 26, 2021, when all materials have been returned to DRC. Complete instructions for using the Materials Accountability Form can be found in the WIDA AMS User Guide.

In addition, a detailed report must be submitted to the Bureau of K–12 Student Assessment **within 30 calendar days** of the initiation of the investigation. The report must include the nature of the situation, the time and place of the occurrence, the names of the persons involved, a description of the communication between the district assessment coordinator's office and school personnel, how the incident was resolved, and what steps are being implemented to avoid future missing secure materials.

For testing irregularities and security breaches, please complete the *2021 ACCESS for ELLs Breaches of Administration Form* located in the State-Specific Directions. Compile all pertinent information and submit the written report to the district's ACCESS for ELLs folder via FDOE ShareFile.

7.4 Bagging and Boxing Materials

The district assessment coordinator should identify a date when ACCESS for ELLs test materials should be returned from school sites. To prepare the return shipment, the below materials were packaged in the last box of the initial materials shipment.

Plastic Bags	Use the bags to line the return boxes. This protects the test from moisture and keeps them together in the event that box breaks in transit.
Plastic Ties	Plastic ties for sealing the bags.
Return Materials Packet	Contains return instructions and DRC return shipping labels. UPS return shipping labels may be included based on district policy.
Header sheets do not need to be included when packing materials for return.	

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

When packing materials for return, it is recommended that To-Be-Scored materials are grouped and on top of Not-To-Be-Scored materials. The following is a suggested order for packaging materials that must be shipped to DRC by **March 26, 2021**:

- USED Student Response Booklets with Pre-ID labels, District/School labels, or Do Not Process labels
 - **Note:** Do Not Process labels should **only** be affixed to USED Student Response Booklets that are damaged and/or when student responses were transcribed to a replacement booklet.
- Test Administrator Scripts
- ACCESS for ELLs Speaking Test Booklets
- ACCESS for ELLs Listening/Speaking CDs
- ACCESS for ELLs Human Reader Accommodation Scripts (if ordered)
- ACCESS for ELLs Braille Contracted and Uncontracted Kits (if ordered)
- Large Print Kits (if ordered)
- Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets
- Kindergarten Ancillary Materials Kits
- UNUSED Student Response Booklets
 - **Note:** Do not affix a label to UNUSED Student Response Booklets. If a Pre-ID label or District/School label is affixed to an UNUSED Student Response Booklet, affix a Do Not Process label over the Pre-ID label or District/School label to ensure it is not processed.
- Defective Materials (if applicable)

Discuss any return concerns with the district assessment coordinator.

7.5 Return Shipment Methods

Depending on the district's policy, test materials are returned to DRC either all at once via King Solutions or in multiple shipments via UPS. District assessment coordinators should contact DRC Customer Support via email at WIDA@datarecognitioncorp.com if additional return shipping labels are needed to return test materials. **Materials that are not returned on or before March 26, 2021, are at risk for late reporting.**

Request Materials via King Solutions

King Solutions is only used for districts that will return palletized materials to DRC. King Solutions will contact the district assessment coordinator prior to March 26, 2021, to schedule a pickup time. King Solutions can be reached at 866-237-6503 or DRCGroup@kingsolutionsglobal.com.

King Solutions requires a DRC return shipping label (orange) on the unused flap for the return of district and school boxes. No other return labels are required. Ensure a return shipping label is affixed to each box. If UPS return shipping labels were received by a King Solutions district, please disregard them. Prior to pick up, King Solutions will email a bill of lading to the district assessment coordinator to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

Request Materials via UPS

UPS permits the district to return shipments to DRC from January 26 through March 26, 2021. As soon as the district assessment coordinator receives individual boxes from a school, a UPS pick-up must be scheduled. UPS will not be able to pick up pallets of test materials. District assessment coordinators can either provide the UPS labels to participating schools OR the district can affix the labels when schools return test materials to the district office.

If the site does not have a scheduled daily UPS pickup, call UPS at 866-857-1501 to arrange for materials pickup. Specify that you are using pre-paid, UPS return labels. You must call at least one day prior to the day you will ship your materials. Count your boxes and advise UPS of the number of boxes that need to be picked-up.

Make a note of the UPS Tracking number for each package. Your UPS Tracking number serves as a record of your on-time materials return. **Please keep the number(s) for future reference to document the materials returned to DRC.**

7.6 Late and Undocumented Missing Materials

Materials returned after March 26, 2021, will not be processed with on-time materials. Late materials will not have a data validation window and reports for late materials will not be issued until the Late Returns Report window in the middle of summer. If the materials cannot be accounted for, districts must complete the Materials Accountability Form and submit the written report via FDOE ShareFile to the Bureau of K–12 Student Assessment. If the district finds the materials, additional DRC Return Shipping labels and UPS Return Shipping labels can be requested by the district assessment coordinator via email at WIDA@datarecognitioncorp.com.

Part 3:

Assessment – Specific Administration Guidelines

Section 8: Kindergarten ACCESS for ELLs

Section 9: ACCESS for ELLs Paper

Section 10: Alternate ACCESS for ELLs

Section 8:
Kindergarten
ACCESS for ELLs

Section 8: Kindergarten ACCESS for ELLs

8.1 Test Design and Materials

Kindergarten ACCESS for ELLs is an individually administered, adaptive assessment designed to take an **average of 45 minutes per student**. Test items are thematically centered around two sections, one centered on a narrative story and the other on an expository text. **Always administer both sections of the test.** Administer the narrative section (Parts A–C) must come before the expository section (Parts D–F).

Within each section, there are three parts, for a total of six parts. Each of the six parts assesses one or more of the four language domains of Listening, Speaking, Writing, and Reading. Each part is divided into five levels, which correspond with the first five WIDA English language proficiency levels. The tasks at each level are designed to appropriately assess language at the specific proficiency level. For example, Part D, Level 3 includes the Listening and Speaking questions aimed at proficiency level 3.

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 low start	E2	E3 mid start	E4/5 high start	
	Part F Reading	F1 low start	F2	F3 mid start	F4 high start	F5

Figure 18. Test Parts and Proficiency Levels

Kindergarten ACCESS for ELLs is an adaptive assessment. This means that a student is presented with questions that the test administrator reasonably expects the student will be able to understand and respond to, based on the student's response to questions in the previous level. Additionally, the Writing and Reading tasks in the second half of the assessment, the expository section (Parts D and F, respectively), have low, mid, and high starting points for students depending on their performance on the previous Writing and Reading tasks (Parts B and C). **Each student is tested in all parts, although each student may or may not be administered all levels in each part.**

The test administrator presents the test items to the student using pictures in the Student Storybook, the Activity Board, and printed cards. For the Listening, Speaking, and Reading tests, the test administrator records student responses in the Student Response Booklet with a number 2 pencil. For the Writing test, kindergarten students record their responses themselves directly in the Student Response Booklet. Final scoring of the Writing domain is completed by the test administrator.

For a complete list of Kindergarten ACCESS for ELLs test materials and their uses, please refer to Section 5.2 of this manual. In order to become familiar with the test materials, test administrators should discuss reviewing the Kindergarten Kit prior to testing with the school assessment coordinator. **For practice rating kindergarten student responses, please refer to the kindergarten training course within the WIDA Secure Portal.**

8.2 Test Set Up

Test Timing

Administering Kindergarten ACCESS for ELLs usually takes about 45 minutes per student. 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.

Keep in mind that an average of 45 minutes per student does not include breaks during the test administration session, which may be appropriate for kindergarten students. Adding breaks should extend the testing time to no more than 60 minutes. Refer to Section 8.3 for more information on breaks during the test.

Setting up for Testing

Test administrators should sit at a right angle to the student, rather than across from or next to the student. **The student should sit on the test administrator's right-hand side.** The workspace must allow the test administrator to place the storybook, activity board, and the response booklet where the student can easily see and reach them. (Refer to Figure 19 for an example of how to set up on a table.)

Test administrators must:

- Obtain the “Do Not Disturb” and “No Electronic Devices” signs to be placed outside the testing room from the school assessment coordinator.
- Ensure they have all necessary test materials for administration.
- Confirm the Student Response Booklet has the student’s name either bubbled in or on a Pre-ID label on the front cover. The date testing began must also be completed on the front cover.
- Have at least two sharpened number 2 pencils—one for the test administrator and one for the student.
 - It is useful if both pencils have good erasers; the test administrator should use the eraser of one pencil to point to objects as instructed in the Test Administrator Script.

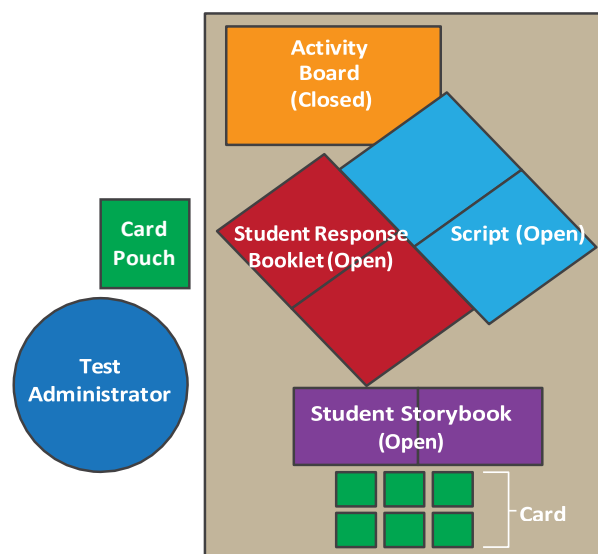


Figure 19. Setting up Materials

Test administrators should sit with the student at a rectangular or circular table that is large enough to accommodate all testing materials. The chair in which the student sits must be high enough for him or her to see the pictures in the Student Storybook and Student Activity Board lying flat on the table.

8.3 Administration Procedures During Testing

Turning Pages

When test administrators are ready to begin testing, they should place the closed Student Storybook in front of the student and keep the Student Storybook closed as they read the introduction to the student from the Test Administrator Script. When instructed in the script, test administrators use the Student Storybook to read aloud the narrative story (used as the theme for Parts A–C) to the student. Using the Student Storybook requires a lot of page turning. The instructions provided for “Moving on,” shown in Figure 20, explicitly state when to turn a page in the Student Storybook, although test administrators may choose to ask for the student’s help with turning the pages between levels or parts of the test, which allows time to score responses in the Student Response Booklet.



Moving on	
 <p>Good job. Now let's turn the page. Turn to A2 in the Student Storybook and Script.</p>	 <p>Good job. Let's close the book now. Close Student Storybook. Go to Part B1 in Script.</p>

Figure 20. An Example of a “Moving on” Box from the Script

Using Cards

Parts A, C, D, and F of Kindergarten ACCESS for ELLs require the use of manipulatives. These are cards that students manipulate as instructed. Whenever a set of cards is required for the item, test administrators should take them from the section of the card pouch booklet labeled with the corresponding part/level.

- For some test questions, cards must be replaced in the pool of cards after a student has selected them, either because the student selected incorrectly or to add to the response options. When that is the case, you say, “Let’s put this (back) here.” Place the picture card back with the remaining possible choices.
- If students hold cards upside down while using them during testing, it is not necessary to correct them.
- The student may also be asked to point to a card. Sometimes, a student may choose to pick up the card and hand it to the test administrator. This should only be scored as incorrect if the student has identified the incorrect card.

Demonstrating Sample Items

There are sample items embedded in the test to allow the test administrator to demonstrate how the student should complete the task or item. When demonstrating the sample item, perform it exactly as the student will have to in the task. A sample item excerpted from the Test Administrator Script can be seen in Figure 21.

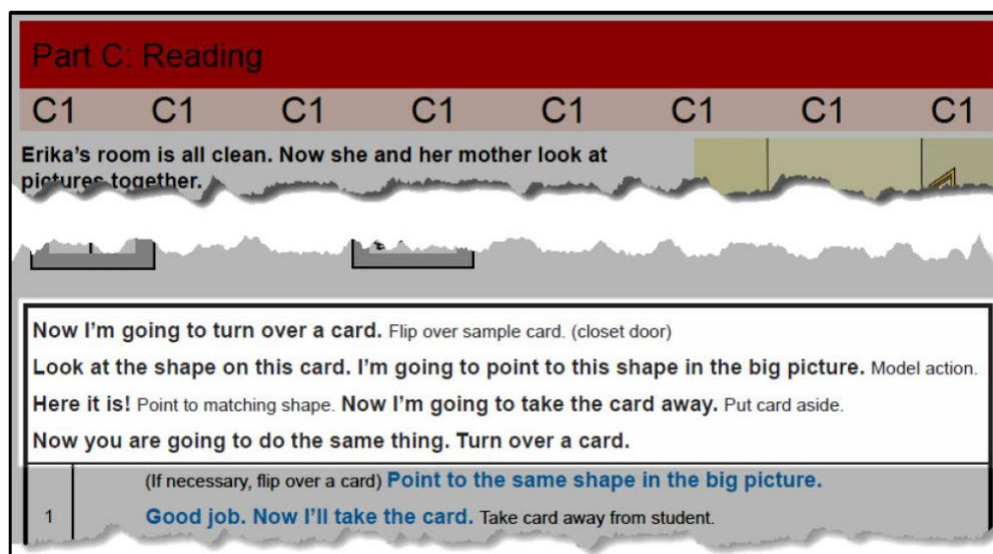


Figure 21. Sample Item Script

Providing Instructions

If the student correctly anticipates the task before all instructions are provided, test administrators should let the student continue with the task and repeat the instructions only if the student misinterprets the task.

Scoring

The test administrator must record and score student responses as they are given; keep in mind that the order of student responses may vary depending on whether a task uses cards. The “Moving on” boxes in the Test Administrator Script provide additional guidance regarding when to continue testing in a part and when to move to the next part of the test. Administer and score all items in a level of a part of the test before deciding whether to continue to the next level of that part or to stop that part and move on to the next part. For example, once a student has completed all of A3, you will use their responses to determine if you should move on to A4 or to Part B. **Mark all student responses by filling in the oval completely**

with a number 2 pencil.

It is important to note that if a student cannot successfully complete the level that he or she started in Parts E and F, he or she may not go back to a previous level.

Giving Feedback

It is important to give kindergarten students some mild, positive reinforcement on the test, especially if students look to the test administrator for confirmation. Examples of appropriate feedback are provided in the Test Administrator Script and should not depend on the accuracy of the student's response.

Although the Test Administrator Script consistently uses the phrase "Good job," other acceptable phrases indicating praise, such as "Very good," "Nice job," and "Okay," may be substituted.

Responses of this type should be given to both correct and incorrect responses to further encourage students and to keep the test administration flowing. Giving feedback at the end of each level, rather than after every item, is appropriate.

Encouraging Students

Students should be given the opportunity to be successful on all tasks presented to them. Although test administrators must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate. Encouraging too strongly or "pushing" the student too much, however, may cause the student to withdraw. Exercise caution in encouraging the student too strongly and move on after one attempt at motivating the student to respond. For example, it is okay to say to the student one time (per the script), "Can you tell me more?" If the student is still unsure, do not continue to probe.

Breaks

While the test is designed to be administered in one sitting, kindergartners may need a couple of breaks during the test administration. The break time is not included in the total testing time, which takes an average of 45 minutes. In addition, please note the information in the following table:

Breaks	When?	For how long?
The break included in the scripting marks the transition between the narrative and expository sections.	Between Part C and Part D	10 minutes max
Only if a student doesn't reach C5	Before the start of D1	Brief; According to TA's professional judgment
As needed	At the end of a level and/or part	Brief; According to TA's professional judgment

If scheduling requires that a test administration be divided into two sessions, the break between administrations must:

- Occur between the administration of Part C and Part D.
- Last no more than **two consecutive school days**. That is, if the narrative section of the test is administered to a student on a Monday, the latest the expository section should be administered is on Thursday of that week. If the student is sick and unable to return to school for longer than two

consecutive days, it is appropriate to continue the test upon his or her return.

As directed in the Test Administrator Script, before beginning Part D (expository section), indicate how the test was administered by checking the appropriate box at the top of Part D in the Student Response Booklet (see Figure 22).

Part D: Listening & Speaking		
Indicate below how the test was administered. (Choose only one.)		
<input type="checkbox"/> One session, no break	<input type="checkbox"/> One session, stretch break	<input type="checkbox"/> Two sessions

Figure 22. Part D in the Student Response Booklet

Winding Down

It is important that students leave feeling positive about their test-taking experience. If a student ends the test unable to respond to a task, test administrators should mark the item incorrect and may help the student answer the question without scoring the response. For example, if the student is becoming frustrated while attempting to read words, it is okay to say, “I’ll help you.” Model the item together with the student as you did with the practice items. Sound out the word and allow the student to point to the appropriate picture. In this way, you help the student feel a bit more successful.

When reviewing the script and preparing to administer the test, think about how you’ll approach winding down at various spots in the test. Remember to mark Incorrect any item that you present but then help the student complete. Do not score items that you do not administer. After you wind down, check the Stopped Here box on the score sheet and move on to any remaining parts of the test.

