ACCESS for ELLs Suite Overview for New Test Coordinators

December 2018

Bilingual/ESOL

Exceptional Student Learning Support

Student Assessment and Research

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Contains secure and confidential information.

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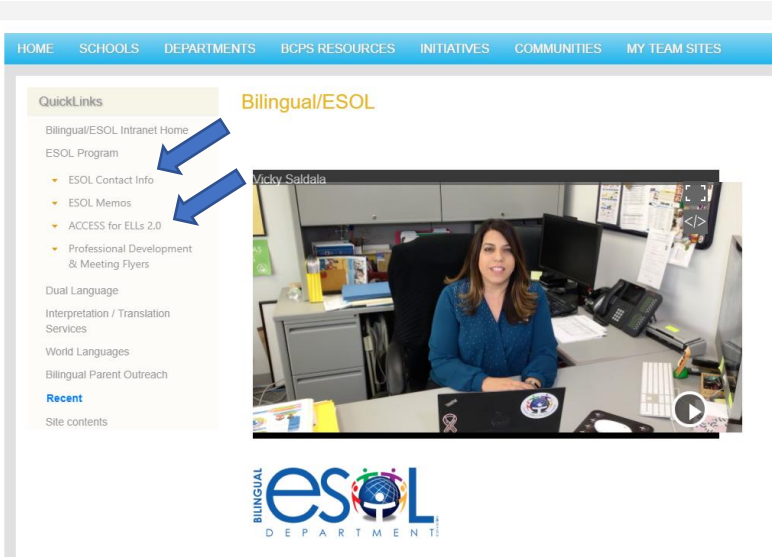
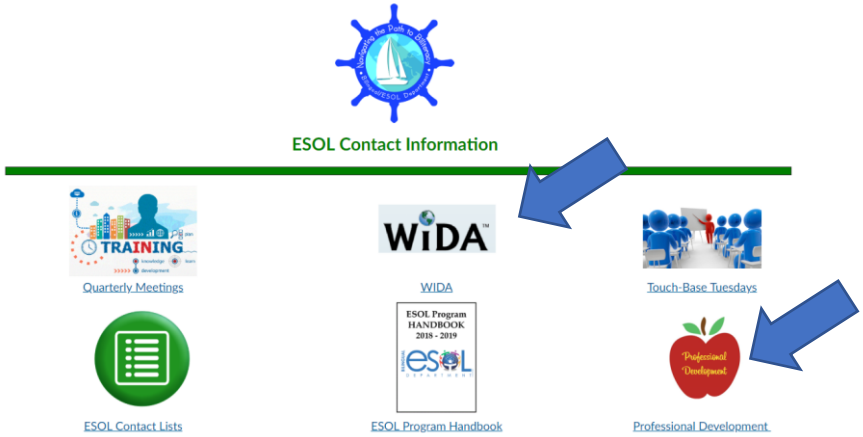
Where do I find the ACCESS PPT?

Bilingual/ESOL SharePoint



ESOL Contacts 2018-2019 CANVAS



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Sections

Bilingual/ESOL

- FL ACCESS for ELLs Suite Overview
- Training Requirements & Preparations
- Kindergarten ACCESS for ELLs
- ACCESS for ELLs Paper (Grades 1–12)

Exceptional Student Learning Support

- Alternate ACCESS for ELLs (Grades 1–12)

Student Assessment and Research

- Before, During, and After Testing

Bilingual/ESOL

- Closing

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ACCESS for ELLs
Errors 2017-2018

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Incorrect or Blank Student Demographic Information

Student Information	# of Cases 16-17 SY	# of Cases 17-18 SY	Impact
DATE OF TESTING		2,950	**Student Identification/School Location**
FIRST NAME	137	104	**Student identification**
LAST NAME	284	223	**Student identification**
FLEID	652	402	**Student identification**
HOME LANGUAGE CODE	472	175	**Language of Parent Report**
BIRTH DATE	188	183	**Student identification**
GRADE LEVEL	91	44	**Student identification/Grade level cluster placement**

- Student names: first and last names switched or misspelled.
- FLEID: 185 left blank and 166 had Broward District ID instead of FLEID.
  - FLEID has 14 characters, including FL. Example: **FL000009854342**
- Birth date: left blank or birth year reported as 2018.

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Examples of Incorrect Native Language Codes

Incorrect Language Code	State Defined Language Code	Language
SPA, SPAN	SP	Spanish
HAIT, CREO, FRCR	HC	Haitian-Creole
POR, PORT	PR	Portuguese
ENGL, ENSP?	EN	English
ARAB	AR	Arabic
VIET	VI	Vietnamese

- Language codes are defined by Florida DOE as **two-letter character.**

http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-appendn.xls

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Other Issues

- Blank tests
  - 14 blank tests (without names or scores) had the school label affixed and submitted for scoring.
- Non-ELLs tested (*n*=87)
  - All tests were invalidated.
    - LEP status ZZ (*n*=11)
    - LEP status LF (*n*=76) – students exited ESOL before the beginning of the ACCESS testing window.
- Non-eligible students taking Alternate ACCESS for ELLs
  - 2 tests were invalidated.
- Braille
  - 8 non-vision impaired students had the Braille accommodation checked.
  - State inquired the District why the students were administered Braille. They were not.

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Students Without Overall Composite Scores

District (31,549 students tested)	Number of students (% of tested)
Students tested in all language domains	30,768 (97.6%)
Students not tested in one or more language domain(s)	771 (2.4%)
Students not tested in:	
Listening	182 (0.6%)
Speaking	411 (1.3%)
Reading	132 (0.4%)
Writing	277 (0.9%)

- More than 2% of tested students did not have an Overall Composite Score
  - Students were not tested in one or more language domains.

