

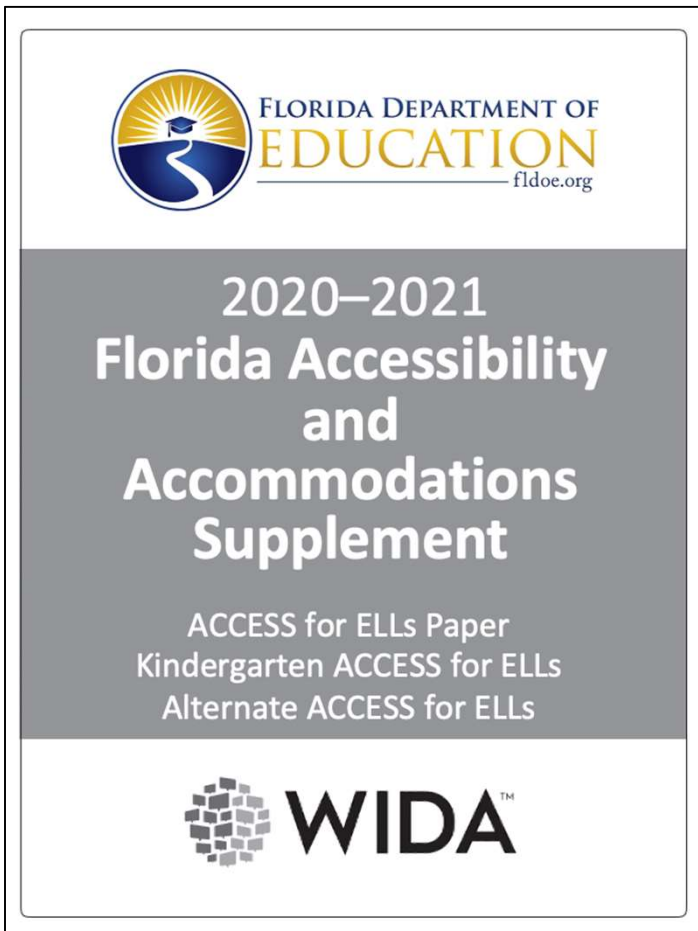
Kindergarten ACCESS for ELLs

Objectives

- Learn about Kindergarten ACCESS for ELLs
- Locate the Kindergarten ACCESS Training Course
- Describe scoring and administration procedures for the Kindergarten ACCESS test