8.4 Listening and Speaking Test

The kindergarten assessment differs from the other grade levels in that the Speaking tasks are administered in conjunction with the Listening tasks in Parts A and D.

- Listening tasks present the student with tasks meant to elicit closed-ended responses. That is, students can indicate their responses nonverbally by pointing (which the test administrator will cue them to do) or by shaking or nodding their head. Students may also give responses verbally, although a verbal response is not required.
- Speaking tasks typically include several questions, identified in the script with the letter “Q” (for “question”) followed by a number, for example, “Q1,” “Q2,” etc. Some tasks also include scripting, which provides a model of the language the student is expected to produce. **Student responses are rated holistically for any given level (as a whole, rather than as separate right or wrong items) according to the expectations defined in the Speaking Rubric of the WIDA Consortium (See Figure 25).**

Because the test is adaptive, test administrators must score student responses as they are given, at the end of each level of a task. To record the students’ responses, fill in the ovals completely in the Student Response Booklet with a number 2 pencil.

Administering the Listening and Speaking Test

While administering the Listening and Speaking test, test administrators follow these general steps:

Reading the Script

- When administering the Speaking tasks, read aloud any text that appears in **boldface** type in the script.
- Read the script exactly as printed. Test administration is standardized and all test parts are scripted. Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as “If necessary.” Words that are underlined should be emphasized, and you should adjust your intonation accordingly.
- When the script presents alternative readings for an item, these alternatives will be linked using the notation “(OR)”: for example, “Can you tell me anything else?” (OR) “Can you give me more details?” In these cases, choose the reading that flows best given the student’s previous responses. You may also use more than one of these alternatives as the occasion demands.
- Some tasks allow you to customize an item. For instance, if the student responded to an item, “Are these the same or different?” with “Same,” then you would fill in the blank in the following item of the script with “How are they the same?”
- An item marked “If necessary” should be asked only if the student’s responses to previous items leave some doubt about what score to give. That is, ask an “If necessary” item only if you need more information to assign a rating. Do not ask “If necessary” items if there is no doubt about what score the student earned from the responses to previous items in the task.
- Never use a language other than English when administering the test, and never write out scripted parts of the test for the student.

Repeating Items

For the Listening tasks, test administrators **may not repeat** an item unless a severe disturbance or interruption occurs. Disturbances that may warrant repetition of a test item include an announcement over the loudspeaker at the time you are reading an item, a lawn mower going by an open window outside the testing room while you are reading an item, or similar events.

For the Speaking tasks, if the student asks the test administrator to repeat an item, it is acceptable to repeat an item **one time**. Rephrasing options are contained in the script. You should ask the student to repeat a response **if and only if the student’s response is inaudible**.

“Moving on” Criteria for the Listening and Speaking Test

As long as a student continues to score “Meets” on the Speaking tasks and/or correctly answers more than one Listening task, proceed to the next level of the part and continue to administer items in that part. According to the stopping criteria established in the Student Response Booklet, if a student scores “Approaches” on a Speaking task and scores zero (0) or one (1) on a Listening task for that particular level, move to the next part of the test. “Moving on” scripts and a sample wind-down are provided in the Test Administrator Script.

Important: The Listening and Speaking tasks stop only when students reach their ceiling in **both** domains, as established using the stopping criteria in the Student Response Booklet. When the ceiling is

reached in **both** domains, wind down that part of the Listening and Speaking test and move to the next part of the test. Figure 23 shows an example of the guidance for stopping contained in the Student Response Booklet.

A4	Listening Level 4			Speaking Level 4			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect				
1	Sarah	<input type="radio"/>	<input type="radio"/>	Meets	?	Approaches	Correct = 0 or 1 AND Speaking is "Approaches"	<input type="checkbox"/>
2	Leo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		
3	Nina	<input type="radio"/>	<input type="radio"/>					

Figure 23. Stopping Criteria Contained in the Student Response Booklet

Scoring the Listening and Speaking Test

As the test administrator, you should score Listening items (Parts A and D, which also include Speaking tasks) in the Student Response Booklet by filling in the oval to indicate either correct or incorrect. You should note that some items require two steps to complete a task. For example, the student might have to select the correct card and place it in the correct location on a graphic in the Student Storybook or Student Activity Board. Such tasks are not considered correct unless both parts are completed correctly.

Speaking items are also scored in the Student Response Booklet, but they are scored based on a rubric, the Speaking Rubric of the WIDA Consortium (Kindergarten Only – see Figure 25). This rubric contains a set of task-level expectations that students either meet or approach for each level within each part of the Speaking test. The Kindergarten Speaking tasks allow you to score the student as “Meets,” “Approaches,” or “?”. There is not a “No Response” scoring option on the Kindergarten Speaking tasks. If an item is administered and a student does not respond, mark the item as “Approaches.”

If a student correctly answers zero (0) or one (1) Listening task **and** scores “Approaches” on a Speaking task, discontinue that particular part of the test and mark “Stopped Here” in the Student Response Booklet (see Figure 24).

D3	Listening Level 3			Speaking Level 3			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect				
1	John	<input type="radio"/>	<input type="radio"/>	Meets	?	Approaches	Correct = 0 or 1 AND Speaking is "Approaches"	<input type="checkbox"/>
2	Thomas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		
3	Isabel	<input type="radio"/>	<input type="radio"/>					

Figure 24. Marking “Stopped Here” in Student Response Booklet

Indicating “Stopped Here” means that the student did not meet the criteria for moving on to the next level. If you reach and complete Level 5 with the student, marking “Stopped Here” indicates that the student completed the final level. Instructions for moving to the next part of the test are provided in the Test Administrator Script.

The full criteria for each level are contained within the Speaking Rubric of the WIDA Consortium (Kindergarten only), shown in Figure 25.

Speaking Rubric of the WIDA Consortium (Kindergarten Only)			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying Linguistic Complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, although phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English-proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English-proficient peer might make

Figure 25. Speaking Rubric of the WIDA Consortium (Kindergarten Only)

Please note that the above rubric is used only for rating Kindergarten Speaking. Grades 1–12 use a different scale, found in Section 9 of this manual.

Test administrators should follow these guidelines to determine if the student meets or does not meet the task-level expectations, consulting the full Speaking Rubric of the WIDA Consortium (Kindergarten only) (Figure 25) as necessary. The scoring of the Kindergarten Speaking tasks operates on the same principles as the Speaking test for other grade levels, but task-level expectations are adapted for the Pre-K/K grade level and are rated as “Meets/Approaches” while other grades levels use ratings such as “Adequate,” “Strong,” “Exemplary,” etc.

Test administrators should be familiar with the expectations at each proficiency level prior to giving the test. For extra assistance, a short description of the language you should expect from the student is included in the Test Administrator Script. At the end of the Speaking task questions, a box labeled “EXPECT” provides general guidance as to the speech you should expect kindergarten students to produce at a given level of the test (see Figure 26). The EXPECT box contains a short summary; if more

information is needed, refer to the complete task-level expectations in the Speaking Rubric. Criteria for stopping a part of the Speaking tasks are provided in the Student Response Booklet.

Speaking	
Q1: (Point to ERIKA) What do you think Erika is doing here? Q2: What else does Erika need to do to get ready? Q3: (if necessary) Can you tell me more?	
EXPECT	Comprehensible simple and expanded phrases Some use of details possible

Figure 26. Sample Speaking Task “Expect” Guidance

It is important to note that there are slight differences between the description of language in the EXPECT boxes and the Speaking Rubric. Namely, such a difference is present at Level 3, where the Speaking Rubric calls for the students to produce sentences, while the EXPECT box mentions the production of phrases. While the Speaking Rubric is a detailed description of the language that is expected to be produced by the students at various proficiency levels, the EXPECT boxes serve as a useful distillation of the Speaking Rubric and incorporate slightly adapted expectations (particularly in the area of Linguistic Complexity) that take into account expert awareness of kindergartners’ development. When scoring Speaking responses, use the adapted descriptions in the EXPECT boxes, because they provide expectations appropriate for Kindergartners’ language at each level of proficiency.

Question-Mark (?) Column: In some cases, it may be difficult to determine whether a student’s response to the current task warrants a score of “Meets” or a score of “Approaches.” In this case, if there is a task at the next higher proficiency level, you may fill in the box in the question mark column, labeled (?), and move on to the next level.

- If the student’s performance meets the task-level expectations on the next level, assign that level a score of “Meets,” and go back and assign the previous level a score of “Meets.”
- If the student’s performance clearly fails to meet the task-level expectations on the next level, it is likely that the performance was also deficient on the level in question. Assign the current level a score of “Approaches,” and go back and assign the previous level a score of “Approaches.”
- A rating of question mark (?) may not be assigned to two consecutive tasks. After administering the task that follows the one with the rating of question mark (?), you must go back and change the score on the previous task to “Meets” or “Approaches.”
- A temporary rating of question mark (?) may be assigned to any task except the last task in each level of the Speaking test. If a student has reached the last task in the level, a score of “Meets” or “Approaches” must be assigned to this task (see Figure 27).

D5	Listening Level 5				Speaking Level 5			End of Part D.
	#	Key	Correct	Incorrect	Meets	?	Approaches	
	1	school bus in the sink	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
	2	orange in the water	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	N/A	<input checked="" type="radio"/>	
	3	rain jacket under the table	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Figure 27. Meets or Approaches

When returning to a previous level to change a score from the question mark column, educators should erase the mark in the question mark column before marking the revised score (Meets or Approaches). Remember, each Speaking task must be scored as either meeting or approaching the task level expectations.

8.5 Writing Test

The Kindergarten Writing test consists of two parts (B and E) associated with the two different text types used in the test (narrative and expository). The Writing test is the only component of Kindergarten ACCESS for ELLs in which the students directly record their responses in the Student Response Booklets.

The narrative story in the Part B Writing task consists of a “screener” portion in which students are directed to write their names, followed by a subsequent “Writing Experience.”

- If students are able to correctly write their names in the screener portion of Part B, the open-ended Writing Experience of Part B is administered. Note that if a student is able to write his or her first name, including a nickname, anywhere on the page, the Writing Experience in Part B should be administered.
- If students are not able to write their names, you should wind down administration of Part B and proceed to Part C (Reading).

Part E consists of leveled writing tasks (E1–E3) and a second open-ended writing task (E4/5). A student’s starting point in Part E is determined by his or her performance on Part B. Further explanation about determining the Part E starting point is discussed later in this section.

Tips for Reading the Writing Script

- When administering items on the Kindergarten Writing test, read aloud any text that appears in **boldface** type in the script.
- Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as, “If necessary.”
- A prompt or direction marked “If necessary” should be read only if the student needs additional information, directions, or help from the test administrator. Do not read an “If necessary” prompt or follow an “If necessary” direction if the student does not need additional encouragement, help, or clarification.
- You may scaffold the open-ended writing tasks (B2-5 and E4/5) as appropriate to the student's proficiency level (see Figure 28). The script includes some suggested prompts. If a student copies text that appears in the picture(s), you may say, “Can you write anything else about the story?” **It is important to note that the Writing Experience is not a Speaking task.** You should not persist in prompting the student to continue giving oral output. As soon as the student says something and there is a pause in speech, the student should be encouraged to try to write that down.
- B2-5 and E4/5 require that the test administrator record what the student tells you he/she has written. Follow the script exactly and record a transcription of the language the student has produced. This is done to help the test administrator understand the sound-symbol correspondence in the students’ responses that may not have been obvious otherwise.

Administering Part B of the Writing Test

1. At the beginning of each part of the Writing test, hand the student the Student Response Booklet and read the scripted sections from the Test Administrator Script.
2. Following the script, start with B1.
 - a. If the student writes a name, proceed to B2/3/4/5.
 - i. Work with the student to produce a sample of writing associated with a retelling of the narrative text.
 - ii. Follow the script and record a transcription of the language the student produces.
3. After the student completes B1 and (if applicable) B2/3/4/5, you must score the Writing sample using the rubric (see Figure 30) to determine where to start the student in Part E (e.g., E1, E3).
 - a. Using the student's writing from Part B, make a judgment of high, mid, or low, with each rating corresponding to a different entrance point in Part E.
 - b. Mark the appropriate box in the Student Response Booklet. You must fully complete the Writing Test Score page at the end of Parts B and E in the Student Response Booklet by filling in the ovals completely after the student finishes the Writing test. Guidance for identifying the appropriate level at which to start Part E is included in the "EXPECT" box in Part B of the Test Administrator Script (see Figure 28).
 - c. More details are included in the following subsection called "Scoring the Writing Test."

Figure 28 shows a segment of the Test Administrator Script for Part B of the Writing test.
4. After determining the student's entrance point, fill in the "Started Here" box in the Student Response Booklet (see Figure 29) next to the corresponding entrance point.


B2/3/4/5		B2/3/4/5		B2/3/4/5		B2/3/4/5		B2/3/4/5												
																				
1	Invite student to write sentences. Let's look at the pictures again. What do you remember about the story? Pause. Now try to write that here. Point to box.																			
	If necessary, invite student to write words. What do you see in the pictures? Pause. Can you write some of those words here? Point to box. (If necessary) Can you write another?																			
	If necessary, invite student to write sounds. What sounds do you hear in that word? Pause. Can you write the sounds you hear? Point to box. (If necessary) Do you hear any other sounds? Can you write them?																			
	When student finishes writing, say: Good job. Please give me your pencil. I'm going to write what you wrote. What did you write here? Point to student's writing. Pause to listen to what the student says. Write it in the box on Part B of the Student Response Booklet.																			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #003366; color: white;"> <th></th> <th style="padding: 5px;">HIGH</th> <th style="padding: 5px;">MID</th> <th style="padding: 5px;">LOW</th> </tr> </thead> <tbody> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle; font-weight: bold;">EXPECT</td> <td style="padding: 5px;"> "word and letter/sound knowledge" • Two or more recognizable words with some evidence of word boundary knowledge • Words can be independent or in a list, phrase, or sentence • Inventive spelling expected </td> <td style="padding: 5px;"> "letter/sound knowledge" • Separated words not clear, but there are multiple examples of knowledge of letter/sound correspondence • At least one example of two sounds from a single word • Inventive spelling expected </td> <td style="padding: 5px;"> "no letter/sound knowledge" • Might include the student's name, but writing does not provide multiple examples of knowledge of letter/sound correspondence </td> </tr> <tr> <td style="background-color: #003366; color: white; text-align: center; font-weight: bold;">MARK</td> <td style="text-align: center;">E4/5, High</td> <td style="text-align: center;">E3, Mid</td> <td style="text-align: center;">E1, Low</td> </tr> </tbody> </table>										HIGH	MID	LOW	EXPECT	"word and letter/sound knowledge" • Two or more recognizable words with some evidence of word boundary knowledge • Words can be independent or in a list, phrase, or sentence • Inventive spelling expected	"letter/sound knowledge" • Separated words not clear, but there are multiple examples of knowledge of letter/sound correspondence • At least one example of two sounds from a single word • Inventive spelling expected	"no letter/sound knowledge" • Might include the student's name, but writing does not provide multiple examples of knowledge of letter/sound correspondence	MARK	E4/5, High	E3, Mid
	HIGH	MID	LOW																	
EXPECT	"word and letter/sound knowledge" • Two or more recognizable words with some evidence of word boundary knowledge • Words can be independent or in a list, phrase, or sentence • Inventive spelling expected	"letter/sound knowledge" • Separated words not clear, but there are multiple examples of knowledge of letter/sound correspondence • At least one example of two sounds from a single word • Inventive spelling expected	"no letter/sound knowledge" • Might include the student's name, but writing does not provide multiple examples of knowledge of letter/sound correspondence																	
MARK	E4/5, High	E3, Mid	E1, Low																	

Figure 28. Script for Part B, the Writing Experience, Including an EXPECT Box

Started Here		Writing Level 3		STOP IF:	Stopped Here
#	Key	Correct	Incorrect		
1	g	<input type="radio"/>	<input type="radio"/>	Correct = 0 or 1	<input type="checkbox"/>
2	m	<input type="radio"/>	<input type="radio"/>		
3	t	<input type="radio"/>	<input type="radio"/>		
4	n	<input type="radio"/>	<input type="radio"/>		

Figure 29. Started Here and Stopped Here Check Boxes

Administering Part E of the Writing Test

After administering Part B, continue the test administration with Part C and D and then administer Part E, following the script.

1. If a student beginning at E1 (Low) or E3 (Mid) is unable to complete the task, answers only one item correctly, or does not answer any items correctly, you must mark “Stopped Here,” indicating that the student is done with the Writing test.
2. If a student begins at E4/E5 (High), you score the written response on a scale of 0–6 according to the criteria after the test administration is complete.

Do not go back to a previous level in Part E if a student cannot successfully complete the level he or she started. **It is important to check the box that corresponds to where you begin and stop the student in Part E under the columns labeled “Started Here” and “Stopped Here.”** (see Figure 29.)