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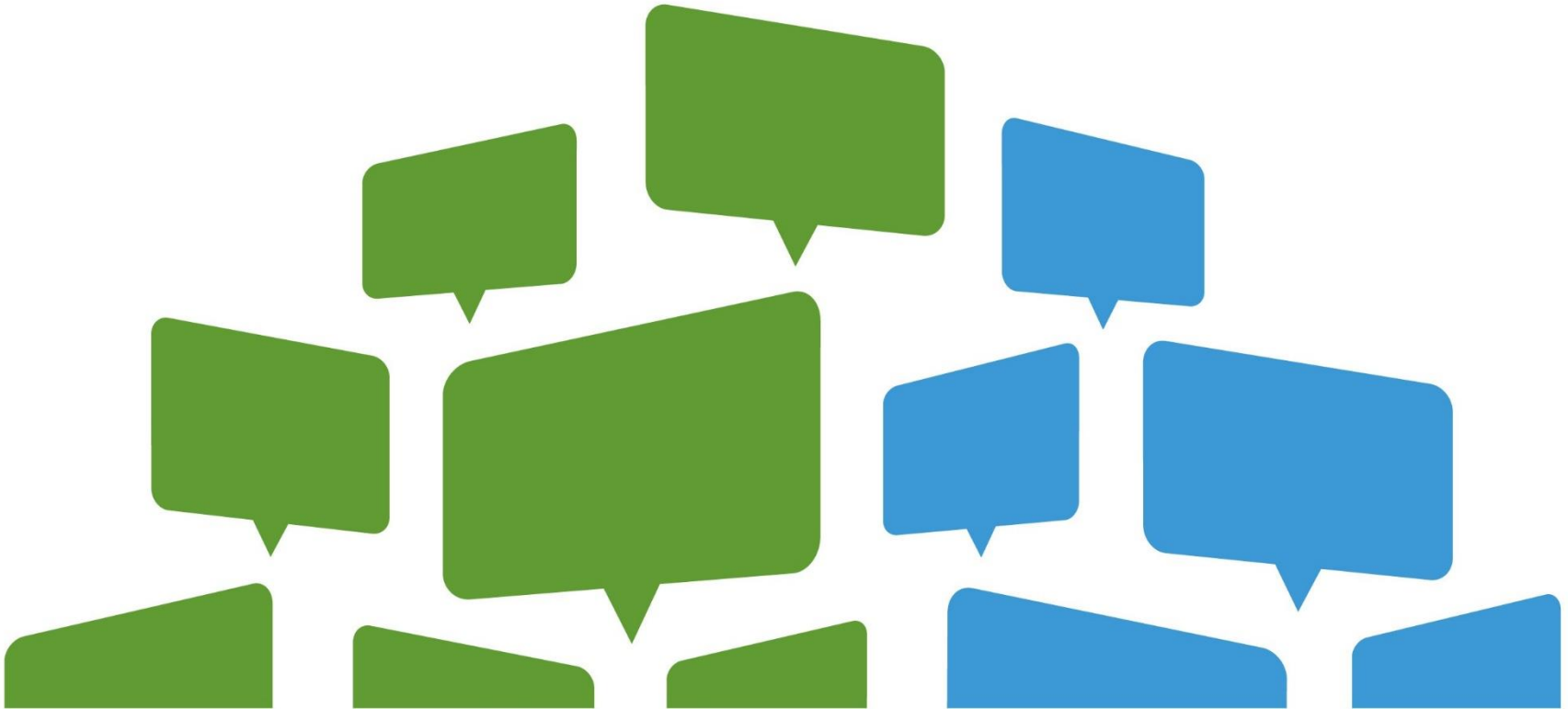
ACCESS for ELLs Suite in Florida



ACCESS for ELLs Suite of Assessments

For the Spring 2019 administration, the following assessments will be used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners (ELLs):

- **Kindergarten ACCESS for ELLs**, a **paper-based** assessment for Kindergarten
- **ACCESS for ELLs Paper**, a **paper-based** assessment for Grades 1–12
- **Alternate ACCESS for ELLs**, a **paper-based** assessment for ELLs in Grades 1–12 who have significant cognitive disabilities

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Students to be Tested

All students enrolled in the district (grades K–12) and classified ELL, with a code of "LY" on the 1st 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

(continued on next slide)

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ACCESS for ELLs Results

Results will provide:

- data useful for charting student progress over time and, for the newly arrived students, charting progress over the first year.
- information about the language proficiency levels of individual students that can be used in making decisions regarding exit from English for Speakers of Other Languages (ESOL) programs.
- useful information about students' strengths and weaknesses in English.

Results will <u>NOT</u> be used for:

- grade-level placement
- grade promotion or retention decisions

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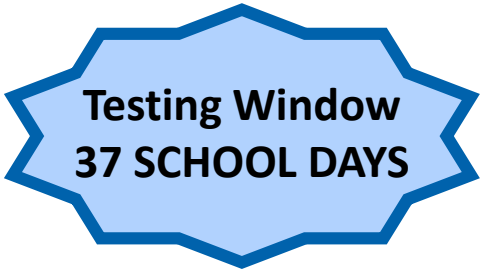
ACCESS for ELLs 2018-19 Schedule

Event	Date
Delivery of 2019 Administration Materials to Schools	January 22, 2019
2019 ACCESS for ELLs 2.0 Test Administration Window	January 28, 2019 – March 22, 2019
Delivery of 2nd Wave of Pre-ID Labels	February 15, 2019
Return of Materials	March 18, 2019 – March 22, 2019



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What's New for Spring 2019

1. Test Administrators with training certificates awarded prior to July 2017 must recertify to administer during the Spring 2019 administration.

2. Tier B and Tier C test forms have been consolidated into one Tier B/C test booklet.

3. **Tier B and Tier C students can be tested together** during the Listening, Reading, and Writing domains.