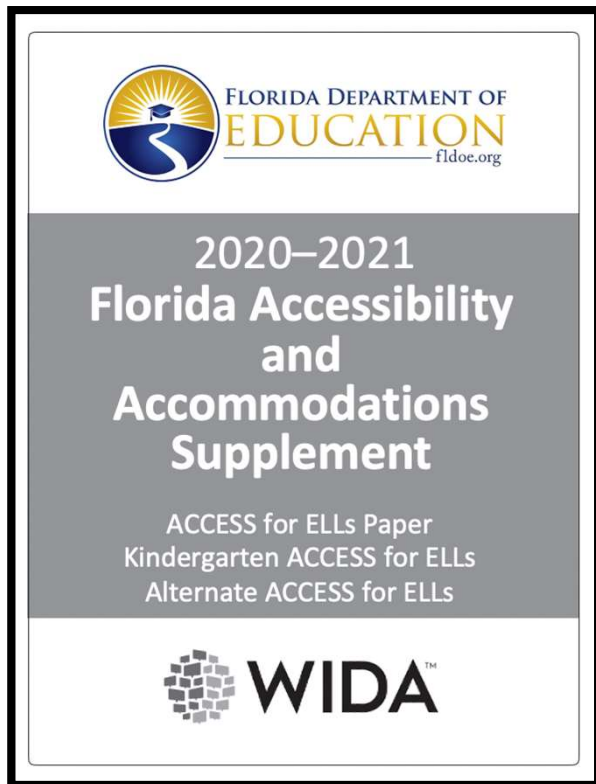


Accommodations Checklist



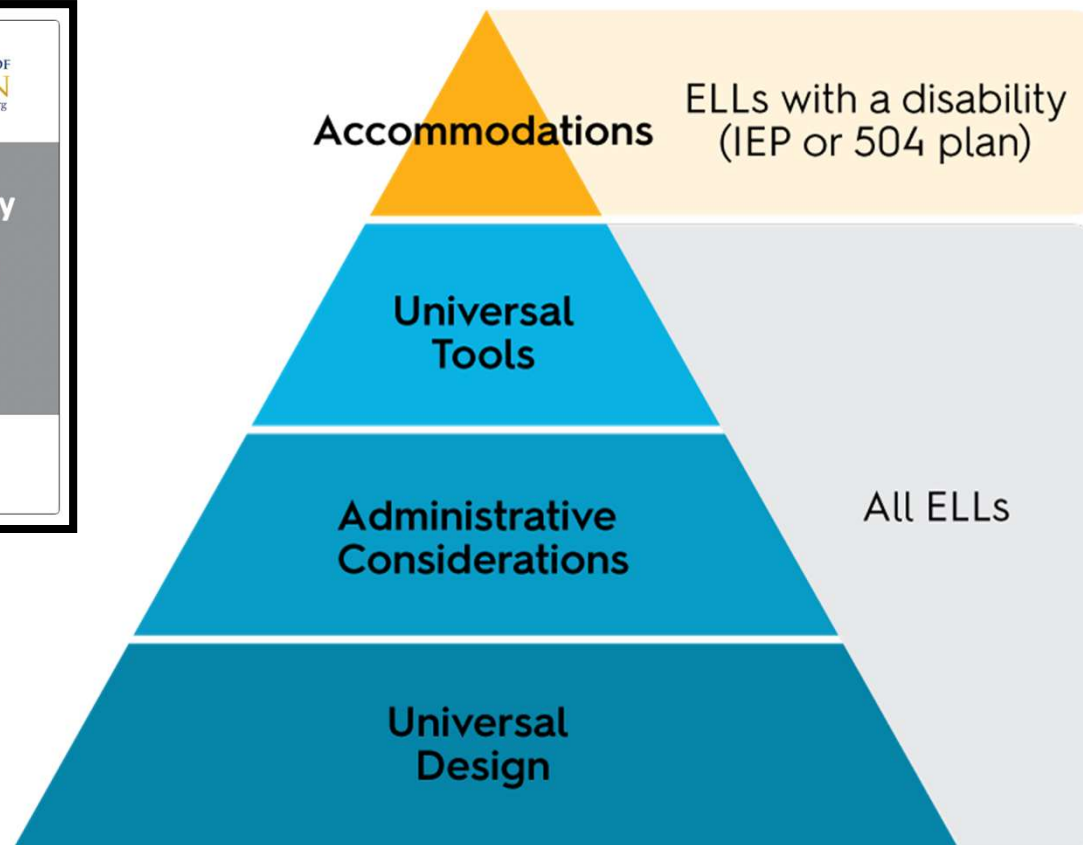
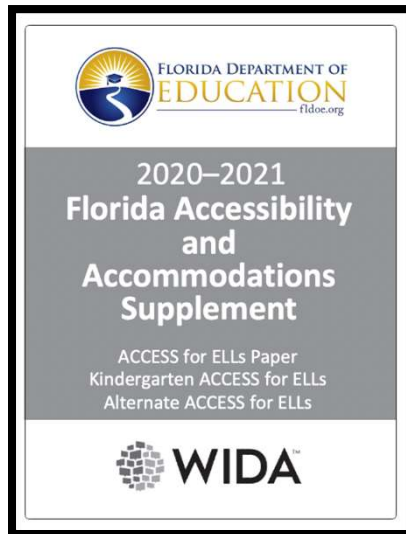
ACCESS for ELLs® Paper Accommodation Selections					
(Place an "x" in the empty box below. TA = Test Administrator)					
Student:		Student ID (FLEID):		Date:	
Grade:				Team Members:	
School:		District:		Completed by:	
Accommodation	ACCESS for ELLs Paper Test Domains				Key Information <i>Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.</i>
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker) (BR)			No		Grades 1-12 test forms are provided in Unified English Braille (UEB). Must be ordered in either contracted or uncontracted. Responses must be transcribed verbatim in a standard Student Response Booklet within 48 hours after testing by TA.
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing to the Bureau of K-12 Assessment. This feature provides twice the recommended time to complete.
Extended Speaking test response time (ES)	N/A	N/A		N/A	
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for items (HI)		No			The reader must read item text exactly as it appears in the test booklet. Dialogue in the Human Reader Accommodation Script may require two trained TAs.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of test items (RI)		No			Oral repetition of Listening, Speaking, and Writing test items by in-person human reader. Listening items may be repeated only one time. Speaking and Writing items can be repeated multiple times.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.
Large Print (LP)					18-point font. Responses must be transcribed verbatim in standard Student Response Booklet within 48 hours after testing by TA.
Manual control of item audio (MC)		No			Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		No			TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. During the test, TA writes student responses as the student dictates responses directly into the test book.
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond, and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in a standard Student Response Booklet within 48 hours after testing by TA.

2021 Florida Accessibility and Accommodations Supplement



- Replaces the WIDA Accessibility and Accommodations Supplement.
- This document highlights test administrative considerations, universal tools, and accommodations for individual ELLs taking the paper-based tests.
- Accommodation Selection Forms located in Appendix C.

Accessibility and Accommodations



[Triangle width indicates estimated proportion of ELLs using each type of support]

Kindergarten ACCESS for ELLs

- A secure large-scale English language proficiency assessment
- An annual assessment used by the Florida Department of Education (FDOE)
- Language Assessment for English language learners (ELLs) in Kindergarten
- Paper-based test individually administered in a game-like interactive format



ACCESS for ELLs Kindergarten

Administration Format	Approximate Administration Time	Recommended Scheduled Testing Time
Individual	45 minutes	60 minutes

Due to the adaptive nature of the test, high proficiency students will likely take longer and beginning proficiency students might need significantly less time.

Kindergarten Administration

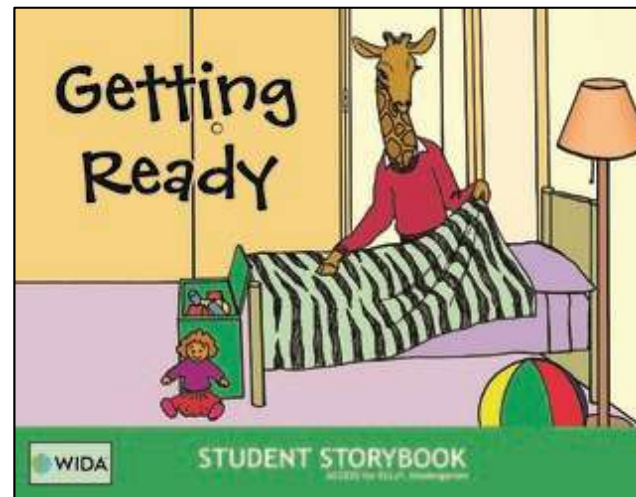
Narrative	Part A Listening & Speaking	A1	A2	A3	A4	A5
	Part B Writing	B1	B2/3/4/5			
	Part C Reading	C1	C2	C3	C4	C5

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

Kindergarten Test Design

Test administrator reads the ***Narrative*** storybook, then administers parts in order moving through the 5 levels:

- A. Listening & Speaking Tests (together)
- B. Writing Test
- C. Reading Test



Kindergarten Test Design

Expository:

Test administrator then administers the following section using the ***Expository*** activity board.