Scoring the Writing Test

The Writing test is scored locally by the test administrator only. DRC will not review Kindergarten Writing samples and scores. The rating assigned by you, the test administrator, will be the final rating on this section of Kindergarten ACCESS for ELLs.

The Kindergarten Writing Experience (Part B) and the Story Writing (Part E4/5) are scored based on a grade-appropriate version of the WIDA Writing Rubric for Grades PreK–K. When scoring the students’ Writing samples, you should refer to the rubric in Figure 30.

Again, remember to fully complete the Writing Test Score page at the end of each section of the Writing parts in the Student Response Booklet by filling in the ovals completely.

Writing Rubric of the WIDA Consortium Grades PreK–K			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence: “Complete Story”	<ul style="list-style-type: none"> Text presents one clear example of a successful attempt at producing related, connected English phrases and sentences At least two clear sentences are present A logical sequence or relationship between phrases and sentences is present Each phrase or sentence contains at least two “words” 	<ul style="list-style-type: none"> “Words” go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately “Words” are clearly recognizable and contain beginning, middle, and ending sounds (in longer words) 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede full comprehensibility of the text Inventive spelling closely approximates standard spelling Evidence of capitalization and punctuation may be present No clear observable influence of native language is present
5 Evidence: “Story”	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing at least two related or connected English phrases or sentences At least one clear sentence is present A logical or sequential word order within phrases or sentences is present Each phrase or sentence contains at least two “words” 	<ul style="list-style-type: none"> “Words” go beyond memorized, high-frequency vocabulary “Words” are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) All key “words” in the related or connected phrases or sentences are attempted 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede comprehensibility of the text Evidence of word boundaries is present Observable influence of native language may be present
4 Evidence: “Phrase or sentence”	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing an English phrase or short sentence The phrase or short sentence contains at least three “words” 	<ul style="list-style-type: none"> At least one “word” in the phrase or short sentence goes beyond “memorized” text (e.g., ‘I like . . .,’ ‘I play . . .’) “Words” are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) Letter sounds within words may be out of order All key “words” in the phrase or short sentence are attempted 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the text Attempts at word boundaries may be present Observable influence of native language may be present

Figure 30. Writing Rubric of the WIDA Consortium

Writing Rubric of the WIDA Consortium Grades PreK–K			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: “Words”	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English words 	<ul style="list-style-type: none"> At least one “word” goes beyond memorized, high- frequency words (e.g., ‘cat,’ ‘dog’) “Words” may be recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) Letter sound within words may be out of order 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the words Observable influence of native language may be present
2 Evidence: “Sound/letter correspondence”	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English sound/letter correspondence 	<ul style="list-style-type: none"> Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: <ul style="list-style-type: none"> beginning and ending word sounds beginning and middle word sounds middle and ending word sounds beginning word sounds only a single sound representing a word Examples of letters may be in list form, written vertically or horizontally Evidence of “memorized” writing in English (e.g., proper names, ‘mom,’ ‘dad’) may be present 	<ul style="list-style-type: none"> Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondence Observable influence of native language may be present
1 Evidence: “Letter copying”	<ul style="list-style-type: none"> Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound/letter correspondence 	<ul style="list-style-type: none"> Evidence of ability to write letters may be provided by any of the following: <ul style="list-style-type: none"> writing own names copied letter(s) random letter(s) traced letter(s) scribble writing 	<ul style="list-style-type: none"> Poor letter formation quality may impede recognition of letters
0 Evidence: “Letter and/or picture”	<ul style="list-style-type: none"> Text contains no more than one clear, independently written letter No response 	<ul style="list-style-type: none"> Symbols or pictures, perhaps copied from graphics, may be present 	<ul style="list-style-type: none"> No language control is evident due to lack of text

Figure 30. Writing Rubric of the WIDA Consortium (continued)

Analyzing Inventive Spelling

Test administrators need to become familiar with guidelines for “inventive spelling” before administering the Writing test. Inventive spelling is acceptable in all areas of the Writing test (Parts B and E), including Part B1 where the student is asked to write his or her own name.

- Consider monosyllabic words as consisting of initial, middle, and final sounds. Multisyllabic words follow this pattern for each syllable of the word.
- Sounds are represented by letters as in the rules of regular English spelling, but the spelling system of English is highly irregular in terms of letter-sound correspondences. Students may do the following:
 - Approximate the sounds, especially vowels, with some letter or letter combination other than what appears in regular spelling, (e.g., “k” for “c,” “ai” for “i”). These kinds of substitutions may be due to an inter-language effect (if the student has any literacy experience in the home language) or an attempt to regularize or generalize to some other letter-sound correspondence in English.
 - Invert letters, but the inverted letter is a close approximate to the correct letter (e.g., “d” for “b” or vice versa, “q” for “d” or vice versa).
 - Omit letters; (e.g., “lac” for “like”). This is especially common when the letters of the regularly spelled word have no one-to-one sound correspondence in English.

It is important to determine whether the students show evidence that they understand the regularity of relationships between sounds and letters. Students should not simply use arbitrary letters or made-up written marks to indicate meaning. Figures 31 and 32 provide examples of instances and guidance to students’ inventive spelling.

Inventive Spelling Examples

Partial word: a single sound or two sounds represented by letters

BF

Butterfly

B

bookbag

Word: beginning, middle, and end sounds represented by letters

babak

backpack

afes

office

Tak

talk

Phrase: a word and a modifier with evidence of word boundaries

BONE preDE

bunny pretty

Sentence: a phrase that includes a subject and verb, with or without punctuation or capitalization

OUT
LOZ

DIY
HIZ

DVIN
PAK BKC

One day David lost his backpack

Figure 31. Examples of Inventive Spelling

Word	Beginning Sound	Middle Sound	End Sound
dog	"d"	"aw"	"g"
bike	"b"	"ai"	"k"
tree	"tr" or "ch"	---	"ee"

Figure 32. Sounds

Scoring Part B (Quick Score)

- "High" characteristics include two or more words with some evidence of word boundary knowledge (where one word ends and another begins). The words can be individual, or in a phrase or sentence. At least two words must be complete. Start at Part E4/5 and mark the "Started Here" column.
- "Mid" characteristics include clear evidence of sound-symbol correspondence, showing more than one sound-letter correspondence from the same word. Start this student at Part E3.
- "Low" is the appropriate rating if the student produces no writing, or there is no clear evidence of sound-symbol correspondence. Begin the student at Part E1.

Refer to the table below for more information on transitioning from Part B to Part E.

Sample characteristics in Part B	Starting point for Part E
Two or more recognizable words with some evidence of word boundary knowledge. Words can be either independent, or in a list, phrase, or sentence.	Free write "High" – Part E4/E5
Clear evidence of sound-symbol correspondence, shows more than one sound-letter correspondence from the same word (i.e., at least two sounds from a word are represented using inventive spelling).	Initial/Final sounds "Mid" – Part E3
Might include the student's name, but does not show clear evidence of sound/symbol correspondence.	Trace "Low" – Part E1

Figures 33–36 show scoring examples.

Kindergarten Part B (Quick Score) Examples

Part B Scoring Examples: Low Score, start at E1

Look for: No clear evidence of sound-symbol correspondence. Student might write their names but produce no other original writing.

This example shows a string of letters that does not correspond to what the student says was written. There is no evidence of the student's understanding of sound-symbol correspondence.

Handwritten letters: LhModw, powifSR, A FOWID. Drawings: a stick figure with a backpack, a stick figure, and a stick figure with a backpack.

Teacher, backpack, doctor

This drawing shows no evidence the student understands how to use letters to represent sounds or words.



Girl

This example suggests some understanding of sound-symbol correspondence, but the student produced only a single letter.

B

Bookbag

Figure 33. Low Score in Part B

Part B Scoring Examples: Mid Score, start at E3

Look for: Clear evidence of sound-symbol correspondence, with at least two sounds from a single word represented (possibly using inventive spelling).

This example shows some understanding of sound-symbol correspondence, but it also demonstrates a lack of knowledge of word boundaries. In some cases, a single letter represents an entire word (for example, the word “see” is represented by the letter “s”).

alex s e i d f i h o m e r s m b e
see

Alex says to the teacher where you see my backpack?

This example shows an understanding of beginning and end sounds, but the student produced only a single word.

N s

Nurse

This example shows an understanding of beginning and middle sounds, but the final letter – likely a “u” or an “n” – does not correctly represent the end sound of the intended word.

ti n

Teacher

These examples show the student can produce multiple words, but an understanding of beginning, middle, and end sounds is clear only in the first word. The first letter of the second word could be an inverted “b,” but “ll” is not an acceptable representation of the /oy/ sound in English.

F | o r P | l l

Flower, boy

Figure 34. Mid Score in Part B

Part B Scoring Examples: High Score, starting at E4//5

Look for: Two or more recognizable words that show the student has some understanding of where one word ends and another begins. Words can be independent, in a list, or part of a phrase or sentence. At least two words must be complete.

These words show an understanding of beginning, middle, and end sounds.



Bacpak
Thr

Backpack, teacher



Nrs

Nurse

This phrase includes high frequency words and includes representations of the beginning, middle, and end sounds of multiple words.

BOY CAN FAND BAPUC

Boy can find backpack

This example shows an attempt at beginning, middle, and end sounds as well as word boundaries. There is a "Z" for an "S" in "lost" and "his," but inventive spelling is acceptable. The second letter in the first word could be an inverted "n."

OUT DLY DVIN
LOZ HIZ PAK PKC

One day, David lost his backpack.

These examples show very good sound-symbol correspondence as well as representations of beginning, middle, and end sounds.

tichon
Doc tor

Teacher, doctor

This example demonstrates multiple, connected words, generally good spelling and letter formation, and knowledge of word boundaries.

When He lost his
back back.

When he lost his backpack

While these examples include letter and sound substitutions ("B" for "D" and "oi" for "oy"), such writing features are normal for kindergarteners. Overall, these examples show a good understanding of beginning, middle, and end sounds.

Doi
Gor Tak
iak
Dodor

Boy, girl, talk, clock, doctor

Figure 35. High Score in Part B

These examples show a good understanding of beginning, middle, and end sounds, even though they also include a letter reversal (the "G" in "playground" is backwards).

bacai
p@Eran
hras

Bookbag, playground, nurse

These words are a good example of a student writing what she hears: the word "the" is written as "du." This example shows good word spacing and a recognition of beginning, middle, and end sounds.

du boi deret Fan jez
bubeg du hrz tod
jen tu teo du tichr
Piegrad

The boy didn't find his book bag. The nurse told him to tell the teacher playground.

These words show an understanding of beginning, middle, and end sounds.

hrs afes
techr

Nurse, teacher

office

This example includes a variety of words with spelling that approximates standard spelling.

dived los hes BakBak
he tels hes techer ed tels
de techer tel to de ners

David lost his backpack. He tells his teacher and tells the teacher to tell the nurse.

These examples show a good understanding of beginning, middle, and end sounds, even though they include inventive spelling (the /t/ sound is represented by "ch").

babak
chi cher

Backpack, teacher

Figure 35. High Score in Part B (Continued)

Scoring Part E

Part E is divided into three leveled tasks, plus a second open-ended Writing Experience (Story Writing) that relates to the expository text. You must choose the level where the student begins in Part E based on the student's previous performance in Part B.

The tasks in E1, E2, and E3 are all scored as either correct or incorrect. As the student completes a level successfully, move on to the next level. Guidance for moving on to the next level is included in the Test Administrator Script. Figures 36–38 present examples of student writing in tasks E1–E3.

Part E Scoring Examples: E1 – Tracing Task

Correct: The student has traced the lines as directed.

A handwritten word 'Amy' in a simple, slightly shaky script, showing successful tracing of the dashed lines.

Correct: The student has not traced the lines but has successfully demonstrated a skill (copying) that is beyond the tracing stage.

Two handwritten versions of the word 'Amy'. The top one is dashed for tracing, and the bottom one is a solid, slightly irregular copy of the word.

Incorrect: This student has not traced the lines.

A handwritten word 'Amy' that is heavily scribbled and does not follow the original dashed lines, indicating an incorrect attempt at tracing.

Figure 36. E1 Task

Part E Scoring Examples: E2 – Copying Task

Correct: The student has copied the word as directed.

A small illustration of a rock above a box containing the word 'rock' in a simple, clear handwriting.

Correct: The student has successfully copied the word despite inverting the "v" and the "e," which is normal in young learner writing.

A small illustration of a beehive above a box containing the word 'hive' in a simple, clear handwriting.

Incorrect: This student has written an assortment of letters instead of copying the word.

A small illustration of a rock above a box containing a jumble of letters that do not form the word 'rock'.

Figure 37. E2 Task

E3—Initial and Final Sounds Task

The items in this level require the test administrator to say the beginning and ending sounds of some words. This is indicated in the script by use of the phonetic alphabet. Phonemic sounds are indicated using a “/” before and after the letter, as in “/g/” for the sound the letter “g” makes. It is important to be familiar with letter sounds and, when reading the script, do not say the name of the letter but rather the sound the letter makes.

Part E Scoring Examples: E3 – Beginning and End Sounds Task

Correct: The student has written the letter that represents the initial sound in the word “goose” as directed.



Correct: The student has inverted but successfully identified the letter that represents the initial sound in the word “goose.”



Incorrect: The student has written a “c” and what may be an “r” or an “h.” These are not the letters that represent the initial sounds in the words “goose” or “mouse.”

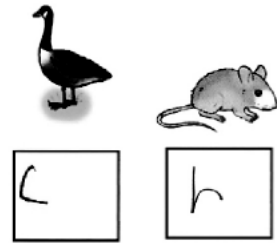


Figure 38. E3 Task

E4/5—Story Writing

In this section students are instructed to write a story using the Activity Board. For scoring of this section, test administrators must refer to the full Writing Rubric of the WIDA Consortium for Grades PreK–K (Figure 30).

8.6 Reading Test

The Kindergarten Reading test consists of two Parts (C and F) associated with the two different text types (narrative and expository) used in the test. Tasks on the Reading test use manipulatives (cards) to engage the student in the activities, beginning with pre-literacy skills and proceeding gradually up the reading continuum. Words selected for the test were drawn from lists of kindergarten sight words, the Dolch primer and pre-primer word lists, and other high-frequency, easily decodable words.

Tasks at each WIDA proficiency level focus on English reading skills as follows:

- **Level 1:** Pre-literacy skills such as matching pictures and shapes, or words and word shapes
- **Level 2:** Beginning sounds of words, using sorting and matching activities
- **Level 3:** Single words (high-frequency, easily decodable words)
- **Level 4:** Short 2–3 word phrases (with high-frequency, easily decodable words)
- **Level 5:** Short sentences (with high-frequency, easily decodable words).

It is important to note that students are not required by the script to read the items out loud, but you may tell the student, “You can read that out loud if you’d like,” if the student seems uncertain or in need of encouragement. It is, however, important to remember that the student is not scored on what he or she reads aloud, but rather on his or her action of pointing to the correct picture.

Administering the Reading Test

The Reading test is administered much like the Listening/Speaking test. The test administrator must read the script and then allow time for a student to respond, recording whether the student was “correct” or “incorrect” in their response.

Most of the tasks on the Reading test require the use of cards. It is important to verify that all cards are in the card pouch booklet prior to each test session. Cards have words, shapes, or pictures on them, which are shown in the script above the test items. The Test Administrator Script includes instructions about card layout (see Figure 39).

- Cards with a pointing hand icon indicate that the orientation of the card needs to be pointing up.
- A hand icon above the picture(s) of the card in the script indicates that card will be held in the test administrator’s hand.
- Gray shading behind the picture(s) of the card in the script indicates the card is placed face down.
- Word cards are always placed face down.
- All other cards are laid out face up.
- The order in which you place the cards in front of the student is modeled in the Test Administrator Script.

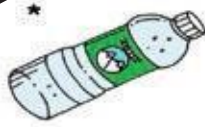




Many tasks are preceded with a sample modeled by you, the test administrator.

- The cards used in the sample are indicated with an asterisk (*).
- The script directs you to set aside the pair of cards used to model the item. Those cards are not to be included in the set of cards the student has the option of picking from as a correct answer.
- Additionally, the student may give you both the word card and the picture card after completing subsequent items. In these cases, collect only the word card and be sure to replace the picture card for future use as a response option.

C3 C3 C3 C3 C3 C3 C3 C3

David is bringing something to show at circle time. I'm going to take out some new cards. I'm going to put some face up and some face down. Take cards out and lay out picture cards face up and word cards face down as shown.

Here are something things he wants to bring to show.

*water

bike

bug

nuts

Now I'm going to turn over a card. Flip over sample card.

This word says "water." Now I'm going to point to the picture of water.

Point to the bottle of water. Here it is! Now I'm going to put this card aside. Put card aside.

Now you are going to do the same thing. Turn over a card.