4. The WIDA website new URL address is https://wida.wisc.edu/

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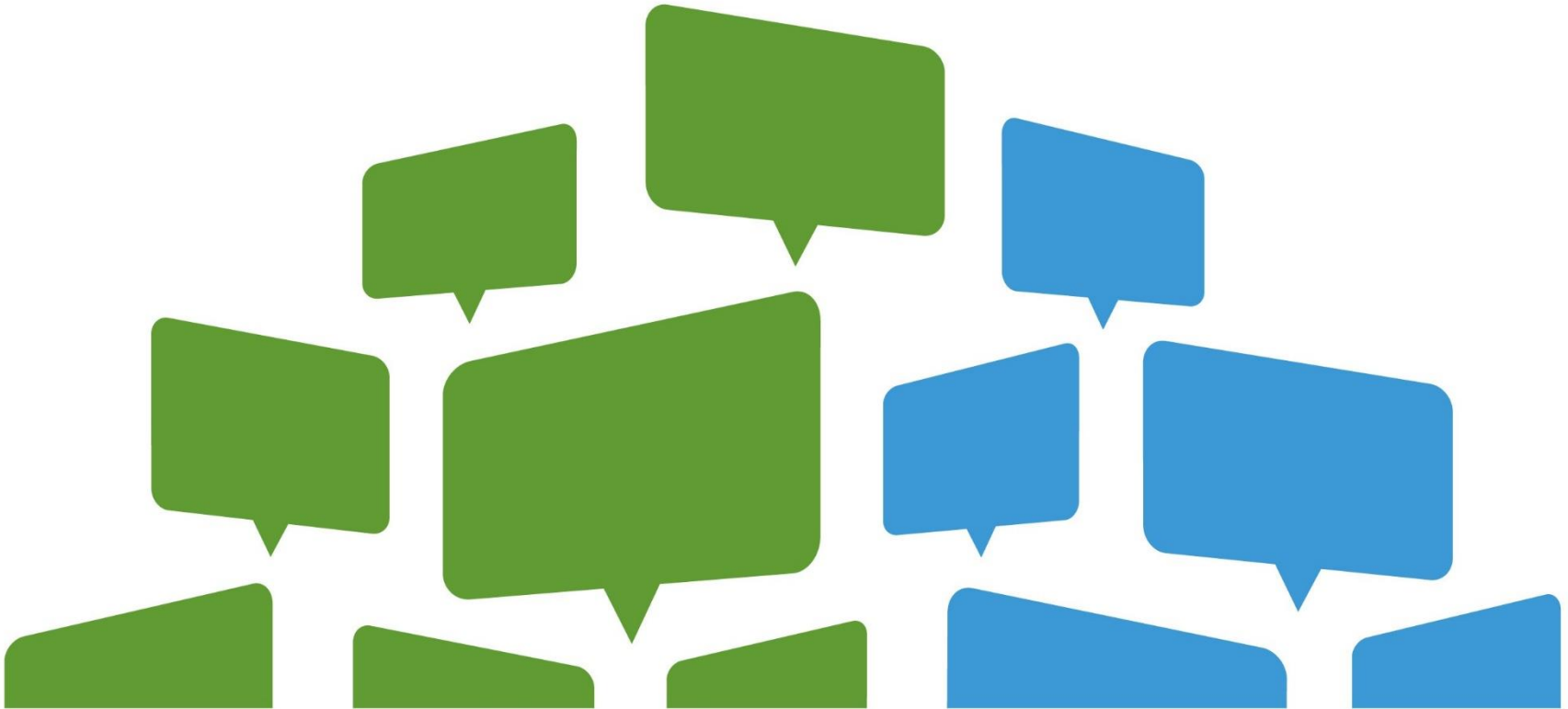
Training Requirements & Preparations



2 Main Testing Roles

Test Coordinator (District or School)
Facilitate the overall test administration from start to finish

Test Administrator
Administer and monitor the test

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Test Coordinator

Students Without Overall Composite Scores

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Test Administrator

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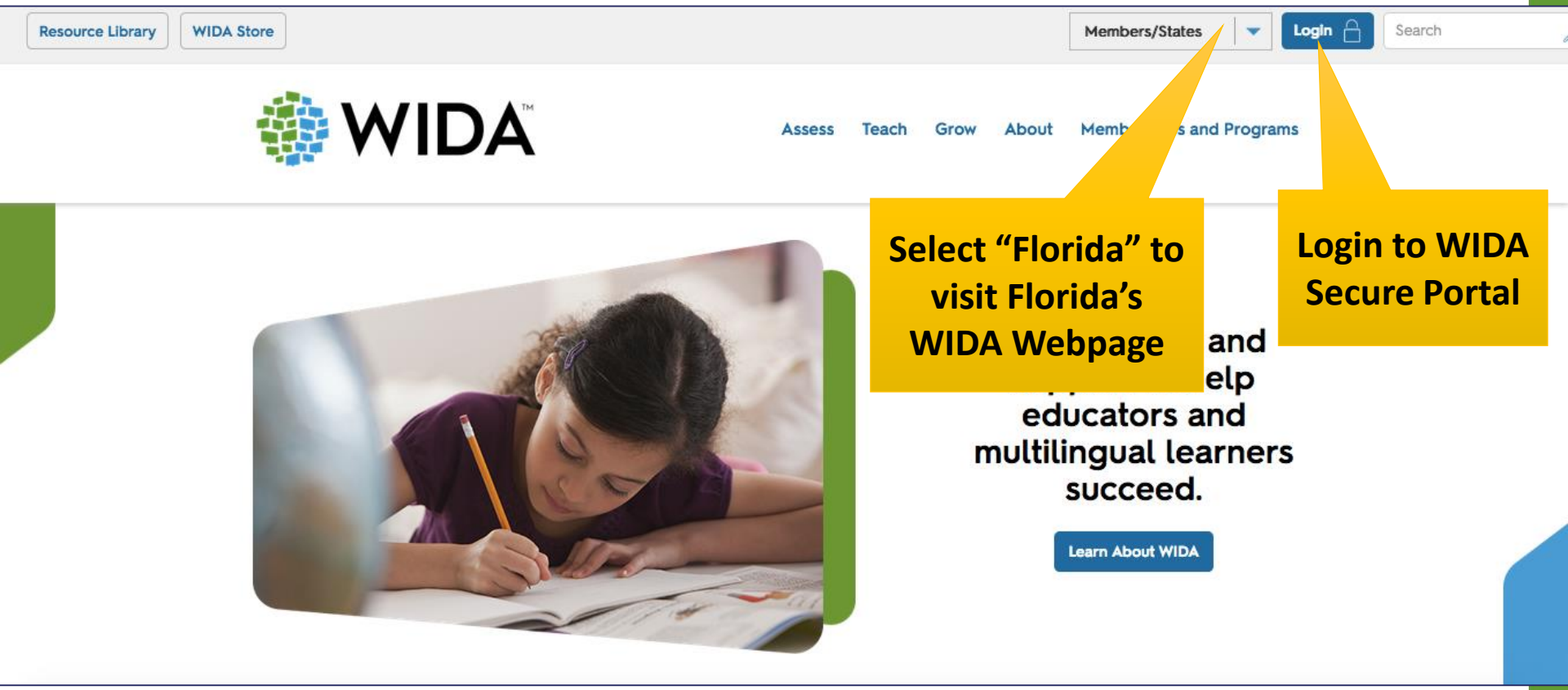
WIDA Website https://wida.wisc.edu/