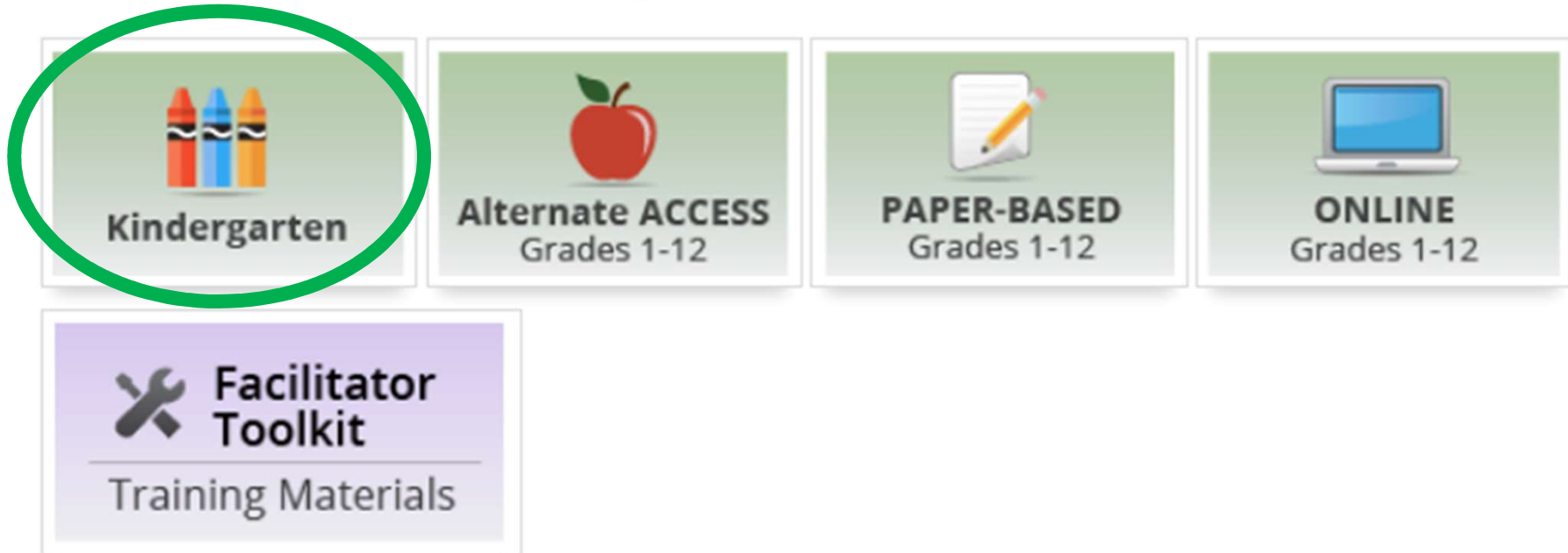
- D. Listening & Speaking Tests (together)
- E. Writing Test (starting point based on Part B)
- F. Reading Test (starting point based on Part C)




WIDA Secure Portal

<https://portal.wida.us/>

ACCESS for ELLs Training Courses



Training Course



 **WIDA™** Kindergarten ACCESS for ELLs Training

MY ACCOUNT & SECURE PORTAL LOG OUT
MAIN WIDA WEBSITE

KINDERGARTEN HOME PREPARING TESTING AFTERWARD DOMAINS GLOSSARY QUIZZES

Welcome to the Kindergarten ACCESS for ELLs Training Course. Use the green menu bar above to navigate to the training course pages: Preparing, Testing, Afterward, Domains, Glossary, and Quizzes. To the right, you see a list of key resources that provide more information about the assessment. To become certified to administer Kindergarten ACCESS for ELLs, follow the instructions below:

1. View the information on the Preparing, Testing, Afterward, and Domains pages by clicking on the green menu bar at the top of this page.
2. Take the Kindergarten Quiz and pass with a score of 80% or above.
3. View and print your certificate on the My Account and Secure Portal page by clicking **My Training Certificate**.

If you have any questions about the training course, please contact the WIDA Client Services Center at 1-866-276-7735 or email help@wida.us.