1	(If necessary, flip over a card) Look at this word. Point to the picture that goes with the word. If necessary, say "You can read it aloud if you want." Good job. Now I'll take the card. Take word card away from student. (If necessary) Turn over another card.
2	(If necessary, flip over a card) Look at this word. Point to the picture that goes with the word. If necessary, say "You can read it aloud if you want." Good job. Now I'll take the card. Take word card away from student. (If necessary) Turn over another card.
3	(If necessary, flip over a card) Look at this word. Point to the picture that goes with the word. If necessary, say "You can read it aloud if you want." Good job. Let's put the cards away. Put cards away.

Figure 39. Directions on cards within the script

Adaptivity in Reading

Similar to Part B (Writing), at the end of Part C (Reading), you must make a determination about where to start in Part F (Reading), based on the student's performance on the Reading items in Part C. Specific scoring guidance is included in the Student Response Booklet and Test Administrator Script. As with the Writing test, be sure to precisely follow the instructions for determining the starting point, and do not go back and administer a level lower than where you began with the student in Part F. Be sure to check off where the student will begin Part F as "High," "Mid," or "Low" in Part C of the Student Response Booklet (see Figure 40).

	HIGH, F4	MID, F3	LOW, F1
CHECK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 40. Part F Starting Point

Note: In C1 and F1, there are no criteria for stopping. After administering C1 and F1, always move on to the next level, regardless of the number of correct answers the student provides.

Scoring the Reading Test

Responses are scored as Correct/Incorrect as test items are administered. Indicate the score by filling in the oval completely for each test item in the Student Response Booklet. Follow the guidance in the Test Administrator Script.

Ending the Reading Test

When the student is no longer able to successfully complete a level in Part F, the test is complete (Figure 41). Follow the script in the “Moving on” box to end the administration.



F4 High	Started Here	Reading Level 4				STOP IF:	Stopped Here
		#	Key	Correct	Incorrect	Correct = 0 or 1	
		1	go to bed	<input type="radio"/>	<input checked="" type="radio"/>		
		2	I run	<input type="radio"/>	<input checked="" type="radio"/>		
		3	in the tub	<input type="radio"/>	<input checked="" type="radio"/>		

Figure 41. Part F Started Here and Stopped Here

Winding down from the Reading tasks is especially important, since reading is a developmental skill for all children at this level and can be a source of frustration if the students feel they have not successfully completed the task. You may elect to wind down the task by reading or decoding the tasks with the students and scoring the Reading tasks as incorrect responses.

After the student has left the testing area, review the Student Response Booklet and make sure all parts of the test have been scored.

Note: For additional guidance on the administration of Kindergarten ACCESS for ELLs, refer to the Kindergarten ACCESS for ELLs Test Administrator Training in the WIDA Secure Portal, which includes training videos. If you do not have access to the WIDA Secure Portal, contact your assessment coordinator.

Section 9:

ACCESS for ELLs Paper

Section 9: ACCESS for ELLs Paper

9.1 Test Design and Materials

ACCESS for ELLs Paper is a paper-based assessment for students in grades 1–12. Like other ACCESS assessments, it tests four language domains: Listening, Reading, Writing, and Speaking. ACCESS for ELLs Paper is divided into grade level clusters that depend on the domain students are taking.

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

ACCESS for ELLs Paper is administered in three sessions. Only the Speaking test is scored locally; other domains are returned to DRC for scoring.

Session	Domain(s)	Description	Scoring
Session 1, group administered	Listening	The test administrator plays a CD and students mark responses from multiple choice options in the paper test booklet.	Centrally scored by DRC
	Reading	Students read passages on a paper test form and select a response from multiple choice options in the paper test booklet.	
Session 2, group administered	Writing	Students handwrite responses in the paper test booklet.	
Session 3, individually administered	Speaking	The test administrator plays a CD and students respond verbally. The test administrator marks scores in the paper test booklet.	Locally scored by the test administrator
In the rare event a student requires a human reader as an accommodation, the test administrator reads from the Human Reader Accommodation Script. The script includes a transcription of the audio files on the Listening and Speaking CD.			

For a complete list of ACCESS for ELLs Paper test materials and their uses, please refer to Section 5.2 of this manual. The test administrator should discuss reviewing the Test Administrator Script prior to testing with the school assessment coordinator.

9.2 Test Set Up

Test Timing

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

Test administrators can use the information in the following table to place for each test session. For more detailed information on how long administration takes, see the domain-specific information later in this subsection.

ACCESS for ELLs Paper Test Timing.	
These timing estimates are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting materials, and going over test directions.	
Domain	Timing
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

Test administrators may use their professional judgement to determine if additional time is needed. It is important to note that a domain must be administered in one sitting and cannot be split across multiple days. Testing must be completed within the district’s testing window.

Test Scheduling

Please refer to Florida’s ACCESS for ELLs checklist to determine who in your school or district is responsible for scheduling test sessions. Detailed information about scheduling test sessions is available in Section 6.1 of this manual and in the tutorials within the Paper-based training course.

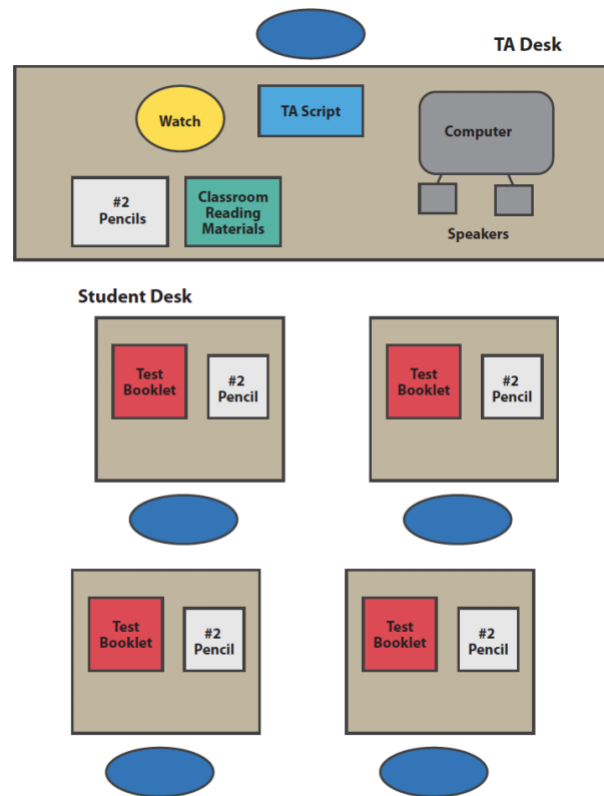
Implementing Accommodations

ACCESS for ELLs Paper offers several different types of accommodations and accessibility features. Please refer to the *2021 Florida Accessibility and Accommodations Supplement* for more information on these features. Please note that Alternate ACCESS for ELLs is a separate assessment that is also paper-based. You can find more information on the Alternate ACCESS for ELLs assessment in Section 10 of this manual.

9.3 General Guidelines for Administering the Test

Scripted instructions for administering each section of ACCESS for ELLs Paper are contained in the Test Administrator Script. Adhere to the following procedures:

- Do not pass out test materials until all students are seated. See Figure 42 for room setup for group administration.
- When distributing the Student Response Booklets, ensure that the name of the student to whom you are giving the test matches the name on the Student Response Booklet.
- Make sure each student has a least one sharpened number 2 pencil.
- Ensure students answer questions by marking directly in the Student Response Booklet with a number 2 pencil, with the exception of the Speaking domain, during which students respond orally.
- Students should completely fill in the circles indicating their answers to the Listening and Reading domains. You should encourage students to fill in their answers properly in their Student Response Booklet.
- Ensure students do not make marks in the Student Response Booklet other than in the specified places. Stray marks could cause errors in scanning and scoring the Student Response Booklet.
- When reading the Test Administrator Script, stand in front of the class where all students can see and hear you clearly.
- Follow the Test Administrator Script exactly. In the Test Administrator Script, read only the parts that are printed in bold font on a white background. The instructions students hear are black and bold, while the test questions are blue and bold. Anything that is in regular (not bold) font should not be read aloud; non-bold text is there to help guide you through the test session.
- Answer all students' questions before beginning the test (as indicated in the Test Administrator Script). Let the students know that you will not be able to answer questions once the test begins.
- Please note that there is no penalty for guessing on ACCESS for ELLs Paper, though guessing should never be encouraged by the test administrator.
- At all points before, during, and after test administration, you should ensure that test materials are stored and handled following the test security guidelines. For more information, please refer to Section 4 of this manual.
- A *Student Planning Sheet* should be distributed to each student for the Writing test. For the Listening and Reading tests, students can request to use this as needed. Use of the Student Planning Sheet during the Speaking test is permissible in specific situations with the professional judgement of the test administrator. However, use of the Student Planning Sheet during the Speaking test is discouraged, as students writing a draft of their spoken responses may compromise the validity of the test.



Note that the Speaking test can only be administered one on one and not in a group.

Figure 42. Room Setup for Group Administration

Practice Items Dos and Don'ts

Please note that several practice items are built into each domain on the test to acclimate the students to the format of the test prior to the start of the test. Instructions for walking students through the practice items are built into the script. However, test administration time does not include completion of the practice items.

As students practice each domain of the test, adhere to the following Dos and Don'ts regarding test practice.

When students are completing practice items:

- Answer content-related questions.
- Rephrase test directions. It's okay to translate directions and the practice items into the student's home language.
- Don't interrupt those who are working independently
- Don't confirm or correct students' responses except as directed in the Test Administrator Script.

Test Dos and Don'ts

During the test, test administrators should follow all guidelines and instructions in the Test Administrator Script as well as any policies and procedures outlined in the State-Specific Directions. Additionally, the following table outlines best practices of what to do and what not to do during testing for all domains.

When students are completing scored test items:

- Monitor the room to ensure students are working independently and not using cell phones or other devices.
- Proactively help students who are having difficulty progressing.
- Answer test procedure questions.
- Help students turn pages (especially during the Speaking test and when students are in lower grades).
- Rephrase test directions. It's okay to translate directions and the practice items into the student's home language.
- Don't rephrase, read aloud, or translate test items or response options.
- Don't interrupt those who are working independently
- Don't confirm or correct students' responses. Never provide or change a response for a student.
- Don't answer questions about content or language. Instead, remind students to do their best.

Coordinating Breaks

Breaks	When?	For how long?
As needed	Between domains	Brief; according to TA's professional judgment
Emergencies	During a domain section; between different parts	According to TA's professional judgment

What to Do Under Unusual Circumstances and Unique Situations

While each of the ACCESS for ELLs Paper domains (Listening, Reading, Writing, or Speaking) should be completed in one session, there are rare situations when it may be appropriate to stop or pause the test. It should be noted that while Listening and Reading are recommended to be administered in one session, it is appropriate to take a break between the two domains, according to the test administrator's professional judgment (see the previous table).

Every attempt should be made to administer each test (Listening, Reading, Writing, and Speaking). While it is not recommended, test administrators may find rare situations when it may be appropriate to pause administration and allow the student to try again at a later time or to discontinue administering the domain altogether. If it becomes apparent that a student is having an unusually difficult time (e.g., not responding/writing in the Student Response Booklet) during the administration of one domain, the test administrator may discontinue that test domain for the student and attempt to administer the test again at a later time on the same day. If it is apparent that a second attempt may also need to be discontinued, you may discontinue the administration of the domain and move on to the next domain.

When discontinuing a test after administration has already begun, please leave the remaining items and response options in that section blank. **Do not mark the Do Not Score Code on the back cover of the Student Response Booklet for that domain or affix a Do Not Process label to the Student Response Booklet, as this will result in the student not receiving a score for that domain.**

In an emergency event such as a student illness during the test administration, or disruptive situations such as an announcement over the loudspeaker, a fire drill, or a loud noise outside, it is acceptable to stop or pause the testing session, pausing test audio if applicable. After the situation has been resolved, resume the test from the beginning of the last test item that was being administered. Please remember, students may only return to the test on the same day.

In the event that you experience technical difficulties during the Listening or Speaking test administration (e.g., the CD player stops working, the CD begins to skip), instruct the students to wait while the issue is being resolved. After the technical issue has been resolved, resume the test from the beginning of the last item (for Listening) or page of the Student Response Booklet (for Speaking) that was being administered.

If the technical difficulty cannot be immediately resolved, you may have to reschedule the administration of the test. If the Listening or Speaking test must be rescheduled, note the current track you are on, wind down the test administration, and let the students know that they will be able to continue the test as soon as the technical issue is resolved. When resuming the test administration after a considerable amount of time has passed (15 minutes or more), begin the test from the beginning of the part that was being administered when the interruption occurred. See the table below for information on where to start the test when resuming administration after a disruption.

Starting Points for Resuming the Listening or Speaking Test After an Interruption		
Length of Interruption	Less than 15 minutes	15 minutes or more
Where to Resume Test	Listening: Replay audio track for current item Speaking: Replay audio track for the current page	Replay current Part

To resume the test after an interruption or to replay a test item, refer to the Track List provided in the Test Administrator Script for that grade-level cluster and tier.

If a student is not able to complete a domain in one day due to sickness or an unresolved technical difficulty, proceed to grid the INV code on the back of the Student Response Booklet for that particular domain.

9.4 Listening Test Administration

The ACCESS for ELLs Paper Listening test is media-delivered. Listening test items are delivered via CD. If clarification is needed on administering the Listening test using a CD beyond what is explained in the following sections, test administrators should contact the school assessment coordinator.

Listening Test Materials

Test materials include the following items:

- Test Administrator Script
- Student Response Booklet
- Listening and Speaking Test CD (A separate CD is provided for each grade-level cluster and tiered test form). Note: If a student requires a human reader as an accommodation, the Human Reader Accommodation Script is required to administer the Listening section individually for that particular student.
- At least one sharpened number two pencil for each student to mark his or her response
- Speakers (Do not use headphones to administer the Listening test.)
- A CD player or desktop/laptop computer (to play the CD)

When playing the CD, keep the following in mind:

- Check in advance that the CD player and the CD are functioning properly. Test the CD player by playing the entire Listening test audio from the CD without students present.
- Make sure that the CD player you are using is not set on “shuffle” or “random.” The tracks on the CD must be played in the order they appear on the track list.
- Make sure that the grade-level cluster and the form (Tier A or B/C) of the CD match the grade-level cluster and the form on each Student Response Booklet.
- Adjust the volume so that all students taking the test can hear the audio.

When reading the Listening Script section of the Test Administrator Script, keep the following in mind:

- The contents of the grey shaded boxes in the Listening Script should not be read aloud (see Figure 42).
- The gray shaded boxes contain the transcript of the recorded practice items to allow the test

- administrators to follow along with the recording.
- The Listening Script provides the transcript text for practice items only. None of the text for test items is included in the script.

Practice administering the test. If possible, listen to the practice items while reading the script, and practice starting and pausing the recording as indicated in the Test Administrator Script (see Figure 42). If you are administering more than one grade level test, listen to and practice each test separately. Follow your district-specific test security policy with regards to reviewing test materials prior to test administration.

Organization and Timing of the Listening Test

The Listening test is designed to take approximately 25 to 40 minutes, depending on the grade-level cluster and tier. The length of test items increases with students' language proficiency and grade level. For example, the Tier C Listening test takes longer to administer than the Tier A Listening test, and the Listening test for Grades 9–12 may take slightly longer than the test for Grades 4–5. Note that, in addition to the approximate test administration time, test administrators should allot 15–30 minutes for convening students, taking attendance, distributing and collecting test materials, explaining test directions, and completing practice items.

Administering the Practice Items

The Listening test starts with a scripted walk-through of the practice items using Practice 1 and Practice 2. This practice acquaints students with how to take the media-delivered test. Students begin the test after taking the practice items.

Play and pause audio at certain points when indicated in the Test Administrator Script. In the script, test administrators will see “PRESS PAUSE” or “PRESS PLAY” when the recording needs to be paused or resumed. See Figure 43 for a sample of the pausing and resuming directions. When directed to pause the recording, make sure to press the Pause button rather than the Stop button. Pressing Pause allows the test administrator to resume the recording from the correct point.