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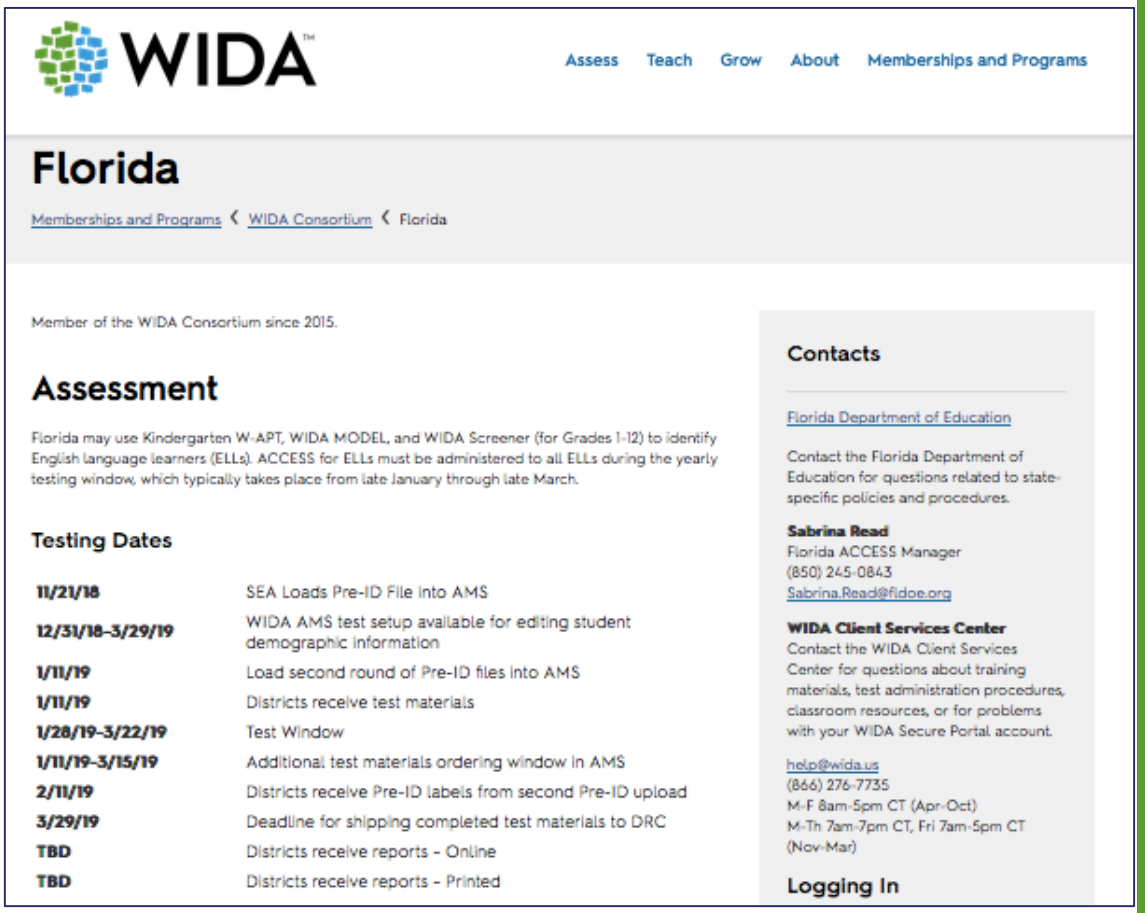
Florida's WIDA Webpage

NEW Website Address: https://wida.wisc.edu/memberships/consortium/fl

Important Information

- Testing Dates
- Checklist
- State-Specific Directions
- Assessment Resources
- Assessment Results and Rules
- Contacts



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Assess Teach Grow About Memberships and Programs

Florida

Memberships and Programs ❮ WIDA Consortium ❮ Florida

Member of the WIDA Consortium since 2015.

Assessment

Florida may use Kindergarten W-APT, WIDA MODEL, and WIDA Screener (for Grades 1-12) to identify English language learners (ELLs). ACCESS for ELLs must be administered to all ELLs during the yearly testing window, which typically takes place from late January through late March.

Testing Dates

11/21/18	SEA Loads Pre-ID File into AMS
12/31/18-3/29/19	WIDA AMS test setup available for editing student demographic information
1/11/19	Load second round of Pre-ID files into AMS
1/11/19	Districts receive test materials
1/28/19-3/22/19	Test Window
1/11/19-3/15/19	Additional test materials ordering window in AMS
2/11/19	Districts receive Pre-ID labels from second Pre-ID upload
3/29/19	Deadline for shipping completed test materials to DRC
TBD	Districts receive reports - Online
TBD	Districts receive reports - Printed

Contacts

Florida Department of Education

Contact the Florida Department of Education for questions related to state-specific policies and procedures.

Sabrina Read
Florida ACCESS Manager
(850) 245-0843
Sabrina.Read@fldoe.org

WIDA Client Services Center
Contact the WIDA Client Services Center for questions about training materials, test administration procedures, classroom resources, or for problems with your WIDA Secure Portal account.

help@wida.us
(866) 276-7735
M-F 8am-5pm CT (Apr-Oct)
M-Th 7am-7pm CT, Fri 7am-5pm CT (Nov-Mar)

Logging In

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Assessment Resources

Florida Testing Signs

- Sign: Testing Do Not Disturb
- Sign: No Electronic Devices

Student Planning Sheet

- Student Planning Sheet

Demographic Information

- Native (Home) Language Codes

Florida Testing Forms

- Test Administration and Security Agreement
- Test Administrator Prohibited Activities Agreement
- Security Log
- Test Materials Chain of Custody Form
- Breaches of Administration Form
- Test Session Roster
- District/School Label Request Form
- Human Reader Accommodation Script Ordering form

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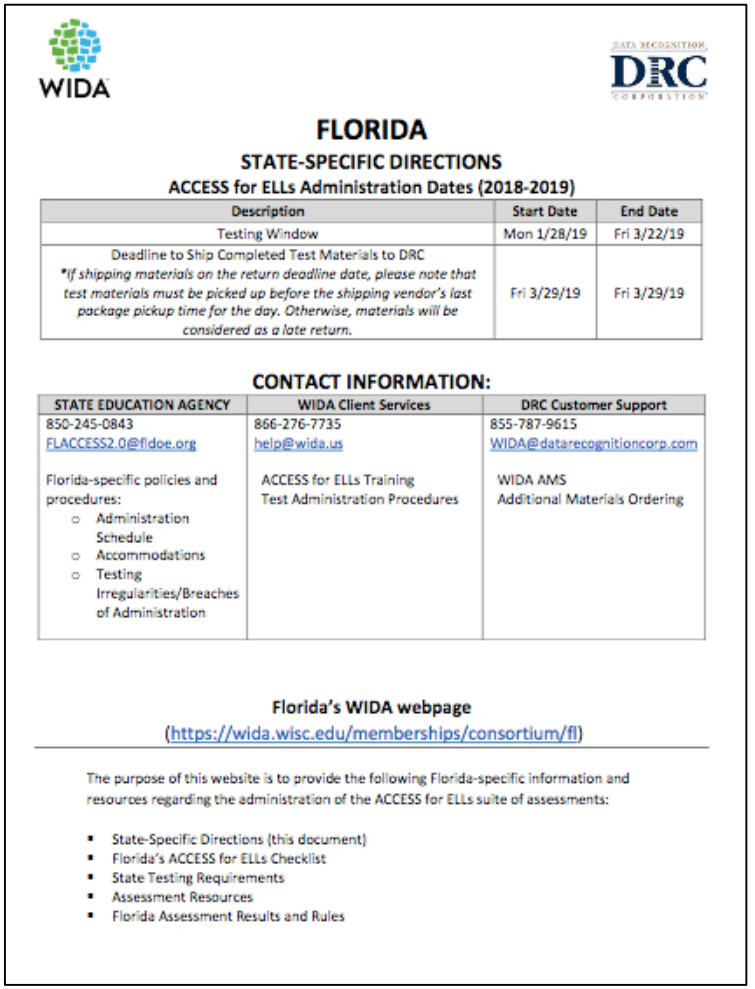
State-Specific Directions