Key Resources

- Administrator Manual
- Distribution Coordinator Manual
- New Assessment Supplement
- WIDA AMS User Guide
- ACCESS Webinars

PORTAL HOME | WIDA PRIVACY POLICIES

NEED HELP? Contact the WIDA Client Services Center at help@wida.us or call us toll free 1-866-276-7735. WIDA is housed within the Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madison. COPYRIGHT ©2018 THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Training Requirements

For Kindergarten ACCESS Test Administrators

Step 1: Review the Test Administrator Manual

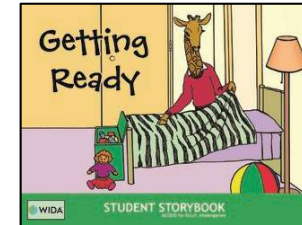
Step 2: Complete the Kindergarten assessment training module

Step 3: Take the Kindergarten Administration Quiz and receive a passing score of 80% or higher



Testing Materials (1 of 2)

- Kindergarten **Student Story Booklet** contains:
 - Pictures and story for the Narrative section of the test (resembling authentic children's literature)
 - Graphic organizers related to designated sections of the test
- Kindergarten **Student Response Booklet** contains:
 - Answer key for Listening & Reading items
 - Space to record and tally student responses
 - Criteria for moving on/winding down
 - Student writing and teacher transcription of student writing



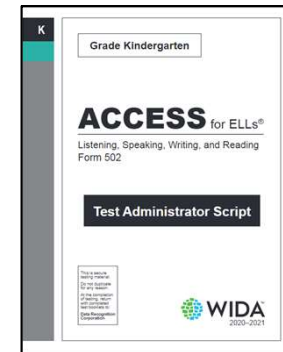
Student Story Booklet

Student Response Booklet



Testing Materials (2 of 2)

- Kindergarten **Test Administrator Script** contains:
 - Moving on/winding down script
 - Expect boxes to assist with scoring students' speaking responses
- Kindergarten **Student Activity Board**
 - One panel is opened at a time, to reveal graphics related to the expository story
- Kindergarten **Cards & Card Pouch Booklet**
 - Students may be asked to point to the correct card, find the cards that go together, or move the cards to the a place



Test Administrator Script



Cards and Card Pouch Booklet



Student Activity Board

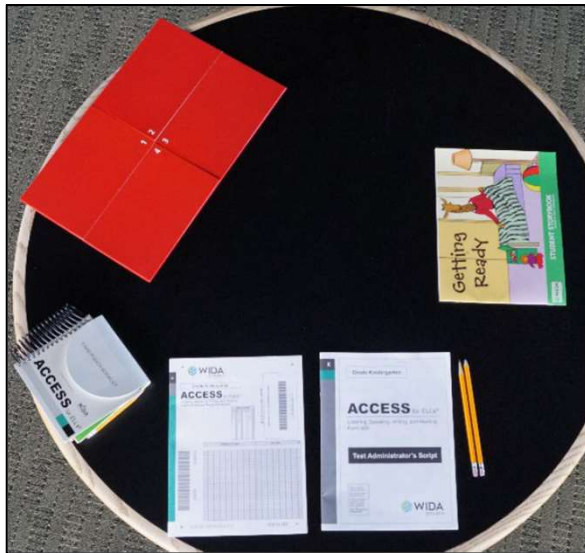


Using Manipulatives

- Some test items require use of cards
- Organize them and inventory prior to testing
- Use the cards according to the section and corresponding part/level



Setting up Materials



Supporting Students

Giving Feedback

- Mild positive reinforcement
- Examples in Test Administrator Script
- Reinforcement regardless of correct or incorrect responses

Encouraging Students

- Appropriate encouragement
- Move on after one attempt
- Use phrases like, “Can you tell me more?” when using the “if necessary” questions/prompts

General Procedures

- Read aloud **black bold** and **blue bold** text
 - Although the test administrator must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate.
- Record student scores IMMEDIATELY
- Test may be administered in two sessions with a less-than-two-day break between the parts
- Winding Down when a “ceiling” is reached at one level.

Part D: Listening & Speaking

Indicate below how the test was administered. (Choose only one.)

☐ One session, no break ☐ One session, stretch break ☐ Two sessions

Breaks

Kindergarteners will likely need breaks

- Keep breaks brief
- Take breaks at the end of a test part
- 10-min stretch break is scripted between Part C and Part D.



Test Navigation

- The “Moving On” section indicates where to proceed after scoring a given level
- Movement through the test is from one level to the next or from one part to the next
- When a “ceiling” is reached at one level, proceed to the next part

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

Demonstrating Sample Items

- Sample items are embedded within the test
 - Demonstrate how the student should complete the task or item
 - Perform it exactly as the student will have to in the task

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

This word says "water." Now I'm going to find the picture that goes with the word.
Look for picture that goes with "water."

Here it is! Pick up the picture of water.

I'm going to put these over here. Put those two cards together and place aside.

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

Parts A and D:

Listening/Speaking



Listening and Speaking Test Overview

- The Speaking tasks are administered in conjunction with the Listening tasks
 - Listening tasks present the student with tasks meant to elicit closed-ended responses
 - Speaking tasks typically include several questions where student responses are rated holistically for any given level
- Parts A and D comprise the Listening and Speaking test

Administering Part A: Listening & Speaking

- **Directions:** Begin at level 1. Move through remaining levels based on student responses until student reaches “ceiling”.
- **Guidelines:** Read each item only **ONCE**, following script exactly (including pauses)
- **Scoring:** Record Speaking according to rubric and Listening according to answer key.