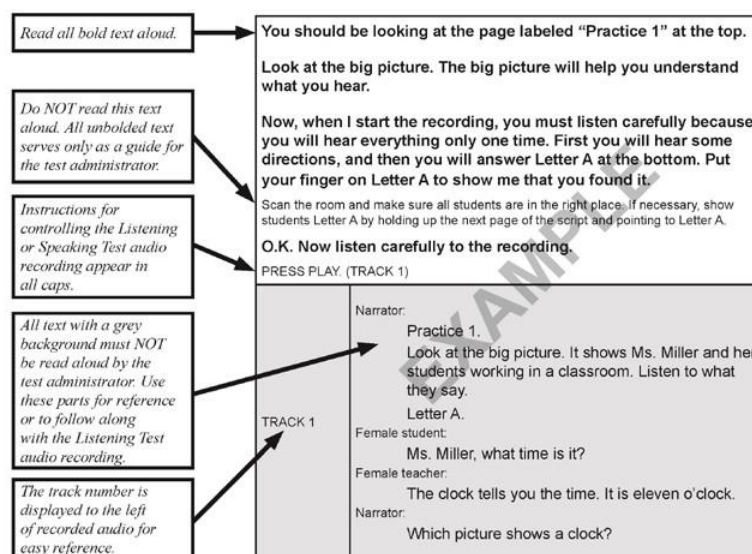


Figure 43. Directions for Reading the Test Administrator Script for Listening

Administering the Listening Test

After administering the practice items, continue with the following directions to administer the Listening test items:

1. Follow the Test Administrator Script exactly to transition from practice items to administering the Listening test items.
2. Allow each track to play only one time. Refer to the earlier subsection for instructions on what to do in unusual circumstances.
3. Do not read the answer choices aloud. While the Listening test primarily assesses the domain of Listening, all academic language skills are integrative, which results in answer choices incorporating multiple domains. Some answer choices use words, phrases, or sentences, but the answer choices are at a lower reading level than the listening level being assessed.
4. Do not pause tracks to allow students time to mark responses once the test administration begins.
5. The audio tracks contain an appropriate amount of silence time (20 seconds) to allow students to mark their responses in the Student Response Booklet. Likewise, allow the silence time to play and do not fast forward or skip to the next track. At 15 seconds (5 seconds prior to the beginning of the next item), a tone will sound to alert students that the next test item will begin soon.
6. Use the 45-second check-in on Track 13.
 - Use this time to circulate the room and make sure that each student has followed the recording to this point, as indicated in the Test Administrator Script.
 - Do not press “Play” or “Pause” during the check-in; the track will automatically advance to continue the test. Prior to the beginning of the next test item, the narrator in the recording will indicate that the test will resume soon.

Once the Listening test has begun, do not stop or pause the audio. If a student raises his or her hand for a nonemergency issue during test administration, attend to him or her quietly without stopping or pausing the audio or disturbing other students who are taking the test. After the Listening test audio has played in its entirety, proceed to stop the CD. Because the Listening and Speaking test audio is on the same CD, it is important not to let the Speaking test audio play while ending the Listening test.

Important Reminders for the Listening Test

- The Listening Test lasts approximately 25 to 50 minutes after students go through the practice items; the Tier B/C test will take longer than the Tier A test.
- Practice the Test Administrator Script ahead of time.
- During the test, there is no need to pause or stop audio files to allow students to respond.
- Response time is included in the audio files.
- Play each track only one time. Only in the case of a significant interruption should a track be replayed one time.

9.5 Reading Test Administration

The ACCESS for ELLs Paper Reading test is completed within the Student Response Booklet after a scripted introduction by the test administrator. Stop signs in the Student Response Booklet indicate check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins, as detailed later in this section.

Reading Test Materials

Reading test materials include the following items:

- Test Administrator Script
- Student Response Booklet
- At least one sharpened number 2 pencil for each student to mark his or her responses

Organization and Timing of the Reading Test

The Reading test is designed to take no more than 35 to 55 minutes. **Note that, in addition to the approximate test administration time, test administrators should allot 15–30 minutes for convening students, taking attendance, distributing and collecting test materials, explaining test directions, and completing practice items.**

You should make a note for yourself of the start time and end time (around 35 to 45 minutes later) once you finish the practice items with students. This should provide ample time for all students to complete the Reading test. The testing session is complete when all students have finished the Reading test.

In rare situations, test administrators may use their professional judgment in determining whether a student needs additional time to complete the test. Test administrators should consider the following when determining how much extra time to provide:

- Are students working productively?
- Will extending the testing session over the recommended 55 minutes benefit students?
- Is the amount of extra time reasonable?
- Does the Test Session Master Schedule permit additional time to be provided to students?

Administering the Reading Test

1. When administering the Reading test, be sure to follow the Test Administrator Script exactly.
2. Stand in front of the class where all students can see and hear you clearly.
3. After completing the practice items, note the time. Allow for 35–55 minutes for students to complete the test.
4. Circulate through the testing room at appropriate intervals and when doing individual check-ins. Stop signs in the Student Response Booklet indicate check-ins.
5. The testing session is complete when all students have completed the Reading test.

Using Check-ins

“Check-ins,” represented by stop signs in the Student Response Booklet, are intended to help guide students at the lower grade levels and beginning proficiency levels through the parts of the Reading test and are scripted at appropriate points in the Test Administrator Script. Check-ins also allows test administrators to give continual encouragement to students to do their best.

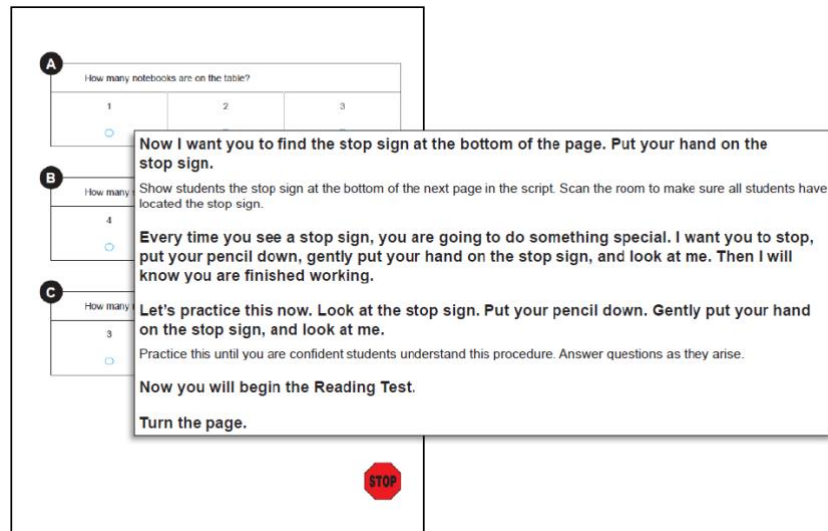


Figure 44. Stop Sign Representing a Check-in

There are two types of check-ins on the Reading test: whole-group and individual. Both types of check-ins are scripted. The check-in procedure is reviewed for the students in the practice session preceding the test.

- **Whole-group check-ins:** Check in with all students simultaneously and explain the next part of the test. There are whole-group check-ins after most of the parts of the Tier A Reading test for the Grade 1 and Grade 2 clusters so that you can guide students through the sample items. You should instruct students who finish a part before you have started a whole-group check-in to wait before proceeding.
- **Individual check-ins:** Students raise their hands when they arrive at a stop sign. You circulate through the room, checking to see that students have completed the part before instructing them to go on (or to stop if completing the last part of the Reading test). There are individual check-ins about halfway through the following Reading tests: 1B/C, 2B/C, 3A, 3B/C, 4–5A, 4–5B/C, 6–8A, and 9–12A. In addition, there are individual check-ins at the end of the Reading test for every tier and grade-level cluster.

9.6 Writing Test Administration

The ACCESS for ELLs Paper Writing test encourages ELLs to demonstrate their academic English language proficiency in writing. Students respond to a set of tasks by writing their responses in their Pre-identified Student Response Booklets. Stop signs in the Student Response Booklets indicate check-ins. As directed in the Test Administrator Script, circulate through the testing room at appropriate intervals and when doing individual check-ins.

Writing Test Materials

Writing test materials include:

- Test Administrator Script
- Student Response Booklet
- At least one sharpened number 2 pencil for each student to write his or her responses
- Student Planning Sheet (available in the State-Specific Directions)

Organization and Timing of the Writing Test

There are three tasks (Parts A, B, and C) on each Tier (Tiers A, B/C) of the Writing test for all grade levels except Tier A for Grade 1, which contains four tasks. The tables provided on the next page shows the breakdown of the WIDA English Language Development Standards assessed on each Writing task and the times given for each task for each grade-level cluster and tier. **Note that, in addition to the approximate test administration time, test administrators should allot 15–30 minutes for convening students, taking attendance, distributing and collecting test materials, explaining test directions, and completing practice items.**

Grades 1 Tier A Writing Test: Organization, Content, and Timing Guidelines Per Task			
WIDA English Language Development Standard		Time	Extra Time
Part A	Social and Instructional Language	5 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part D
Part B		5 minutes	
Part C		10 minutes	
Part D		10 minutes	
Total time—35 minutes			

Grades 2, 3, 4–5, 6–8, and 9–12 Tier A Writing Tests: Organization, Content, and Timing Guidelines Per Task			
WIDA English Language Development Standard		Time	Extra Time
Part A	Social and Instructional Language	15 minutes	5 minutes if needed
Part B	Language of Language Arts	15 minutes	5 minutes if needed
Part C	Language of Mathematics Language of Science	15 minutes	5 minutes if needed
Total time—60 minutes			

All Grades Tier B/C Writing Tests: Organization, Content, and Timing Guidelines Per Task			
WIDA English Language Development Standard		Time	Extra Time
Part A	Social and Instructional Language	10 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part C
Part B	Language of Mathematics Language of Science	20 minutes	
Part C	Language of Language Arts Language of Social Studies Social and Instructional Language	30 minutes	
Total time—65 minutes			

Because students work at their own pace on the Grades 4–12 Tier B/C Writing tests, the time students spend on each task will vary somewhat. Although the test is self-paced, timing guidelines are provided, and students should be monitored and encouraged to progress. In particular, they should have enough time to do their best on the longest task at the end. The Test Administrator Script provides guidance on how to encourage students to pace their writing for each task.

Administering the Writing Test

1. Follow the Test Administrator Script exactly.
2. Make sure that students begin the Writing test on the appropriate page. Test administrators may need to assist students in locating the beginning of the test.
3. The sample writing contained in certain writing tasks presents students with an example they can follow to complete the task. Instructions on guiding students through the sample writing are scripted in the Test Administrator Script. The time it will take to guide students through the sample writing is included in the time allocated for each task.
4. Stand in front of the class where all students can see and hear you clearly when reviewing the sample writing or doing whole-group check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins.
5. Keep track of time. For the exact amount of time for each grade-level cluster and tier, refer to the tables in the earlier section on organizing and timing the Writing test.
6. When students raise their hands, check with each student individually to make sure that they have done their best to respond to the writing task.
 - a. Students taking the Grades 1–3 Tier A, Tier B/C test and the Grades 4–12 Tier A tests will move on as a group after the test administrator checks in with everyone individually.
 - b. Each student taking the Grades 4–12 Tier B/C test can move on independently after you check in with him or her. To prompt students to move on, you may say: “Okay, you may go on. Turn the page.”
7. For students taking the Tier B/C test, circulate through the room to monitor students’ progress after Parts A and B.
8. If students are still working on the part to be completed within the time period listed in the previous tables, gently ask each student “Are you close to finishing this part?” If necessary, you can prompt students who are lagging by saying: “Make sure you save enough time for the other parts.”
 - a. In the event the student seems surprised by the amount of space provided for writing, advise the student to follow the directions regarding the amount of writing he/she needs to produce, and assure the student that the space is there only if needed.
9. Collect all test materials. If all students are finished before the allowable time has elapsed, test administrators may end the Writing test according to the Test Administrator Script.
 - a. If students have extra time after completing a writing task, they can go back to check, revise, or add to their response on any Writing task. If all students finish earlier than the allotted hour and cannot be dismissed from the session, assign them supplementary materials to read.

Using the Check-ins

“Check-ins,” represented by stop signs in the Student Response Booklet, are intended to help guide students through the parts of the Writing test and are scripted at appropriate points in the Test Administrator Script (Figure 45). Check-ins also allow for test administrators to give continual encouragement to students to do their best.

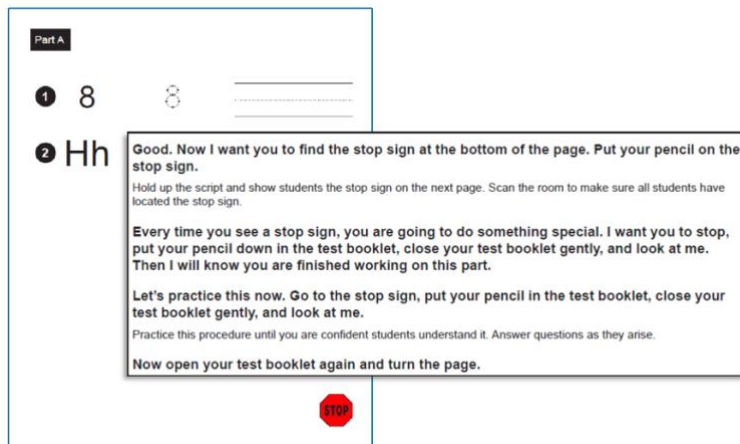


Figure 45. Stop Sign Representing a Check-in

There are two types of check-ins on the Writing test: whole-group and individual. Both types of check-ins are scripted. The check-in procedure is reviewed for the students in the practice session preceding the test.

- Whole-group check-ins:** Whole-group check-ins are scripted before each part of the Tier A Writing test for every grade-level cluster, and before each part of the Writing test in all tiers for Grades 1, 2, and 3. During whole-group check-ins, the test administrator will explain the next part of the test to all the students together, including the sample writing, if applicable. Before allowing students to work independently on the task, the test administrator will remind them to stop when they see the stop sign, which is at the end of the task. When the time estimated in the script has passed, the test administrator will check in again with the students, according to the script. If all students have completed the part before the estimated time, the test administrator may move on to the next part with the students or, if students are on the last part, finish the test according to the script.
- Individual check-ins:** Students will raise their hands when they arrive at a stop sign. The test administrator will circulate through the room, checking to see that students have completed the part. The test administrator will then instruct the student to go on (or to stop if completing the last part of the Writing test). Individual check-ins occur after each part of the Tier B/C tests for Grades 4–12.

Important Reminders for the Writing Test

- The Writing test is designed to take approximately 30 minutes in Tier A in Grade 1, 45 minutes in Tier A in Grades 2–12, and 60 minutes in Tier B/C in Grades 1–12. If needed, test administrators may allow students additional time to finish writing.
- Follow the Test Administrator Script exactly.
- Check-ins are indicated by stop sign symbols in the Student Response Booklets.
- For tasks that contain a sample, the time it takes to explain the sample writing is included in the overall time allocated for the Writing test.
- Monitor students periodically, encouraging them to keep pace so they have the opportunity to do their best on the longer task at the end (Tier B/C). Responses are scored for the student's academic English language proficiency in writing. Student responses are considered first drafts when scored, but students may use a Student Planning Sheet to prepare responses.
- Students should address each task completely; however, the number of sentences or paragraphs written is not a scoring criterion.
- If needed, please refer to the *2021 Florida Accessibility and Accommodations Supplement* for transcription and scribe guidance for this domain

9.7 Speaking Test Administration

The ACCESS for ELLs Paper Speaking test is an individually administered test. Speaking test items are media-delivered. Speaking test audio is provided on the same Listening and Speaking test CD. The test administrator monitors the student and scores the student's responses in the Student Response Booklet with a number 2 pencil during the test administration.

Speaking Test Materials

Speaking test materials include the following items:

- Test Administrator Script (contains guidance on playing the CD and permissible prompting to elicit a response from student)
- Speaking Test Booklet (contains test graphics and prompts)
- Student Response Booklet (contains Speaking Test Scoring Sheet and Scoring Scale)
- At least one sharpened number 2 pencil to score student responses in the Student Response Booklet.
 - **Important:** Using a pen or a pencil over pen markings will result in missing scores and/or test materials being sent back to the school site for local transcription in order to process. If a pen is used, responses must be transcribed to a new Student Response Booklet.
- Listening and Speaking Test CD (A separate CD is provided for each grade-level cluster and tiered test form). Note: If a student requires a human reader as an accommodation, the Human Reader Accommodation Script is required to administer the Speaking section.
- A CD player or desktop/laptop computer (to play the CD)
- Speakers (Do not use headphones to administer the Speaking test.)

The Speaking test is the only portion of ACCESS for ELLs Paper that the test administrator scores. **It is imperative to record scores within the Student Response Booklet with a number 2 pencil.**

Anyone who administers the ACCESS for ELLs Paper Speaking test must complete the Speaking Scoring Module and the Speaking quiz. The purpose of the ACCESS for ELLs Paper Speaking Scoring Module is to prepare educators to confidently and accurately rate students' speaking test performances by applying the scoring scale and scoring rules.

Before administering the Speaking test, test administrators should adhere to the following procedures:

- Complete the Speaking Scoring modules and pass the certification quiz.
- Read the Test Administrator Script for Speaking in its entirety and practice navigating the audio as described in the script.
- Review all Speaking tasks and model student responses for the Speaking test(s) being administered by listening to audio in its entirety and following along in the Student Response Booklet.

The Speaking test provides ELLs with the opportunity to demonstrate their academic English language proficiency in speaking across the WIDA ELD Standards through a set of constructed-response tasks. The Speaking test is tiered. Students will either take the Tier A form or a Tier B/C form, which are included in the same Speaking Test Booklet.

Audio Format on the Speaking Test

The Speaking test is multi-modal. The student hears audio input and also sees the input as text in his or her Speaking Test Booklet. This presentation format supports the student in understanding test input. Media- delivery of the Speaking test means that an audio recording will guide the student through the Speaking test.