- An overview of Florida's policies and procedures are located on the State-Specific Directions
- Available on Florida's WIDA webpage and in each training course.

State-Specific Directions



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DRC

FLORIDA

STATE-SPECIFIC DIRECTIONS

ACCESS for ELLs Administration Dates (2018-2019)

Description	Start Date	End Date
Testing Window	Mon 1/28/19	Fri 3/22/19
Deadline to Ship Completed Test Materials to DRC **If shipping materials on the return deadline date, please note that test materials must be picked up before the shipping vendor's last package pickup time for the day. Otherwise, materials will be considered as a late return.*	Fri 3/29/19	Fri 3/29/19

CONTACT INFORMATION:

STATE EDUCATION AGENCY	WIDA Client Services	DRC Customer Support
850-245-0843 FLACCESS2.0@fldoe.org	866-276-7735 help@wida.us	855-787-9615 WIDA@datarecognitioncorp.com
Florida-specific policies and procedures: ○ Administration Schedule ○ Accommodations ○ Testing Irregularities/Breaches of Administration	ACCESS for ELLs Training Test Administration Procedures	WIDA AMS Additional Materials Ordering

Florida's WIDA webpage

(https://wida.wisc.edu/memberships/consortium/fl)

The purpose of this website is to provide the following Florida-specific information and resources regarding the administration of the ACCESS for ELLs suite of assessments:

- State-Specific Directions (this document)
- Florida's ACCESS for ELLs Checklist
- State Testing Requirements
- Assessment Resources
- Florida Assessment Results and Rules

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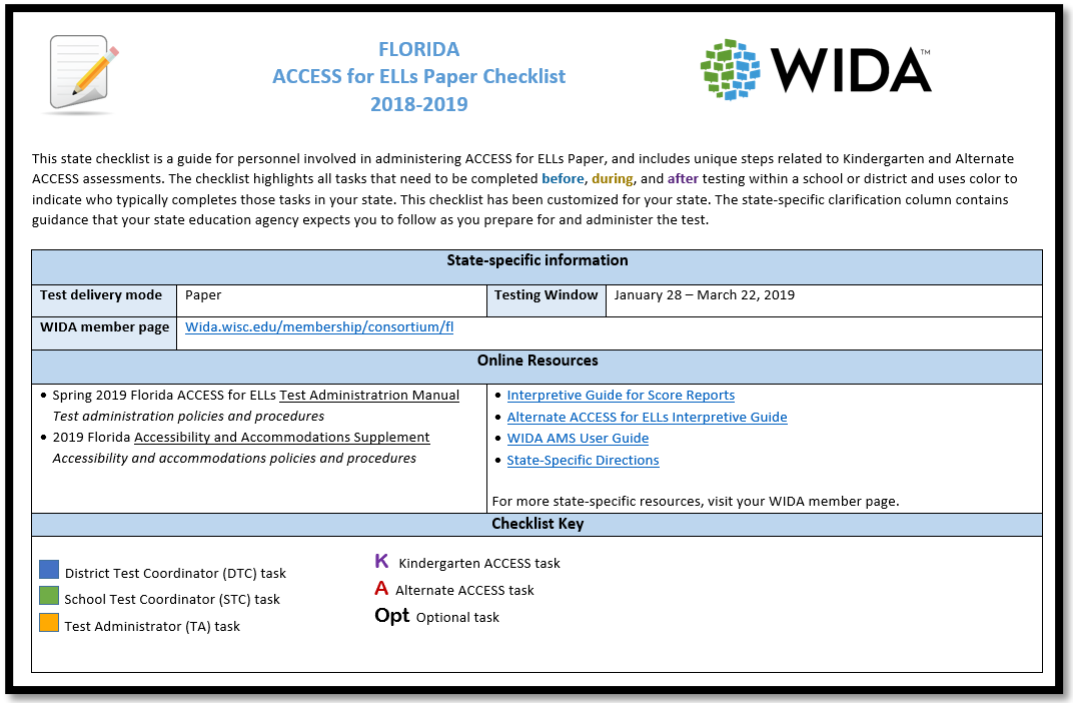
Florida's ACCESS for ELLs Checklist

District Test Coordinators, School Test Coordinators, and Test Administrators



FLORIDA
ACCESS for ELLs Paper Checklist
2018-2019

WIDA

This state checklist is a guide for personnel involved in administering ACCESS for ELLs Paper, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

State-specific information			
Test delivery mode	Paper	**Testing Window**	January 28 – March 22, 2019
WIDA member page	Wida.wisc.edu/membership/consortium/fl		

Online Resources	
• Spring 2019 Florida ACCESS for ELLs Test Administratrion Manual *Test administration policies and procedures* • 2019 Florida Accessibility and Accommodations Supplement *Accessibility and accommodations policies and procedures*	• Interpretive Guide for Score Reports • Alternate ACCESS for ELLs Interpretive Guide • WIDA AMS User Guide • State-Specific Directions For more state-specific resources, visit your WIDA member page.

Checklist Key

- District Test Coordinator (DTC) task
- School Test Coordinator (STC) task
- Test Administrator (TA) task

K Kindergarten ACCESS task
A Alternate ACCESS task
Opt Optional task

ACCESS for ELLs Checklist

Available on Florida's WIDA webpage and the **Paper-Based Training** tile.