A1	Listening Level 1			Speaking Level 1			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	Meets	?	Approaches	
	1	teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	Correct = 0 or 1 AND Speaking is “Approaches”
	2	flag	<input type="radio"/>	<input type="radio"/>				
	3	scissors	<input type="radio"/>	<input type="radio"/>				

Listening Items

- Prompt student to point or complete an action
- Read test item only ONE time
 - You may NOT repeat an item unless a severe disturbance or interruption occurs
- Mark correct or incorrect

A1	Listening Level 1			
	#	Key	Correct	Incorrect
	1	teacher	<input type="radio"/>	<input type="radio"/>
	2	flag	<input type="radio"/>	<input type="radio"/>
	3	scissors	<input type="radio"/>	<input type="radio"/>

Speaking Items

- Read aloud any text that appears in boldface type in the script
- Ask an “If necessary” item only if you need more information to assign a rating
- Scoring: Expected responses are included

Speaking	
Q1: (Point to the TABLE) What is this? Q2: (Point to the CHAIR) What is this? Q3: (Point to the PLANT) What is this? Q4: (If necessary) What else do you see in the picture?	
EXPECT	Comprehensible single words

Recording Answers

Part A: Listening & Speaking									
A1	Listening Level 1			Speaking Level 1			STOP IF:	Stopped Here	
	#	Key	Correct	Incorrect	Meets	?	Approaches		
	1	teacher	<input type="radio"/>	<input type="radio"/>				Correct = 0 or 1 AND Speaking is "Approaches"	<input type="checkbox"/>
	2	flag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		
	3	scissors	<input type="radio"/>	<input type="radio"/>					

Listening: Fill in the correct or incorrect bubble for each level.

Speaking: Fill in *Meets*, *Approaches*, or ?

Stopping Criteria

Part A: Listening & Speaking								
A1	Listening Level 1			Speaking Level 1			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	Meets	?	Approaches	
	1	teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
	2	flag	<input type="radio"/>	<input type="radio"/>				
	3	scissors	<input type="radio"/>	<input type="radio"/>				

Determine if you are to move on in Part A, or go to Part B.

Stopped Here:
Fill in if this is the last level administered.

Task Level Expectations

- Every task is based on a set of expectations for what the response should look like.
- The TA rates each task holistically, considering the response to all questions in the task.
- Scoring expectations are based on:
 - Linguistic Complexity
 - Vocabulary Usage
 - Language Control

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, grasping for vocabulary when going beyond the highly familiar's extent	When using simple discourse, is generally comprehensible and fluent; communication may be impeded for grasping 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 grasp 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; grasping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though 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 the focus of those an English proficient peer might make

Speaking Rubric



Task Level 1: Sample 2

[Click for Scoring Rationale](#)

Meets ○	? □	Approaches ○
------------	--------	-----------------



Scoring Rationale: Student responds first in Spanish but is able to repeat the word "table" when it is provided by the TA. Student is then able to identify "seat" and "flower." Although "seat" may not be the most common vocabulary term for a chair, it is an acceptable response. Similarly, "flower" is an acceptable interpretation for the drawing of a plant. The response meets task level expectations.

- Q1: (Point to the TABLE) **What is this?**
Q2: (Point to the CHAIR) **What is this?**
Q3: (Point to the PLANT) **What is this?**
Q4: (If necessary) **What else do you see in the picture?**



EXPECT

Comprehensible single words

Parts B and E:

Writing



Part B: Writing Experience Overview

- **Screening Task:** If student successfully writes name, proceed to the Writing Experience. If incorrect, proceed to Reading Part C.
 - Inventive spelling accepted
 - Single letter or shapes, proceed to Reading Part C.
- **Writing Experience:** Prompt to retell a narrative text, then write about it.
- Score on Part B determines where student begins the expository writing in Part E.

Part B: Writing Experience Script

Orientation

Part B: Writing Test Teacher Script

B1 B1 B1 B1 B1 B1 B1 B1

Now we are going to write. Here's your paper. Lay the Student Response Booklet, open to page 9, in front of the student.


And here's your pencil. Give student pencil.

Item

1 Please write your name in the box. Point to small box.


What's next?

Moving on



Good job. Now let's write about David. Let's open the storybook again.

Take out the Student Story Booklet, and open to A5-S
Place it above the Student Response Booklet.



Good job. Please give me your pencil. Take the student's pencil back.

Now I'm going to take your paper back. Take the Student Response Booklet back.

Now we are going to do something different. Go to Part C1 in the Script.

Student Response Book Part B

Teacher Side

Student Side

The diagram illustrates the layout of the Student Response Book Part B, divided into two main sections: the Teacher Side and the Student Side. The Teacher Side is on the left, featuring a large rectangular area for the Teacher Transcription, indicated by a blue callout box. A small vertical text box on the right edge of this section reads "Write what the student says. You can write in this box." The Student Side is on the right, starting with the text "My name is" followed by a small blue box containing the letter "B". Below this is a horizontal line for the Screener, indicated by a blue callout box. Underneath the screener is a large rectangular area for the Writing Experience, indicated by a blue callout box.

Part B Scoring: High, Mid, Low

Part B: Writing					
B1	Writing Level 1			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	
	1	Student writes name	<input type="radio"/>	<input type="radio"/>	Student unable to write his/her name. <input type="checkbox"/>
Writing Level 2/3/4/5					
		Criteria*	Score		
B2	6	Complete Story	<input type="radio"/> 6		
	5	Story	<input type="radio"/> 5		
B3	4	Phrase or sentence	<input type="radio"/> 4		
B4	3	Words	<input type="radio"/> 3		
& B5	2	Sound/letter correspondence	<input type="radio"/> 2		
	1	Letter copying	<input type="radio"/> 1		
	0	Single letter and/or pictures; nothing	<input type="radio"/> 0		

*For complete explanations of the criteria, please refer to the full Writing Rubric of the WIDA™ Consortium for Pre-K-K, located in the ACCESS for ELLs® 2.0 Test Administrator Manual.

	HIGH, E4/5	MID, E3	LOW, E1
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
CHECK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you stop:

1) Record starting point in Part E p. 16

➔

2) Begin Part C

Criteria to determine starting point in Part E.