The audio recording includes two voices: a Model Student (Nina) and a Virtual Test Administrator (Ms. Lee).

- Each task on the Speaking test is preceded by a Model Student task and response. The questions posed to the Model Student are at the same proficiency level as the tasks to which the student will respond, allowing the Model Student to demonstrate the expected language use at a given proficiency level. In most cases the model questions are designed to be parallel to but not exactly the same as the examinee questions. The Model Student also has an important function for scoring using a scoring scale that is designed to evaluate student responses relative to the Model Student's response.
- The Virtual Test Administrator guides the student through the test and asks the student questions designed to elicit language at targeted proficiency levels. While the Virtual Test Administrator will instruct and guide the student through the Speaking test, test administrators may also need to assist the student in navigating test materials (e.g., turning the page when prompted) and providing encouragement as scripted in the Test Administrator Script.

The Speaking test includes standardized, built-in response time for every task. The amount of time varies according to the grade-level cluster, tier, and proficiency level of the task, and ranges from 15 to 50 seconds in Grades 1–3 and from 15 to 45 seconds in Grades 4–12. **Five seconds prior to the end of the response time, a tone will sound. This alerts the student that the response time is coming to an end. Students may not require the entire time allotted. After the response time has ended, the test audio will automatically continue to the next Speaking task.**

Organization and Timing of the Speaking Test

For ACCESS for ELLs Paper, the Speaking test tiers are grouped as A and B/C. More information about tier placement can be found in Section 4.3 of this manual. Speaking tasks are contained in three parts—A, B, and C. As in other domains of ACCESS for ELLs Paper, tasks on the Speaking test are grouped thematically. Each part addresses one or more of the WIDA ELD Standards. Each part contains two tasks. The following tables show the breakdown of tasks and levels assessed on each part of the Speaking test.

In all, the Speaking test contains six individual tasks across the three parts. Each task is associated with a Proficiency Level (1, 3, or 5) and includes one or two questions to which the student responds. Student questions are indicated by a blue speech bubble in the Student Response Booklet. Figure 46 shows an example of the blue speech bubble from the Directions and Practice.

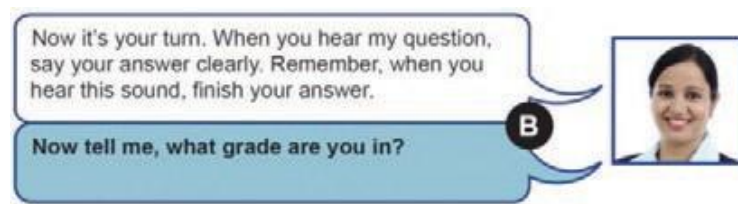


Figure 46. Blue Speech Bubble in the Speaking Test Booklet

Tier A Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	Task 1	Task 2
Part A	Social and Instructional Language	Proficiency Level 1	Proficiency Level 3
Part B	Language of Language Arts Language of Social Studies		
Part C	Language of Mathematics Language of Science		

Tier B/C Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	Task 1	Task 2
Part A	Social and Instructional Language	Proficiency Level 3	Proficiency Level 5
Part B	Language of Language Arts Language of Social Studies		
Part C	Language of Mathematics Language of Science		

Test administrators score student responses to test tasks as they are given according to the expectations defined in the Speaking Scoring Scale (see Figure 45).

The Speaking test is designed to take approximately 15–35 minutes per student, but the actual time will depend on the grade-level cluster and tier of the test administered. **Note that, in addition to the approximate test administration time, test administrators should plan approximately 15 minutes for convening the student, distributing and collecting test materials, explaining test directions, and completing practice items.**

During practice items, the test administrator can translate the directions in the student’s home language as needed. After the completion of the practice items, the test administrator may only use permissible prompting contained in the Test Administrator Script. Test administrators should not repeat or rephrase the test questions. If a student does not know how to respond to a test item, it is appropriate to say to the student, “It’s okay to say I don’t know.” All responses of “I don’t know” must be scored as Attempted.

Speaking Test Room Setup

The test should take place in a quiet room free of distractions. The ideal testing arrangement would have the student seated at a table in front of the Speaking Test Booklet with the test administrator to the right side of the student. The test administrator should be positioned to clearly see the Speaking Test Booklet and hear the student's response.

The computer speakers/CD player should be placed where both the test administrator and the student can clearly hear the audio and where the test administrator can control the audio as needed. It is important that the student and test administrator can clearly hear the Speaking test audio to monitor and score the test effectively. When using a computer, external speakers are preferred, and headphones should not be used.

The Speaking Test Booklet should be placed in front of the student, while the Test Administrator Script and Student Response Booklet (which includes the scoring sheet and permissible prompting) should be directly in front of the test administrator (away from view of the student).

Administering the Speaking Test

Follow these directions to administer the Speaking test:

1. Prepare the Listening and Speaking Test CD to begin at the appropriate track number. Refer to the Speaking Test Recording Track List in the Test Administrator Script to determine which track of the CD marks the beginning of the Speaking test.
2. Read the Test Administrator Script aloud to the student to begin the practice items.
3. Press "Play" when indicated in the script to begin the Directions and Practice. The Virtual Test Administrator guides the student through this section. Do not score the practice items.
4. Follow along with the student as he or she goes through the Directions and Practice. Use the guidelines for monitoring the test and prompting provided in the Test Administrator Script.
5. Press "Pause" after the end of the Directions and Practice.
6. Read the Test Administrator Script aloud to begin the test.
7. Press "Play" when indicated in the script to begin administration of the test.
8. Follow along with the student as he or she goes through the test. Monitor the test according to the guidelines provided in the Test Administrator Script.
9. Evaluate and score student responses immediately after the student gives a response to each task.
10. Record the score on the Speaking Test Scoring Sheet with a number 2 pencil before the next audio track begins. Important: Do not use a pen to record scores.

While administering the test, adhere to the following procedures:

- Do not pause any audio.
- Do not help the student with any test content (e.g., repeating questions, translating test item).
- Allow each track to play only one time. The student may not listen to tracks again or look back at previous pages of his or her Student Response Booklet.
- Allow the response time to play and do not fast forward or skip to the next track even if the student has finished his or her response.
- Help the student if he or she needs assistance navigating the test or understanding what to do (e.g., turning pages, understanding when to respond). The test administrator should not help the student with any test content (e.g., rephrasing questions).

- The test administrator may prompt the student to respond or to provide more extended answers. Only use the scripted language provided in the Test Administrator Script to assist the student.
- Be objective in your scoring. At all task levels, responses of “I don’t know” must be scored Attempted.

Scoring the Speaking Test

In this subsection, you will learn the basic procedures for scoring the Speaking test. You will be introduced to the task-level expectations, as well as learn about the Speaking Scoring Criteria and scoring sheet. All of the information outlined in following subsections about the Speaking test are provided in detail in the Speaking Scoring module, located in the WIDA Secure Portal.

Task-Level Expectations

Each task on the Speaking test is targeted to one of three proficiency levels on the WIDA scale (1, 3, or 5) as defined by the Performance Definitions and Speaking Rubric. Each of these tasks is designed to elicit spoken language at the designated level.

The expectations for the task level are exemplified by the Model Student response. The model response is developed to reflect the target proficiency level of a task. For example, for tasks designed to elicit language at Proficiency Level 1, the model provides words and short phrases. On tasks designed to elicit language at Proficiency Level 5, the model provides an extended, elaborated response that represents an example of the Exemplary score point on the Speaking Scoring Scale.

The Speaking Scoring Scale is designed to capture differences in student performances relative to the task level and the model. At the highest level of the Speaking Scoring Scale, Exemplary, student responses may be comparable to the model or go beyond it. To better understand how the task demands are related to the response, refer to the following list of task-level expectations, which describes how questions aimed at different levels are framed.

Expectations at Level 1: Entering

Tasks on the Speaking test targeted at Level 1 require students to identify items in a picture by producing words or short phrases.

Expectations at Level 3: Developing

Tasks on the Speaking test targeted at Level 3 may ask students to describe, give an opinion, or compare/contrast by drawing information from graphics or personal experience. Tasks at this level require full sentences in response.

Expectations at Level 5: Bridging

Tasks on the Speaking test targeted at Level 5 require students to explain, recount, or argue by producing extended oral responses that include using elaborated and sophisticated language as well as precise content-area vocabulary. Responses earning the highest score point feature multiple complex sentences in which each idea is joined appropriately to the previous thought. These responses are well-formed internally and expressed clearly in grade-level speech. In addition, the response must be clear, automatic, and fluent.

Criteria for Scoring Responses

Responses to Speaking test tasks will be scored according to the WIDA Speaking Scoring Scale (Figure 45). This scale describes features of student responses and uses the model responses as a benchmark for comparison. The Speaking Scoring Scale includes five possible score points: Exemplary, Strong, Adequate, Attempted, and No Response. For Speaking tasks that target Proficiency Level 1, the score points are as follows: Adequate and Above, Attempted, and No Response. Scoring decisions are made relative to the proficiency level of each task. As a result, a score of Exemplary for a P3 task and P5 task will be different.

In some cases, a Speaking task may contain two questions. For example, a student may be asked to give an answer and then explain his or her response. In these cases, the two responses should be scored together, taking into account the whole performance across both response opportunities. These questions are grouped together on the scoring sheet and receive a single score. Remember, test administrators must complete the training modules for Speaking for the grades they will score and the relevant certification quiz before scoring the Speaking test.

Using the Scoring Scale

The WIDA Speaking Scoring Scale (Figure 47) presents the possible ratings of the student's response: Exemplary, Strong, Adequate, Attempted, and No Response. Test administrators do not assign numeric scores to a student's speaking performance. Instead, you assign a descriptive rating from the Speaking Scoring Scale as discussed below.

To administer and score the ACCESS for ELLs Paper Speaking test, it is crucial to internalize the Speaking Scoring Scale.

ACCESS for ELLs Speaking Scoring Scale	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none"> • Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent deliver • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none"> • Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none"> • Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none"> • Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none"> • Does not respond (in English)

Figure 47. Speaking Scoring Scale

It is important to note that for Level 1 tasks, the Exemplary, Strong, and Adequate categories are collapsed into a single score point: Adequate and Above. The scale relates to how well student responses demonstrate meeting the corresponding task-level expectations. Before the student responds, the Model Student will answer a similar question, modeling the language use of the response expected of the test taker. The first bullet points on the Speaking Scoring Scale address the extent to which a student's response compares to that of the Model Student. When applying the Speaking Scoring Scale, be sure to listen to and keep in mind the Model Student Response.

In order for a student's response to be awarded a score point on the scale, that response must meet all of the criteria outlined in the response characteristics column. If the response does not meet all three criteria at a score point, review the score point below. The Speaking Scoring Scale also contains additional scoring rules, which include guidance and directions for scoring off-task and off-topic responses (see Figure 48).

The Speaking Scoring scale is printed on the page next to the Speaking Test Scoring Sheet for reference during test administration and scoring. Test administrators may also want to have a printed copy of the Scoring Scale to refer to scoring notes (e.g., directions for scoring off-task and off-topic responses) during test administration.

Scoring processes
<p>Select the score point that best describes the overall response relative to the qualities of the model</p> <ul style="list-style-type: none"> ○ Check to ensure each bullet point is met. ○ If not, check one level below.
Scoring notes & rules
<ul style="list-style-type: none"> • For P1 tasks, assign a score of Adequate and above if the response includes more than one word in English. This includes an article plus noun (e.g., “a chair”), and words repeated verbatim from the model. • For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks. • At all task levels, simply repeating or reading all or part of the task question should be scored Attempted. • At all task levels, responses of “I don’t know” should be scored Attempted. <p>Off-task response: The response shows no understanding of or interaction with the prompt. It may answer another unrelated task. A response that is entirely off task receives a score of Attempted.</p> <p>Off-topic response: The response shows a misinterpretation of the instructions. An off-topic response is related to the prompt but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off topic.) The maximum score for an off-topic response is Adequate. If any part of the response is on topic, the entire response is scored as on topic.</p>

Figure 48. Additional Scoring Notes and Rules

Speaking Test Scoring Sheets

Test administrators should apply the scoring procedures outlined in this manual to rate student responses on the Speaking test. To mark student responses with a number 2 pencil, use the ACCESS for ELLs Paper Speaking Test Scoring Sheet located at the back of the Student Response Booklet. Also provided with the Scoring Sheet is the Speaking Scoring Scale. Do not use a separate sheet to record Speaking scores.

The task number on the Scoring Sheet corresponds to the task number printed in the Speaking Test Booklet (Figure 49). The Model Student question and part of the model response for each task are also printed on the Scoring Sheet to support test administrators in attending to and remembering the model when scoring the corresponding student response. The Scoring Sheet should be completed for each task immediately following the student's response. Fill the ovals in completely and assign one score for each task.

Note that on the Tier A Scoring Sheet, Speaking tasks targeting Proficiency Level 1 do not include score ovals for the Strong and Exemplary score points. For Level 1 tasks, Adequate, Strong, and Exemplary are collapsed into a single score point, Adequate and Above. When tasks include two questions, the questions are labeled “a” and “b” (e.g., 6a and 6b) in both the Student Response Booklet and on the Scoring Sheet. You should assign a single score to tasks that include two questions.

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
Part A: Reading Corner						
1 (P3)	Model: Think, tell me as much as you can about what the other students do during the literature circle. Student: I think I can tell you about what the other students do during the literature circle.					
2 (P5)	Model: Now, which do you prefer, reading with a group or reading independently? Give at least two reasons to support your answer. Student: Now tell me, which do you prefer, reading with a group or reading independently? Give at least two reasons to support your answer.					

Figure 49. Task Number on Scoring Sheet and Speaking Test Booklet

Important Reminders for the Speaking Test

- Test administrators administering and scoring the Speaking test must complete the Speaking Scoring Module from the training course.
- The Speaking Scoring Module will provide extensive training on how to administer the test, how to evaluate student responses, how to fill in the Scoring Sheet and all necessary tasks needed to administer and score the Speaking test.
- The Speaking test is designed to take approximately 15–35 minutes per student, but the actual time will depend on the grade-level cluster and tier of the test administered.
- The test administration time is approximate and does not include the administration of the practice items or test set-up. An additional 10 minutes should be allocated to set up the Speaking test.
- During the test, there is no need to pause or stop audio files to allow students to respond. Response time is included in the audio files. Do not repeat or rephrase a test item.
- Refer to the Test Administrator Script for guidelines on how to respond to situations that may occur during the administration of the Speaking Test.

**Section 10:
Alternate
ACCESS for ELLs**

Section 10: Alternate ACCESS for ELLs

10.1 Test Design and Materials

Alternate ACCESS for ELLs is a large-scale test of English language proficiency intended for ELLs with the most significant cognitive disabilities who participate, or who would be likely to participate, in their state's alternate content assessment(s). Alternate ACCESS for ELLs is divided into the following grade-level clusters:

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

Alternate ACCESS for ELLs has items targeting alternate proficiency levels (A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing). Alternate ACCESS for ELLs is made up of four sections assessing the four language domains- Listening, Reading, Speaking, and Writing. **Each test section is individually administered and scored by the test administrator.** The Listening and Reading Tests are made up of one part. The Speaking Section is divided into two parts, Parts A and B. The Writing Test is divided into three parts, Parts A, B, and C. All test sections of Alternate ACCESS for ELLs are semi-adaptive, which means that the administration of a test section should be ended if the student scores No Response, Incorrect, or Approaches on three consecutive tasks.

Components of Alternate ACCESS for ELLs				
Domain		Standards	Number of Tasks	Range of Levels
Listening		Social and Instructional Language Language of Mathematics Language of Science Language of Language Arts	9	A1–A3 and P1–P2
Reading		Social and Instructional Language Language of Mathematics Language of Science Language of Language Arts	9	A1–A3 and P1–P2
Speaking	Part A	Language of Mathematics Language of Science	8	A1–A3 and P1–P2
	Part B			
Writing	Part A	Social and Instructional Language Language of Science Language of Language Arts	10	A1– 3 and P1–P3
	Part B			
	Part C			

For a complete list of Alternate ACCESS for ELLs test materials and their uses, please refer to Section 5.2 of this manual. Students will write in the Student Response Booklet for the Writing domain only. Please note that only responses in the Student Response Booklet are scanned and any writing on other materials will not be scored. For transcription or scribe guidance, please refer to the *2021 Florida Accessibility and Accommodations Supplement*.

10.2 Test Set Up and Scheduling

Preparing the testing room in advance will facilitate smooth test administration. It is recommended that you do the following:

- Test in a quiet, familiar space with enough room to comfortably accommodate the student, yourself, and the test materials.
- Arrange the space so that the test administrator is either facing the student, sitting at a forty-five-degree angle from the student, or sitting on the same side of the table as the student.
- If the student uses assistive technology devices, have them available in the testing room.
- Obtain at least one sharpened number 2 pencil for yourself. Ensure the student's preferred writing instrument is available for the Writing test.
- Obtain from your assessment coordinator the "Do Not Disturb" and "No Electronic Devices" signs to be placed on each door to the testing room on test days.
- Maintain a Security Log for each testing session.
- Have a table on which to lay out test materials.