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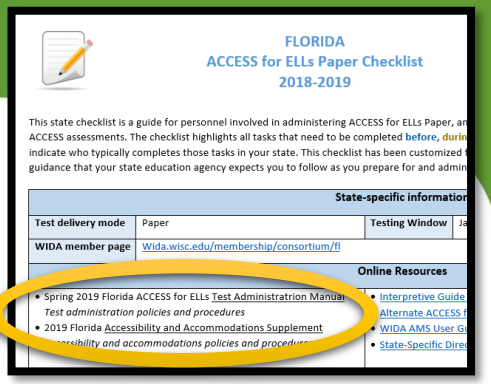
Spring 2019 Florida ACCESS for ELLs Test Administration Manual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2018-2019

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State-specific information

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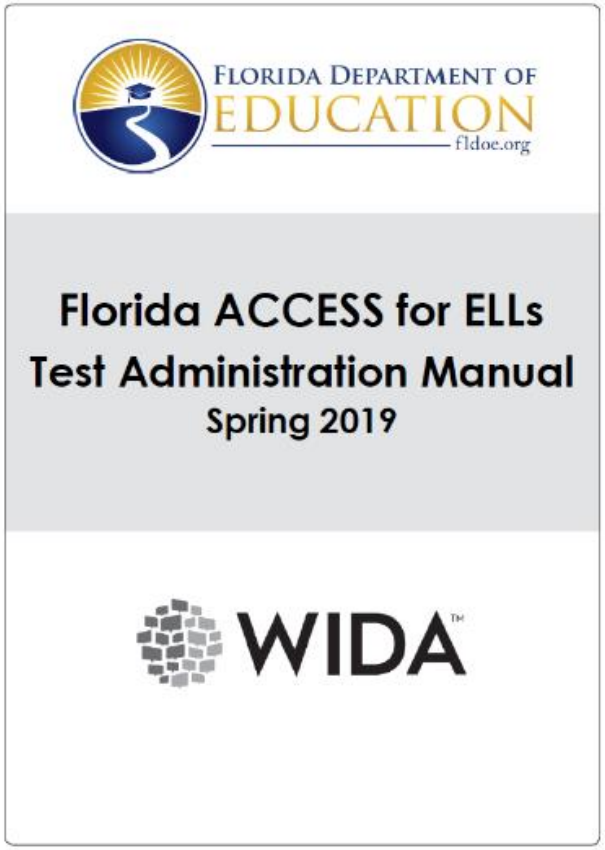
Online Resources

- Spring 2019 Florida ACCESS for ELLs Test Administratrion Manual
  Test administration policies and procedures
- 2019 Florida Accessibility and Accommodations Supplement
  ssibility and accommodations policies and procedu
- Interpretive Guide
- Alternate ACCESS f
- WIDA AMS User Gu
- State-Specific Direc

- Replaces the WIDA Test Administrator Manual.
- This manual explains all responsibilities and tasks related to the implementation and administration of the ACCESS for ELLs suite of assessments in Florida.



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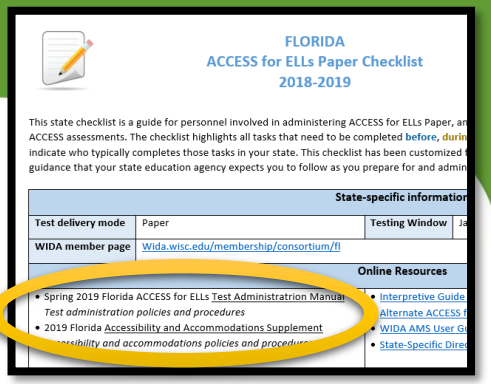
2019 Florida Accessibility and Accommodations Supplement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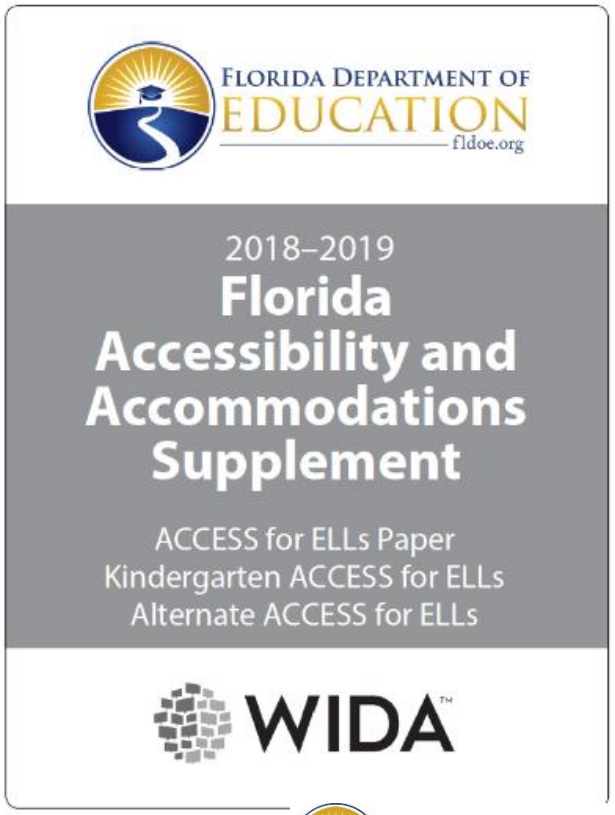
- Interpretive Guide
- Alternate ACCESS f
- WIDA AMS User Gu
- State-Specific Direc

- 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 and on Florida's WIDA Webpage.