High, Mid, Low

- The Expect box for writing contains the criteria to determine the starting point in Part E (Writing).

	HIGH, E4/5	MID, E3	LOW, E1
EXPECT	"word and letter/sound knowledge"	"letter/sound knowledge"	"no letter/sound knowledge"
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Might include the student's name, but writing does not provide multiple examples of knowledge of letter/sound correspondence.
CHECK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part E: Writing Entrance Point

- Entrance point based on student's performance on Part B.
 - Mark the student's starting point in Part E under the **Started Here** column
 - If "**Low**" start with **E1** (Leveled Tasks – Tracing & Copying)
 - If "**Mid**" start with **E3** (Leveled Tasks – Beginning & Ending Sounds)
 - If "**High**" start with **E4/5** (Writing Experience)

E3 Mid	Started Here	Writing Level 3			STOP IF:	Stopped Here	
	<input type="checkbox"/>	#	Key	Correct	Incorrect	Correct = 0 or 1	<input type="checkbox"/>
		1	g	<input type="radio"/>	<input type="radio"/>		
		2	m	<input type="radio"/>	<input type="radio"/>		
		3	t	<input type="radio"/>	<input type="radio"/>		
		4	n	<input type="radio"/>	<input type="radio"/>		

Note: Do not go back to a previous level in Part E, if the child cannot successfully complete the Level on which you have started him/her.

Part E: Writing Experience Overview

- **Leveled Tasks E1-E3:** from tracing, to copying, to writing initial and final sounds-THESE TASKS ARE SCORED AS CORRECT OR INCORRECT
- **Writing Experience E4/5:** prompt to retell an expository text, then write about it- THESE TASKS ARE SCORED USING THE WRITING RUBRIC

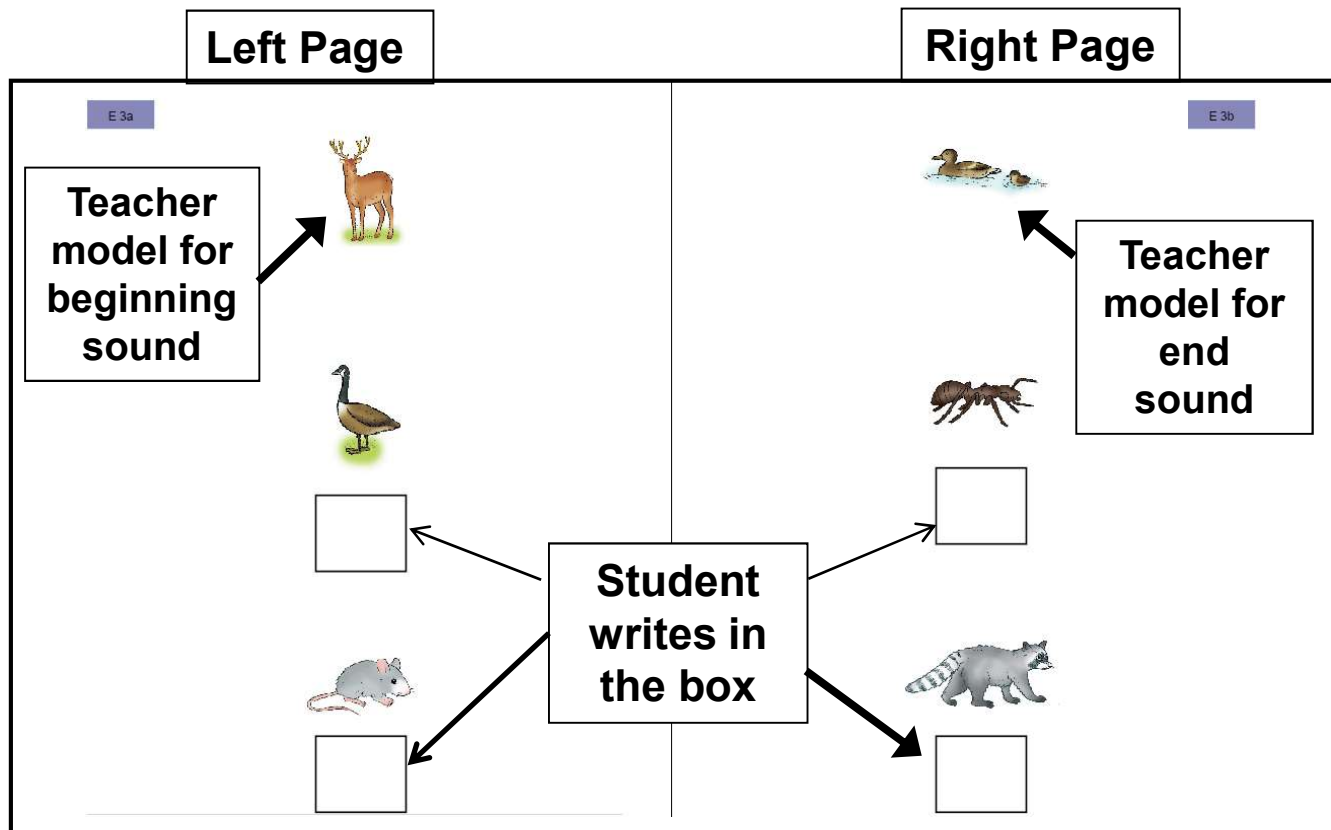
REMEMBER: Score on Part B determines where student begins the expository writing in Part E.