Note: Test administrators have the option for Alternate ACCESS for ELLs ONLY to leave material uncovered should covering the print on the walls be considered significantly disruptive for the student.

It is recommended that Alternate ACCESS for ELLs be administered in four separate administration sessions. The approximate test administration time for each domain is 20 minutes; however, test administrators will require additional time to set up the testing space, bring the student to the testing space, and distribute the testing materials.

Listening, Reading, Speaking, and Writing sections can be administered in any order. However, in the sections that contain more than one part—the Writing and the Speaking Sections—the order of the parts cannot be changed (i.e., Part A needs to be administered before Part B). The different domain sections can also be administered on different days, with no minimum or maximum break between the administrations, as long as the entire Alternate ACCESS for ELLs assessment is administered within the district's testing window.

10.3 Accessibility and Accommodations

Implementing Accommodations

Alternate ACCESS for ELLs offers several different types of accommodation and accessibility features. Please refer to the *2021 Florida Accessibility and Accommodations Supplement* for more information on these features.

Adapting Materials

Test administrators may adapt the Listening, Reading, and Speaking Test Booklet (where the answer choices are). Test administrators can cut apart the booklet and use graphics to provide individualized supports to meet student needs, such as attaching them to an eye gaze board. Additionally, graphics can be mounted on a foam core or blocks to add depth if needed. The pieces of the disassembled booklet must be kept together. Please note the pieces must be kept in a large manila envelope labeled with the student's name and with the bar code from the back of the book securely affixed to the envelope. The Student Response Booklet is scanned and may not be disassembled in any way.

The Writing test is the only section that requires the student to interact directly with the Student Response Booklet. The student can be given a separate piece of paper, or whatever medium they typically use during instruction to write for this domain. Refer to the *2021 Florida Accessibility and Accommodations Supplement* for transcription guidance.

Alternate ACCESS for ELLs Student Response Booklets should not be copied except for enlarging the provided graphics. If copying is needed, make sure the copier's digital memory is erased after the test materials are copied. Check with your assessment coordinator to find out if there is a specific policy on how to do this.

Instructional Supports Used During Assessment

During the administration of Alternate ACCESS for ELLs, individualized instructional supports that are used by teachers in everyday classroom instruction may be used to meet individual student needs, only if they do not change what is being measured on the assessment. The Alternate ACCESS for ELLs is developed to show a student's receptive and expressive communication in English. When using instructional supports during test administration, make sure that the student is the one selecting or providing responses to the test tasks. Additionally, the number of answer choices presented may not be decreased.

Augmentative Communication Devices

Use of Augmentative/Alternate Communication (AAC) devices to respond to items is no longer listed as a separate accommodation for the Alternate ACCESS for ELLs assessment. This accommodation is now considered the student's voice for students who are physically unable to produce functional speech and is the same accommodation as a Scribe for students without AAC devices.

It is important to note that it is unusual for individual sounds to be programmed into a speech-generating device. Thus, for administration items where the student is asked to produce an isolated phoneme, such as /g/, the student would indicate the correct letter, "g." Additionally, available vocabulary may impact a student's ability to respond to specific test items. For example, if a student is asked to identify an apple, yet the student does not have access to the word "apple" on his or her AAC, it is unreasonable to require the student to specifically say "apple." On multiple-choice items, the student can say A, B or C (or 1, 2, 3) to indicate his or her response choice if needed. For the speaking test, refer to the scoring guidance to determine if a response provided by the student's AAC is "Meets" or "Approaches."

A special "Alternate ACCESS for ELLs" page should not be provided on a student's communication device just for the assessment, as this is not representative of their English language skills.

Care must be taken when interpreting English language proficiency scores for students using AAC systems, as their proficiency with the device as well as available vocabulary may impact the score.

10.4 General Test Administration Procedures

Detailed instructions for administering each section of the Alternate ACCESS for ELLs are in the Test Administrator Script. Below are some additional details for test administrators about preparing for and administering the test.

Distributing Test Materials

- Wait until the student is seated before giving the student any test materials.
- Double-check to ensure that the name of the student being tested matches the name on the Student Response Booklet. Please see Section 4.6 of this manual for information on completing page 3 (the inside cover) of the Student Response Booklet.
- Make sure the student has his or her preferred writing instrument for the writing test.
- Open the Student Response Booklet to the correct page.

Testing Considerations

Much like in any testing situation, it is recommended that test administrators build rapport with students and set a positive tone for testing. This may be done by following the warm-up questions in the Test Administrator Script. The warm-up script helps create a welcoming environment, but test administrators should greet students as naturally as possible in accord with whether and how well they know them. Preliminary questions help students feel more comfortable in the test setting.

While it is important for test administrators to follow the standardized test procedure, it is also important that they pay close attention to the student throughout the test. Test administrators should be particularly attentive to both a student's responses and attitude throughout the entire duration of the test. For example, if a student is having a bad day, he or she may not be able to truly demonstrate his or her linguistic abilities. If time allows, test administrators may decide to suspend administration of that domain and re-administer from where the student left off on a different day within the allotted testing window.

The main goal of Alternate ACCESS for ELLs is to produce the most valid results of students' abilities as possible. Therefore, it is important for test administrators to exercise their professional judgment while administering the test to ensure that students accurately demonstrate their abilities and leave the test feeling positive about their experiences.

Breaks During Testing

Breaks	When?	For how long?
As needed	Between domains	According to test administrator's professional judgment
As needed	During a domain section	According to test administrator's professional judgment
As needed: For Speaking and Writing domains only	Between different parts is preferable (e.g., between Part A and Part B)	According to test administrator's professional judgment

Using the Test Administrator Script

The Test Administrator Script includes all of the text to be read aloud to the student during administration, as well as directions that should be read silently to help guide the test administrator. Following the Test Administrator Script exactly ensures consistent administration of Alternate ACCESS for ELLs and reliable and valid results. Figure 50 shows an example of the script. Follow these instructions when using the script:

- Read aloud all text in **black bold** font. Black and bold text indicates instructions and test tasks that are read aloud to the student.
- Anything that is in regular (not bold) text should not be read aloud; it is there to help guide the test administrator through the test session.
- Some words may be underlined for emphasis, in which case the test administrator should adjust their intonation accordingly.

CUE A

Point to UMBRELLA AT TOP. **This is an umbrella.**

Point to UMBRELLA. **Umbrella.**

Point to BOOTS. **Boots.**

Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella? PAUSE.**

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A.**

After repeat, if incorrect or no response, go to **CUE B.**

Read words in **bold** aloud

Directions for test administrators

Figure 50. Sample Test Administrator Script

About the Moving On Box

After each task there is a Moving On box, which gives directions to the test administrator, and scripts for either moving on or stopping. Figure 51 shows a Moving On box from the Listening Test. As with the rest of the script, only read aloud the text that is in bold.

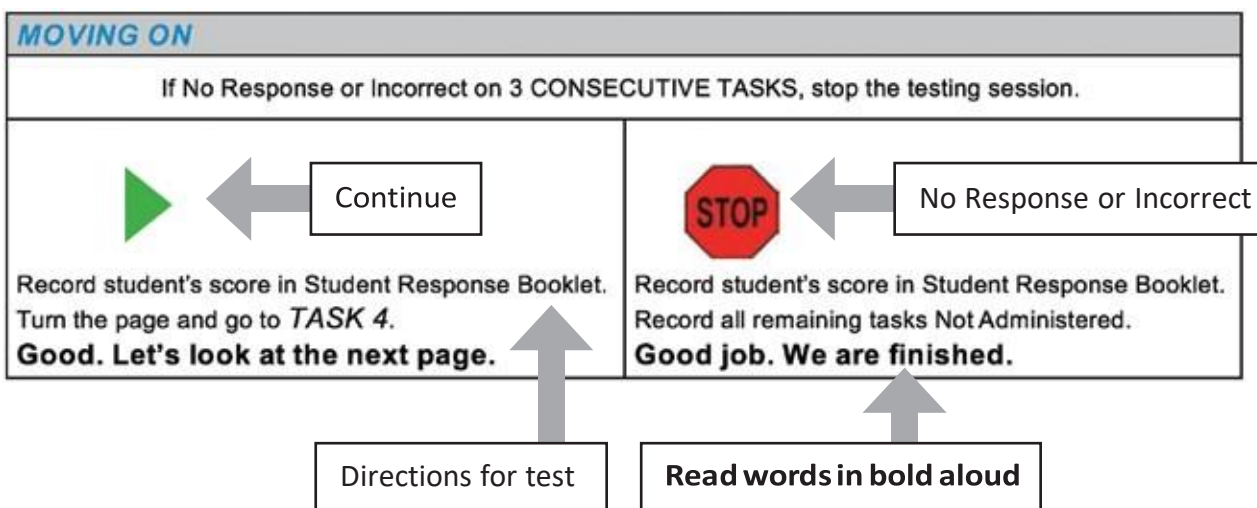


Figure 51. Moving On Box

Stopping Criteria

The Alternate ACCESS for ELLs is a semi-adaptive administration. Language domain sections are ended if the student scores Incorrect (Reading and Listening Sections), Approaches (Speaking and Writing Sections), or No Response on three consecutive tasks. When stopping a domain section, wind down the test administration, as instructed in the Moving On box, and mark the remaining tasks in that section as Not Administered in the Student Response Booklet (Figure 52).

Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student "attends"	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a	<input type="radio"/>	n/a
2	rectangle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	n/a
3	mountain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	n/a
4	ball	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	pencil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	cut paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	triangle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9	plant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

The student has received **only two** Incorrect scores in a row at this point, so testing continues.

The student has received **three** Incorrect scores in a row at this point, so testing ends.

Figure 52. Stopping Criteria and Scoring

If an entire domain is not administered for any reason, do not mark the Not Administered ovals inside the Student Response Booklet. If an entire domain is not administered, use the Do Not Score code on the back of the Student Response Booklet after a discussion with the school assessment coordinator.

10.5 Listening Administration and Scoring

Listening Test Materials

- Test Administrator Script
- Listening, Reading, and Speaking Test Booklet
- Student Response Booklet
- At least one sharpened number 2 pencil to mark student scores

Listening Administration

Follow these steps to administer each task in the Listening section. (Task 1 is measuring attending, so the student receives a score for any response.)

1. Point to the appropriate graphic.
2. Read and follow the directions for CUE A (initial prompt and question of the task). If the student answers correctly, mark the Student Response Booklet and move on to the next task.
3. If the student answers **incorrectly** or **does not respond**, the test administrator will repeat CUE A again. If the student answers correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
4. If the student answers **incorrectly** or **does not respond** to CUE A (even after repeating the prompt), the test administrator will read CUE B. CUE B simplifies the initial prompt and asks the question again. If the student answers correctly mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
5. If the student responds **incorrectly** or **does not respond** at all after the test administrator reads CUE B, the test administrator will read CUE C. CUE C provides the answer to the question, restates the prompt, and asks the question again.
6. Mark the Student Response Booklet after CUE C and follow the directions in the **Moving On** box.

Keep the Listening Section moving at a steady pace. Read each task clearly and at a natural pace. Do not rush, but also avoid slowing down unnaturally; pause when the script indicates to pause. After reading each task, pause to allow students time to provide their answers.

Sample Listening Task

In Figure 53, you will find a sample Test Administrator Script for a Listening task for grade-level cluster 3–5. Please remember test administrators will only read out loud the text that appears in **bold** in the script.

SAMPLE LISTENING TASK 1	3-5 LA A2
<p>CUE A</p> <p>Point to UMBRELLA AT TOP. This is an umbrella.</p> <p>Point to UMBRELLA. Umbrella.</p> <p>Point to BOOTS. Boots.</p> <p>Point to T-SHIRT. T-shirt.</p> <p>Sweep across UMBRELLA, BOOTS, T-SHIRT. Which one is an umbrella? PAUSE.</p> <p>If correct, go to MOVING ON box.</p> <p>If incorrect or no response, repeat CUE A.</p> <p>After repeat, if incorrect or no response, go to CUE B.</p>	
<p>CUE B</p> <p>Point to UMBRELLA AT TOP. Umbrella.</p> <p>Point to UMBRELLA. Umbrella.</p> <p>Point to BOOTS. Boots.</p> <p>Point to T-SHIRT. T-shirt.</p> <p>Sweep across UMBRELLA, BOOTS, T-SHIRT. Which one is an umbrella? PAUSE.</p> <p>If correct, go to MOVING ON box.</p> <p>If incorrect or no response, go to CUE C.</p>	
<p>CUE C</p> <p>Point to UMBRELLA AT TOP. Umbrella.</p> <p>Point to BOTH UMBRELLAS. These two show an umbrella. PAUSE.</p> <p>Point to UMBRELLA. Umbrella.</p> <p>Point to BOOTS. Boots.</p> <p>Point to T-SHIRT. T-shirt.</p> <p>Sweep across UMBRELLA, BOOTS, T-SHIRT. Which one is an umbrella? PAUSE.</p> <p>Go to MOVING ON box.</p>	

1




Figure 53. Sample Listening Task

Scoring Listening

After administering each Listening task, you need to record the student's responses in the Student Response Booklet. Please note that the responses are recorded after the completion of the entire task (i.e., after the administration of CUE A, CUE B, and CUE C, if necessary).

Listed below are the definitions of scoring options for Listening tasks.

- **Cue A:** Mark the Cue A oval when the student provides the answer that matches the key (provided in the Student Response Booklet) after hearing CUE A read aloud (including one repetition). Note: There is not a repeat of CUE A for Task 1.
- **Cue B:** Mark the Cue B oval when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition) and CUE B read aloud.
- **Cue C:** Mark the Cue C oval when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition), CUE B, and CUE C read aloud.
- **Incorrect:** Mark the **Incorrect** oval when the student has heard CUE A, CUE B, and CUE C, and the student provides an answer that does not match the key. (If a student provides an incorrect response at any point during the task administration followed by no further responses, the task should be scored as Incorrect.)
- **No Response:** Mark the **No Response** oval when the student provides no evidence of engagement (e.g., student is not pointing, looking), or the response is not in English even after the student has been presented CUE A, CUE B, and CUE C.
- **Not Administered:** Mark the **Not Administered** oval if the task was not administered to the student for any reason.

Note: For Task 1, where the student is required to “attend” or “acknowledge,” test administrators should rate the student's response as correct if there is evidence that the student is engaged in the test task by paying attention. The evidence of engagement through attention on the part of the student can vary and may manifest itself in a variety of ways. Students may demonstrate their engagement by looking at the response option, by nodding, by placing an object on the correct response option, etc. In order to allow the student to demonstrate his or her English language proficiency, any evidence of engagement that is typical for that student in an instructional setting should be scored as a correct response.

LISTENING							
If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.							
Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student "attends"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
2	star	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
3	sock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
4	coat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	mouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	paper & pencil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	snow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 54. Sample Listening Scoring Sheet

10.6 Reading Administration and Scoring

Reading Test Materials

- Test Administrator Script
- Listening, Reading, and Speaking Test Booklet
- Student Response Booklet
- At least one sharpened number 2 pencil to mark student scores

Reading Administration

Follow these steps to administer each task in the Reading test after Task 1.

1. Point to the appropriate graphic.
2. Read and follow the directions for CUE A (initial prompt and question of the task). If the student answers correctly, mark the Student Response Booklet and move on to the next task.
3. If the student answers **incorrectly** or **does not respond**, the test administrator will repeat CUE A again. If the student answers correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
4. If the student answers **incorrectly** or **does not respond** to CUE A (even after repeating the prompt), the test administrator will read CUE B. CUE B simplifies the initial prompt and asks the question again. If the student answers correctly mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
5. If the student responds **incorrectly** or **does not respond** at all after the test administrator reads CUE B, the test administrator will read CUE C. CUE C provides the answer to the question, restates the prompt, and asks the question again.
6. Mark the Student Response Booklet after CUE C and follow the direction in the **Moving On** box.

Sample Reading Task

In Figure 55, you will find a sample Test Administrator Script for a Reading task for the grade-level cluster 3–5 in the Standard of Language of Mathematics for Level A3. Please remember test administrators will only read out loud the text that appears in bold in the script.