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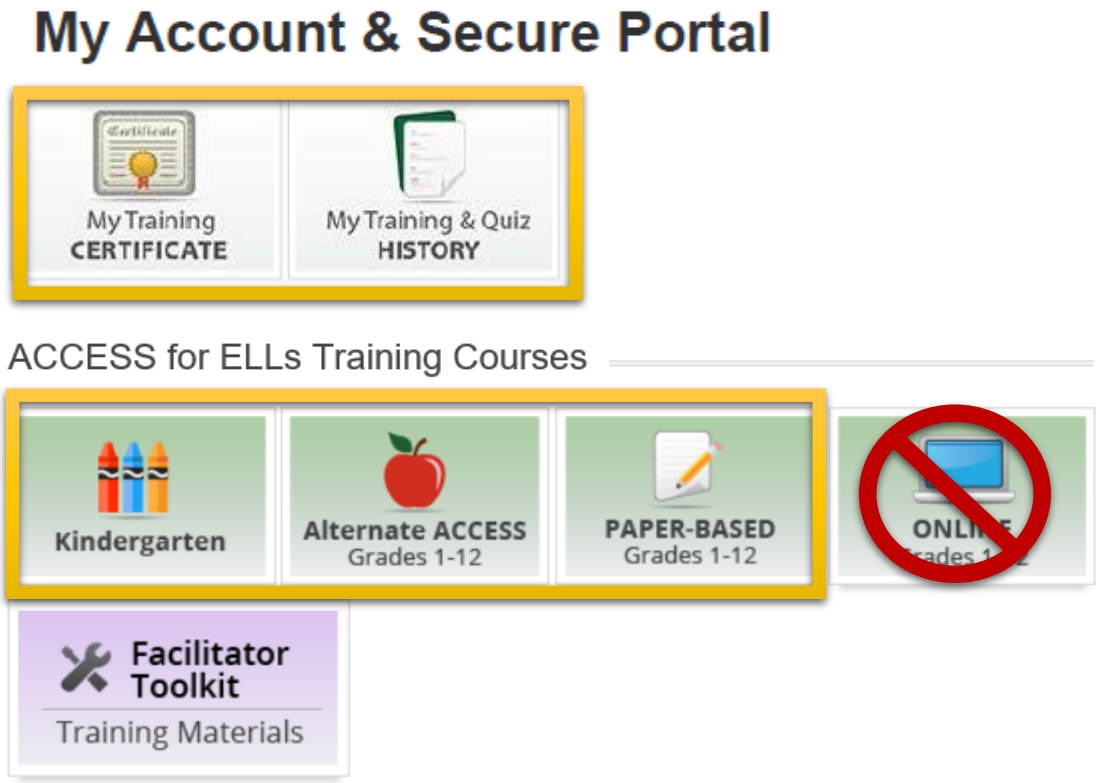
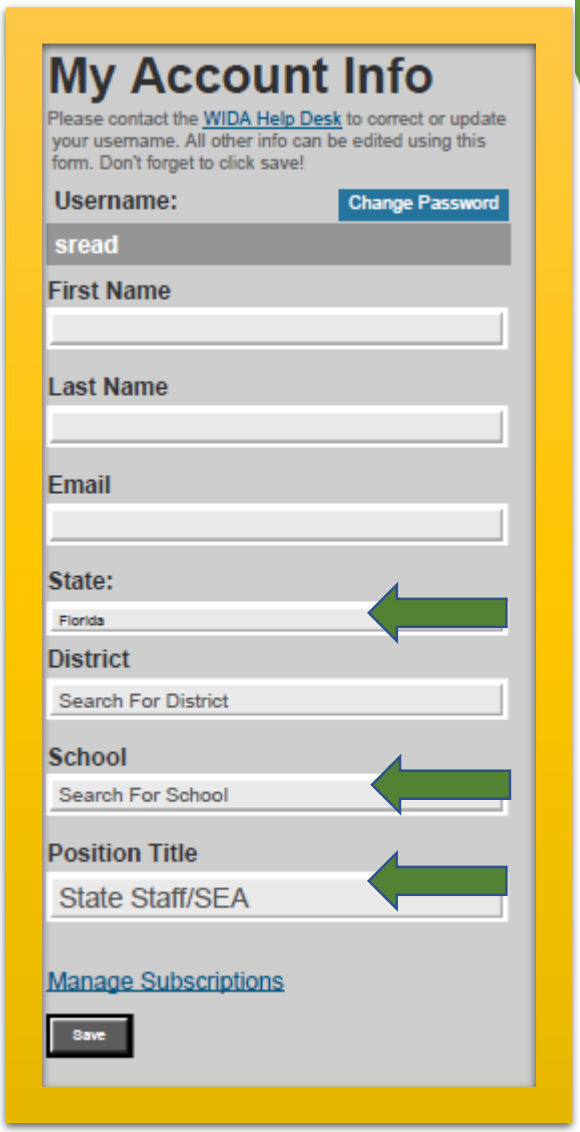
WIDA Secure Portal





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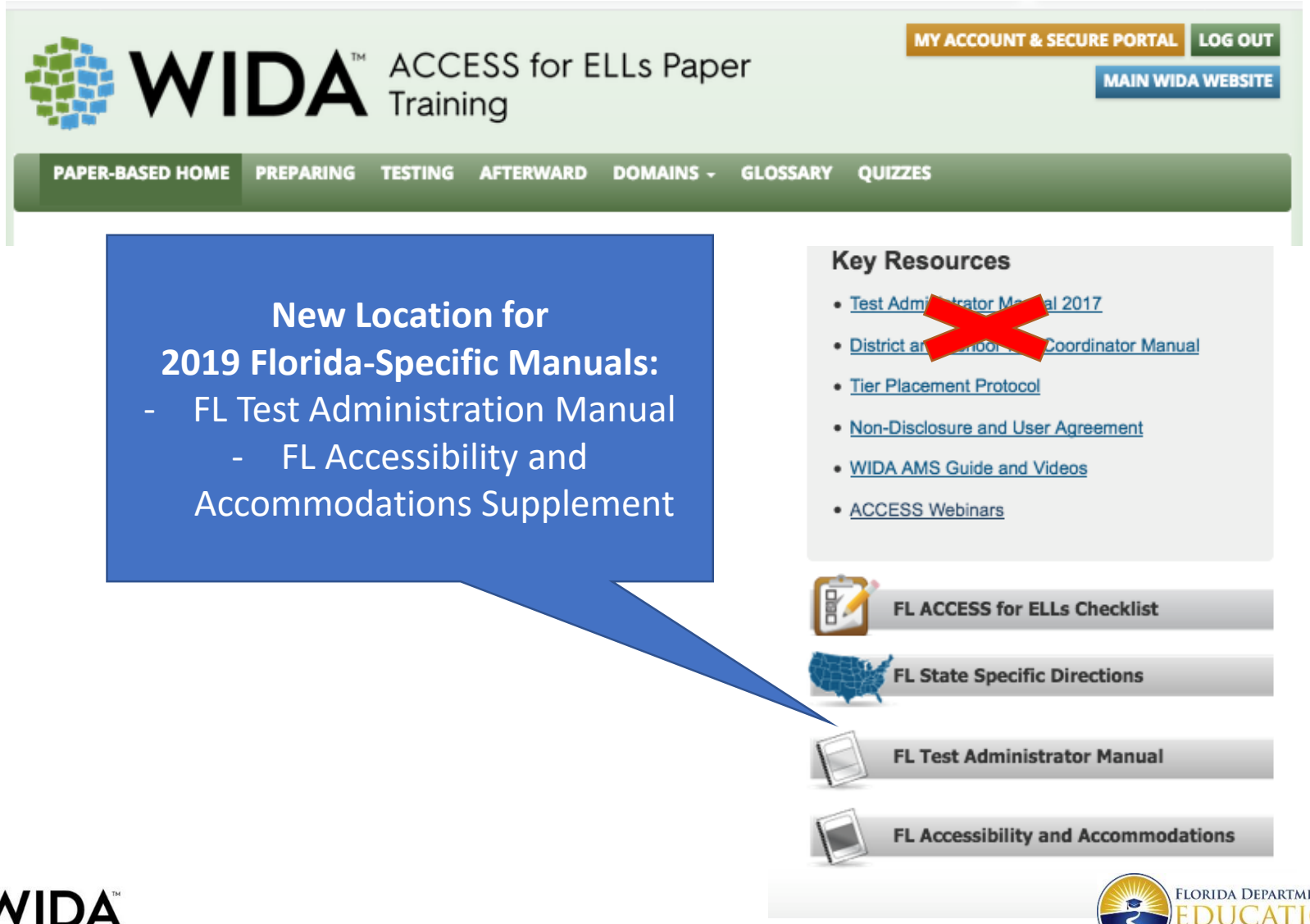
Florida's Key Resources