Writing Experience Part E Script

Unscored
Model

E3	E3	E3	E3	E3	E3	E3	E3
What else does Amy see at the park?							
<p>Point to the picture of the deer. Amy sees a deer. Deer begins with the /d/ sound. Now I'm going to write the letter that makes the /d/ sound here. Write the letter d.</p> <p>Now it's your turn.</p>							
1	<p>Point to the picture of the goose.</p> <p>Amy sees a goose. Goose begins with the /g/ sound. Write the letter that makes the /g/ sound in the box.</p>						
2	<p>Point to the picture of the mouse.</p> <p>Amy sees a mouse. Mouse begins with the /m/ sound. Write the letter that makes the /m/ sound in the box.</p>						
<p>Now let's write the sound at the end of the word.</p> <p>Point to the picture of the duck. Amy sees a duck. Duck ends with the /k/ sound. Now I'm going to write the letter that makes the /k/ sound here.</p> <p>Now it is your turn. Remember, write the letter that makes the sound at the end of the word.</p>							
3	<p>Point to the picture of the ant.</p> <p>Amy sees an ant. Ant ends with the /t/ sound. Write the letter that makes the /t/ sound in the box.</p>						
4	<p>Point to the picture of the raccoon.</p> <p>Amy sees a raccoon. Raccoon ends with the /n/ sound. Write the letter that makes the /n/ sound in the box.</p>						

Part E3: Student Response Booklet



The Kindergarten Writing Rubric

- Defines seven levels from 0 to 6 in terms of:
 - Linguistic Complexity
 - Vocabulary Usage
 - Language Control
- Takes into account rules for inventive spelling

WIDA Writing Rubric PRE-K-KINDERGARTEN			
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" 		

WIDA Writing Rubric PRE-K-KINDERGARTEN			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	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 sounds 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	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 correspondences Observable influence of native language may be present
1 Evidence: Letter copying	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 name copied letter(s) random letter(s) traced letter(s) scribble writing 	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 	Symbols or pictures, perhaps copied from graphics, may be present	No language control is evident due to lack of text



Inventive Spelling

- Acceptable on both parts of the writing test
- Developmentally appropriate for kindergartners
- Can demonstrate an understanding of the regularity of relationships between sounds and letters
- Should follow a “recognizable” pattern rather than being arbitrary letters or made-up marks to indicate meaning

Analyzing Inventive Spelling

- Sounds are represented by letters as in the rules of regular English spelling.
- English spelling system, however, is highly irregular in terms of letter-sound correspondences. So students may:
 - Approximate the sounds: e.g., **k** for **c**, **ai** for **i**
 - Invert letters, e.g., **d** for **b** or vice versa, **q** for **d** or vice versa
 - Omit letters; e.g., tak for talk

A red rectangular box containing the handwritten word "Tak" in a simple, slightly slanted font.

“talk”

A red rectangular box containing the handwritten word "afes" in a simple, slightly slanted font.

“office”



Part E: Scoring Guidance


- **E1 – E3 Leveled Tasks:**
 - Scored as **Correct** or **Incorrect**.
 - There are multiple questions within one level
 - If the student completes a level successfully (following the Stop If criteria), move on to the next level.
- **E4/5 Writing Experience Task:**
 - The test administrator assigns the writing a score of 1-6 using the **Writing Rubric** after the student completes the entire test.

Part B: Writing Samples



Let's Score!


Where will this student start in Part E? MID Start: E3

Sample	Transcription	Explanation
	Flower, Boy	Identifies beginning, middle and end sounds in word “flower,” but is not so clear for “boy.” The “b” appears to be inverted, which is acceptable, but student writes “ll” for the /oy/ sound. May be evidence of the interlanguage effect, but it is not accepted at this level.


Part E1 – E3: Writing Samples




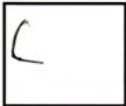

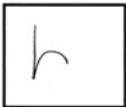
E1: Tracing Tasks

Sample	Score	Rationale
	<i>Incorrect</i>	Student was not able to stay on the lines.

E2: Copying Tasks

Sample	Score	Rationale
 <div>hive</div> <div>hiv e</div>	Correct	Student inverted the “v” and the “e,” which is normal for children at this level, so item is marked correct.


E3: Initial & Final Sound Tasks

Sample	Score	Rationale
   	<p><i>Incorrect</i></p>	<p>Student is asked to produce the /g/ sound for “goose” and the /m/ sound for “mouse.” Student writes a “c” and an “r” (or maybe and “h”). Neither answer is acceptable.</p>

Part E4/5: Writing Samples

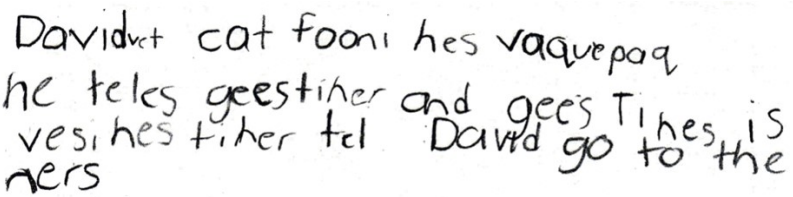


Rubric Score: 1

Sample	Transcription	Explanation
	<p>teacher</p> <p>backpack</p> <p>doctor</p>	<p>This student has written a string of letters that does not correspond to what he or she wrote.</p>

WIDA Writing Rubric PRE-K–KINDERGARTEN			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
<p>1</p> <p>Evidence: Letter copying</p>	<p>Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound/ letter correspondence</p>	<p>Evidence of ability to write letters may be provided by any of the following:</p> <ul style="list-style-type: none"> • writing own name • copied letter(s) • random letter(s) • traced letter(s) • scribble writing 	<p>Poor letter formation quality may impede recognition of letters</p>