SAMPLE READING TASK		
<p>CUE A Point to THREE CUPS. There are three cups. Point to QUESTION. Which shows the number of cups?</p> <p>Point to NUMBER 1. Number one. Point to NUMBER 3. Number three. Point to NUMBER 4. Number four.</p> <p>Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups?</p> <p>PAUSE. If correct, go to MOVING ON box. If incorrect or no response, repeat CUE A. After repeat, if incorrect or no response, go to CUE B.</p>		
<p>CUE B Point to THREE CUPS. There are three cups. Point to QUESTION. Which shows the number of cups?</p> <p>Point to NUMBER 1. One. Point to NUMBER 3. Three. Point to NUMBER 4. Four.</p> <p>Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups?</p> <p>PAUSE. If correct, go to MOVING ON box. If incorrect or no response, go to CUE C.</p>		
<p>CUE C Point to THREE CUPS. There are three cups. Point to QUESTION. Which shows the number of cups?</p> <p>Point to NUMBER 3. This is the number 3. There are three cups. PAUSE.</p> <p>Point to NUMBER 1. One. Point to NUMBER 3. Three. Point to NUMBER 4. Four.</p> <p>Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE. Go to MOVING ON box.</p>		
<div style="text-align: center;">  <p>Three cups</p> <p>Which shows the number of cups?</p> </div>		
1	3	4

Figure 55. Sample Reading Task

Scoring Reading

After administering each Reading task, test administrators should record the student's responses in the Student Response Booklet (Figure 56). Please note that the responses are recorded after the completion of the entire task (i.e., after the administration of CUE A, CUE B, and CUE C, if necessary).

Listed below are the definitions of scoring options for Reading tasks.

- **Cue A:** Mark the **Cue A** oval when the student provides the answer that matches the key (provided in the Student Response Booklet) after hearing CUE A read aloud (including one repetition).
- **Cue B:** Mark the **Cue B** oval when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition) and CUE B read aloud.
- **Cue C:** Mark the **Cue C** oval when the student provides the answer that matches the key after hearing CUE A two times (includes one repetition), CUE B, and CUE C read aloud.

- **Incorrect:** Mark the **Incorrect** oval when the student has heard CUE A, CUE B, and CUE C read aloud, and the student provides an answer that does not match the key. (If a student provides an incorrect response at any point during the task administration followed by no further responses, the task should be scored as Incorrect.)
- **No Response:** Mark the **No Response** oval when the student provides no evidence of engagement (i.e., student is not pointing, looking, etc., or the response is not in English even after the student has been presented CUE A, CUE B, and CUE C).
- **Not Administered:** Mark the **Not Administered** oval if the task was not administered to the student for any reason.

Note: For Task 1, where the student is required to “attend,” test administrators should rate the student’s response as correct if there is evidence that the student is engaged in the test task by paying attention. The evidence of engagement through attention on the part of the student can vary and may manifest itself in a variety of ways. Students may demonstrate their engagement by looking at the response option, by nodding, by placing an object on the correct response option, etc. In order to allow the student to demonstrate his or her proficiency, any evidence of engagement that is typical for that student in an instructional setting should be scored as a correct response. Additionally, there is not a repeat of CUE A for Task 1.

READING							
If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.							
Task	Key	Correct			Incorrect	No Response	Not Administered
		Cue A	Cue B	Cue C			
1	student “attends”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a	<input type="radio"/>	n/a
2	ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
3	can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	hat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	girl writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	ground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 56. Sample Reading Scoring Sheet

10.7 Speaking Administration and Scoring

The Alternate ACCESS for ELLs Speaking test is composed of two parts: Part A and Part B. Part A contains three tasks that progressively increase in difficulty from Proficiency Level A1 to A3. Part B contains five tasks that progressively increase in difficulty from Proficiency Level A1 to P2. Each task in the Speaking test consists of three questions.

The Alternate ACCESS for ELLs Speaking test is administered to students in an interview format.

Speaking Test Materials

- Test Administrator Script
- Listening, Reading, and Speaking Test Booklet
- Student Response Booklet
- At least one sharpened number 2 pencil to mark student scores

Speaking Administration

Follow these steps to administer each task in the Speaking section:

1. Point to the appropriate graphic.
2. Read and follow the directions for QUESTION 1 (initial prompt and question of the task). If the student **meets** the scoring expectation, mark the Student Response Booklet and move on to the next task.
3. If the student **approaches** the scoring expectation or **does not respond**, the test administrator will repeat QUESTION 1 again. If the student “Meets” the scoring expectation, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
4. If the student **approaches** the scoring expectation or **does not respond** after the repetition of QUESTION 1, read and follow the directions for QUESTION 2. If the student **meets** the scoring expectation, mark the Student Response Booklet and move on to the next task.
5. If the student **approaches** the scoring expectation or **does not respond**, the test administrator will repeat QUESTION 2 again. If the student **meets** the scoring expectation, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
6. If the student **approaches** the scoring expectation or **does not respond** after the repetition of QUESTION 2, read and follow the directions for QUESTION 3. If the student **meets** the scoring expectation, mark the Student Response Booklet and move on to the next task.
7. If the student **approaches** the scoring expectation or **does not respond**, the test administrator will repeat QUESTION 3 again. Mark the Student Response Booklet and follow the script in the **Moving On** box to continue to the next task.

Note: The student has six opportunities to reach “Meets” for each task. If the student demonstrates the “Meets” scoring criteria at any point during task administration, the task ends and the test administrator will then follow the script in the Moving On box.

The student may occasionally ask the test administrator to repeat a question. Repeating the question is acceptable and does not count as “Repeat” for moving onto the next cue.

If a student asks for an explanation of some word or phrase in a task statement, check to make sure that the student understood your pronunciation of the word or phrase. If pronunciation is not an issue, then suggest that the student try to respond based on what they do understand of the question.

Sample Speaking Task

In Figure 57, you will find a sample Test Administrator Script for a Speaking task.


SAMPLE SPEAKING PART A TASK 2	3-5 SI A2
QUESTION 1 Point to TEACHER. Teacher begins with the sound /t/. Can you make the sound /t/? PAUSE. If meets, go to MOVING ON box. If approaches or no response, repeat QUESTION 1 . After repeat, if approaches or no response, go to QUESTION 2 .	
SAMPLE SPEAKING PART A TASK 2 3-5 SI A2	
QUESTION 2 Point to TEACHER. Teacher begins with the sound /t/. /t/ PAUSE. /t/ PAUSE. /t/ – teacher. Can you make the sound /t/? If meets, go to MOVING ON box. If approaches or no response, repeat QUESTION 2 . After repeat, if student approaches or no response, go to QUESTION 3 .	
QUESTION 3 Point to POSTER. Poster begins with the sound /p/. /p/ PAUSE. /p/ PAUSE. /p/ – poster. Make the sound /p/. PAUSE. If meets, go to MOVING ON box. If approaches or no response, repeat QUESTION 3 . After repeat, go to MOVING ON box.	
	

Figure 57. Sample Speaking Task

Scoring Speaking

Guidance on whether the student meets the expectations of the task can be found in the EXPECT boxes provided in the Student Response Booklet.

Task	Expect	Meets
Part A		
1	vocalize	<input type="radio"/>
2	repeat sound related to task	<input type="radio"/>
3	repeat word related to task	<input type="radio"/>
Part B		
4	vocalize	<input type="radio"/>
5	repeat sound related to task	<input type="radio"/>
6	repeat word related to task	<input type="radio"/>
7	produce word related to task	<input type="radio"/>
8	produce phrase related to task	<input type="radio"/>

Expect box	Mark the Meets oval when:
Vocalize	Student produces communicative vocalizations, which may be incoherent, such as grunts.
Repeat sound related to task	Student repeats part of a word you say. For example, the student makes the initial sound of the word.
Repeat word related to task	Student repeats names of objects using chunks of language or single words.
Produce word related to task	Student responds directly, with complete words, to simple questions.
Produce phrase related to task	Student gives short responses of multiple words or set phrases.

- **Meets:** Mark the “Meets” oval when the student produces a response that meets or exceeds task level expectations as indicated in the following table (e.g., if a student produces a word on a task where only a part of a word is expected, the response should be scored as “Meets”). The response must be related to the task. Refer to the table below for more information on marking meets in accordance with the EXPECT box.
- **Approaches:** Mark the “Approaches” oval when the student provides a response and there is clear evidence that the demands of the task are too challenging for the student’s currently available linguistic resources (e.g., the student produces a sound for a task that requires a production of a word).
- **No Response:** Mark the “No Response” oval when the student provides no verbal response in English (e.g., vocalization).
- **Not Administered:** Mark the “Not Administered” oval if the task was not administered to the student for any reason.

Note: The student’s pronunciation will not be scored in the Speaking section for items that do not require a specific phoneme. For example, if a student says “all” instead of “ball,” a test administrator will score the response as “Meets” because the student communicated a comprehensible response.

The student receives the highest rating demonstrated during the task. When administering Question 1, Question 2, and Question 3 of a Speaking task, it is possible that a student may provide a response that approaches expectations on a given question and then no response on the other questions. In this case, score the task as “Approaches.” For example, if during the administration of a Speaking task a student does not provide a response for Question 1, and produces a response that approaches expectations for Question 2, but provides no response for Question 3, mark the “Approaches” oval on the Speaking

scoring sheet. Figure 58 shows a sample scoring sheet for the Speaking Section.

SPEAKING					
If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.					
Task	Expect	Meets	Approaches	No Response	Not Administered
Part A					
1	vocalize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
2	repeat sound related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
3	repeat word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a
Part B					
4	vocalize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	repeat sound related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	repeat word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	produce word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	produce phrase related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 58. Sample Speaking Scoring Sheet

10.8 Writing Administration and Scoring

The Alternate ACCESS for ELLs Writing test is different from the other language domain test sections because the student will write directly into the Student Response Booklet and the theme graphic is provided in the Student Response Booklet.

Writing Test Materials

To administer the Writing Section, test administrators will need each of the following:

- Test Administrator Script
- Student Response Booklet
- At least one sharpened number 2 pencil to mark student scores
- The student's preferred writing instrument

Writing Administration

The test administrator will take the following steps to administer tasks in the Writing section:

1. Point to the appropriate graphic.
2. Read and follow the directions for TASK 1 (model and question of the task). If the student **meets** the scoring expectation, mark the Student Response Booklet and follow the script in the Moving On box.
3. If the student **approaches** the scoring expectation or does not respond, continue to read and follow the directions for TASK 1 (model again and prompt). If the student meets the scoring expectation, mark the Student Response Booklet and follow the script in the Moving On box.

4. If the student **approaches** the scoring expectation or **does not respond** after the second part of TASK 1, continue to read and follow the directions for TASK 1. Mark the Student Response Booklet and follow the script in the **Moving On** box to continue to the next task.

Note: After Task 9 has been administered, the test administrator should also transcribe the words that the student wrote into the text box. The purpose of the Word Box is to provide some words that the student may use to create a phrase or a sentence. A student will be administered Part C (Task 10) only if he or she scored meets on a minimum of seven out of the eight tasks in Parts A and B. In Task 10, the test administrator does not model the task; rather, the student is asked to write a sentence independently. However, a Word Box containing three words is provided for the student.

Sample Writing Task

In Figure 59, you will find a sample Test Administrator Script for a writing task.


SAMPLE WRITING TASK
PART A TASK 2
Point to LETTER "C" ON LEFT ON PAGE 5. Look at the letter "C." Let's trace the letter "C."
MODEL TASK FOR STUDENT: Trace the LETTER "C" ON LEFT. I am tracing the letter "C."
TASK: Point to LETTER "C" ON RIGHT. Now it's your turn. Use your index finger to trace the LETTER "C" ON RIGHT. Trace the letter "C." PAUSE.
If meets, go to MOVING ON box. If approaches or no response continue:
MODEL TASK FOR STUDENT: Trace the LETTER "C" ON LEFT. Now you trace the letter "C." PAUSE.
If meets, go to MOVING ON box. If approaches or no response continue:
Use your index finger to trace the LETTER "C" ON RIGHT. Trace the letter "C." PAUSE.
Go to MOVING ON box.


Figure 59. Sample Writing Task

Scribing Student Responses

Some students will need test administrators to assist them in accessing a tool for writing. When a student does not use paper and pencil or traditional keyboards, the test administrator may either scribe or transcribe student responses into the Student Response Booklet.

Students taking the Alternate ACCESS for ELLs can use writing tools regularly used during instruction, provided that they include access to all 26 letters of the alphabet. These tools may include pencil, pen, marker, whiteboard, keyboard, tablet keyboard, alternate keyboard, alphabet flipbooks, and eye-gaze displays of letters. Students who use symbol systems or AAC devices should use the keyboard in the device or have access to an alternate pencil when writing is required.

If the student produces writing on a separate page, the test administrator should transcribe the student's responses into the Student Response Booklet. If the student is using an assisted writing system, the student will spell each word while the test administrator scribes directly into the Student Response Booklet. Whether transcribing or scribing, oval "Yes" for the question below the "Moving On" box after question 8.

For the tasks where the student is asked to circle or trace in the Student Response Booklet, it is also acceptable to use a scribe. For example, if the student is asked to draw a circle around a picture, but instead of using a pencil to do this, uses his or her finger, it is acceptable for the test administrator to copy what the student has done with his or her finger into the Student Response Booklet. The same can be done for the tasks where the student is asked to trace a letter.

Scoring Writing

Parts A and B

Guidance on whether the student meets the expectations of the task can be found in the EXPECT boxes for Parts A and B provided in the Student Response Booklet.

- Meets:** Mark the **Meets** oval when the student produces a response that meets or exceeds task level expectations as indicated in the following table (e.g., if a student produces a word on a task where only a part of a word is expected, the response should be scored as "Meets"). The response must be related to the task.

Task	Expect	Meets	Expect	Fill in the Meets oval when:
1	intentional mark	<input type="radio"/>	Intentional mark	Student uses his or her finger, writing instrument or other tool to mimic the model.
2	trace "T"	<input type="radio"/>	Trace	Student uses his or her finger, writing instrument or other tool to trace the model letter. The tracing does not have to be precise.
3	copy "rules"	<input type="radio"/>	Copy	Student uses his or her finger, writing instrument or other tool to copy the model word. All or part of the word may be copied.
8	write word related to task	<input type="radio"/>	Write word related to task	Student uses his or her finger, writing instrument or other tool to write an original word related to the task.

- **Approaches:** Mark the “Approaches” oval when the student provides a response and there is clear evidence that the demands of the task are too challenging for the student’s currently available linguistic resources (e.g., if a student copies a word for a task that requires him or her to produce a word, the response should be scored as “Approaches”).
- **No Response:** Mark the “No Response” oval when the student provides no written response in English (the student doesn’t circle, trace, copy, etc.).
- **Not Administered:** Mark the “Not Administered” oval if the task was not administered to the student for any reason.

In Part A, Task 1 and Part B, Task 5, the response to the task should be scored as **Meets** if the student makes any **intentional mark**.

At the “write word related to task expectation,” if the student copies the word that was modeled, turn to the next page in the Student Response Booklet and prompt the student to produce a different word, as indicated in the Test Administrator Script. The student receives the highest rating demonstrated during the task. It is possible that a student may provide a response that approaches expectations on a given task and then no response on the other questions. In this case, score the task as “Approaches.” For example, if during the administration of a Writing task a student does not provide a response after the first time the task is modeled, and produces a response that approaches expectations after the second time the task is modeled, but provides no response when seeing the task modeled for the third time, mark the “Approaches” oval on the Writing scoring sheet.

Part C

Part C of the Writing test is scored using the Writing Rubric, shown in Figure 60.

- **Meets:** Mark the “Meets” oval when the student produces a response that demonstrates text features at Proficiency Level P1, P2, or P3 as indicated in the following table. Mark the highest level demonstrated by the student. The response must be related to the task (e.g., the student writes an original or adapted phrase related to Task 10, mark a rating of 2 under the “Meets” heading in the Student Response Booklet).
- **Approaches:** Mark the “Approaches” oval when the student response demonstrates text features at Proficiency Level A1, A2, or A3 expectations as indicated in the Writing Rubric. Responses that are copied or not related to the task are scored as “Approaches.”

Level	Text Features
P3–Developing	One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task.
P2–Emerging	One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
P1–Entering	One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.

Level	Text Features
A3–Engaging	Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A2–Exploring	Common single-digit numbers, letters, symbols, or syllables. All or part of text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A1–Initiating	Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.

Figure 60. Alternate ACCESS for ELLs Writing Rubric

Reminder: Administer Part C only if a student scores “Meets” on at least 7 out of 8 tasks in Parts A and B. If Part C is not administered, mark Tasks 9 and 10 “Not Administered” in the Student Response Booklet. If Part C is administered but the student does not respond to a task, mark “No Response” for that task.

Meets			Approaches	No Response	Not Administered
1	2	3			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 61. Writing Scoring Box

Copied responses are made up entirely of words copied from the word box, the model, or another place in the Student Response Booklet. Adapted and original responses might include words from these sources, but they may also include the student’s own words, phrases, or chunks of language. Adapted text is minimally communicative but shows the writer has a basic understanding of the meaning of the text. For example, when a word box includes the word “bike,” a student might write “biking.” An original text response may contain some words or phrases from source material, but the majority of the writing is the student’s own and expresses the student’s unique thoughts and message.

10.9 After Testing

After your student has completed the tests for all four domains (Listening, Reading, Speaking, and Writing), gather all of the test materials you initially received, including any materials you modified to meet a student’s needs. Review each test booklet and make sure all scoring is completed and that ovals are filled in completely in number 2 pencil. Verify that booklets are labeled correctly and student demographic data is filled out, as necessary, correctly and completely. Securely store all test materials until you return them to your test coordinator.



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