Rubric Score: 5

Sample	Explanation
	<p>This sample has 3 complete sentences, but there is some evidence of interlanguage effect: “vaquepaq” for “backpack” and “gees” for “his” Additionally, the words go beyond memorized high frequency words (e.g. backpack, teacher, nurse, busy).</p>
Transcription	
<p>David can't find his backpack he tells his teacher and his teacher is busy his teacher tells David to go to the nurse</p>	

WIDA Writing Rubric PRE-K–KINDERGARTEN			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
<p>5 Evidence: “Story”</p>	<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



Ending the Writing Test

- If a student beginning at E1 (Low) or E3 (Mid) answers only one item correctly, or does not answer any items correctly,

E3 Mid	Started Here	Writing Level 3				STOP IF:	Stopped Here
	<input type="checkbox"/>	#	Key	Correct	Incorrect	Correct = 0 or 1	<input type="checkbox"/>
		1	g	<input type="radio"/>	<input type="radio"/>		
		2	m	<input type="radio"/>	<input type="radio"/>		
		3	t	<input type="radio"/>	<input type="radio"/>		
		4	n	<input type="radio"/>	<input type="radio"/>		

Mark “Stopped Here,” indicating that the student is done with the Writing test.

- If a student begins at E4/E5 (High), score the written response on a scale of 0-6 according to the criteria after the test administration is complete.

Part C and F:

Reading



Part C: Reading

- **Format:** Tasks at five levels include matching cards, categorizing pictures, and pointing to objects. Some initial tasks assess pre-literacy skills.
- **Scoring:** Reading items are each scored **correct** or **incorrect**.
 - Based on how many tasks the student correctly completed in Part C, score the student's performance as "**High**," "**Mid**," or "**Low**". This will determine the starting point in Part F of the Reading test.
 - Record starting point in Part F in the Student Response Booklet.
 - If student does not read the card correctly but chooses the correct card, mark it **correct**.








Part C: Reading Script

Pictures cards

Unscored model of task

Thumbnail of the graphic in the Student Story Booklet

Test items

C2	C2	C2	C2	C2	C2	C2	C2
I'm going to take out the storybook again. Take out Student Storybook, open to Part C2.						P J R	
I'm going to take out some cards and hold them in my hand. Take cards out and hold them in your hand.							
These are things David likes to eat for a snack.							
							
   							
<p>Here's a picture of a peach. Lay down, face up, picture of the peach.</p> <p>Peach begins with the /p/ sound. I'm going to put the picture of the peach under the letter that makes the /p/ sound.</p> <p>Put the picture of the peach under the letter /P/ in Student Storybook Part C2. Pause.</p> <p>I'm going to take the card away. Take card away and put aside.</p> <p>Now here's a picture of raisins. Lay down, face up, the picture of raisins.</p> <p>Raisins begins with the /r/ sound. Put the picture of raisins under the letter that makes the /r/ sound.</p> <p>Good job. I'm going to take that back. Take card away and put aside.</p> <p>Now here's a picture of a juice box. Lay down, face up, the picture of the juice box.</p> <p>Juice begins with the /j/ sound. Put the picture of juice under the letter that makes the /j/ sound.</p> <p>Good job. I'm going to take that back. Take card away and put aside.</p> <p>Now here's a picture of a pear. Lay down, face up, the picture of a pear.</p> <p>Pear begins with the /p/ sound. Put the picture of a pear under the letter that makes the /p/ sound.</p> <p>Good job. Let's put these cards away. Put cards away.</p>							
Moving on							
							
<p>Let's move on.</p> <p>Close Student Storybook and turn to Part C3 in script.</p>				<p>Let's close the book now.</p> <p>Mark starting point F1 in Student Response Booklet. Go to Part D1 in Script.</p>			

Symbols in the Script

Keep cards
in hand

Card used
for modeling

Gray box indicates
that cards should
be face down


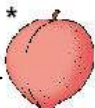



C2 C2 C2 C2 C2 C2 C2 C2

I'm going to take out the storybook again. Take out Student Storybook, open to Part C2.

I'm going to take out some cards and hold them in my hand. Take cards out and hold them in your hand.

These are things David likes to eat for a snack.






P	J	R

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
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Part C: Recording Answers

Fill in the correct or incorrect bubble for each question.

C2	Reading Level 2			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	
	1	raisin	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
	2	juice	<input type="radio"/>	<input type="radio"/>	
	3	pear	<input type="radio"/>	<input type="radio"/>	

Determine if you will move on to the next Level within Part C, or go to Part D.

Stopped Here: fill in if this is the last level administered.

Part F Starting Point

- You must make a determination about where to start in Reading Part (Part F), based on the student's performance on the Reading items in Part C.
- 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

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

Winding Down

- 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.

Positive Reinforcement

- Be sure you end the test with something the student *can* do so that students leave with a positive feeling about the experience.
- In **Listening Parts**: If the student clearly does not understand the listening task, you may repeat the model. If the student still doesn't understand, continue modeling with the other items, but score them as **incorrect**.
- In **Speaking Parts**: If the student says "I don't know" you may assist him/her, but mark the answer "**Approaches.**"
- In **Writing Parts**: If the student cannot write sentences, prompt him/her to write single words or letters.
- In **Reading Parts**: If the student cannot read words or sentences, encourage him/her to identify a sound or a picture he/she recognizes.