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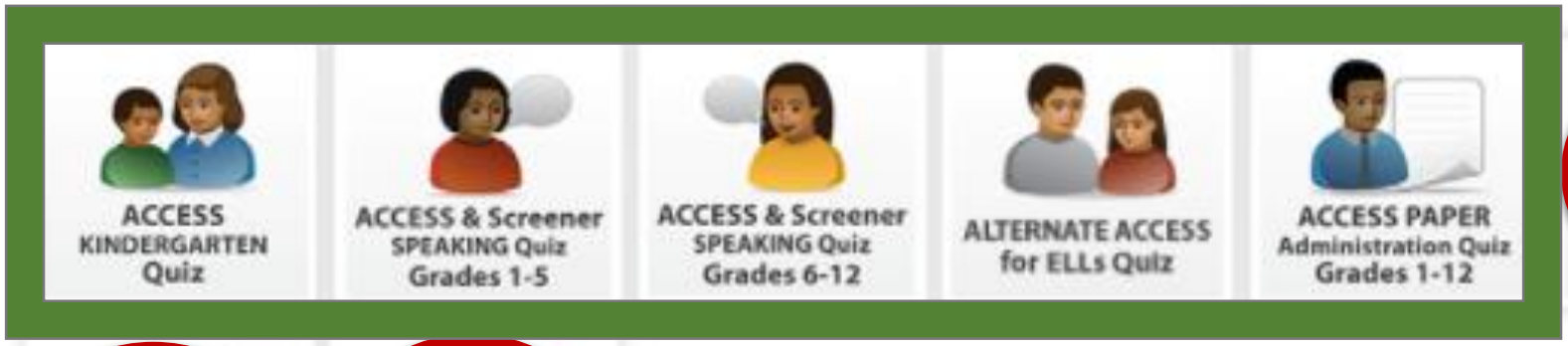
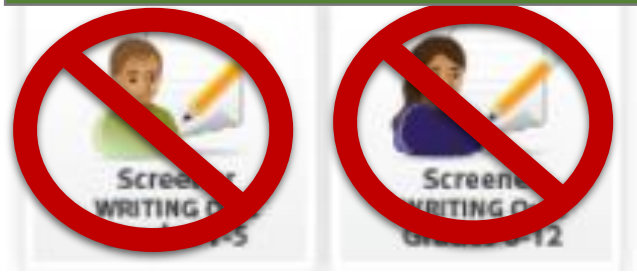
Quizzes for George Washington





Must complete the online quiz(zes) with a passing rate of **80% or higher** to become certified to administer the assessment(s).

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Training and Certification Requirements for Kindergarten ACCESS Test Administrators

- ✓Complete Florida's ACCESS for ELLs Checklist
- ✓Online training available via WIDA Secure Portal
- ✓Must complete the online Kindergarten Quiz with a passing rate of 80% or higher to become certified to administer the assessment.

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Training and Certification Requirements for ACCESS Paper Test Administrators

- ✓Complete Florida's ACCESS for ELLs Paper Checklist
- ✓Online training available via WIDA Secure Portal.
- ✓Must complete the online Speaking Quiz(zes) with a passing rate of 80% or higher to become certified to administer the Speaking section.
- ✓Must complete the Paper Administration Quiz Grades 1–12 with a passing rate of 80% or higher to become certified to administer the assessment.

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Training and Certification Requirements for Alternate ACCESS Test Administrators

- ✓Complete Florida's ACCESS for ELLs Checklist
- ✓Online training available via WIDA Secure Portal.
- ✓Must complete the online Alternate ACCESS for ELLs Quiz with a passing rate of 80% or higher to become certified to administer the assessment.

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Returning Test Administrators

Test Administrators with training certificates awarded **prior to July 2017 must recertify** to administer during the Spring 2019 administration.

Academic School Year = July 1 – June 30

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Training Certificate

WIDA

This certificate is awarded to

George Washington

For successful completion of the following trainings in the WIDA secure portal, and the above named individual may administer the indicated WIDA assessments during the same academic year.

ACCESS for ELLs 2.0

Kindergarten Test (7/24/2017)
Speaking Test, Grades 1-5 (7/24/2017)
Speaking Test, Grades 6-12 (7/29/2017)
Paper Administration (7/24/2017)
Alternate ACCESS for ELLs Test (7/24/2017)

WIDA Screening Assessments

Speaking Test, Grades 1-5 (7/24/2017)
Speaking Test, Grades 6-12 (7/29/2017)

Speaking Test certification is shared between ACCESS for ELLs 2.0 and WIDA Screener. Completing either Speaking Test quiz will result in both certifications.

The dates listed next to each training component indicate that the above named individual may coordinate or administer the corresponding section of the ACCESS for ELLs, WIDA Screener, or the W-APT during the same academic year. Please note that individual states within the WIDA Consortium may or may not require individuals to recertify as Test Coordinators or Administrators each academic year.

For more information, please contact your state's education agency or visit www.wida.us.

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Let's Go Live

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To Recertify or Not to Recertify... That is the Question

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Academic School Year = July 1 – June 30

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Academic School Year = July 1 – June 30

My Training & Quiz HISTORY

ACCESS for ELLs 2.0 Training Completion

Academic Year	Kindergarten	Speaking 1-5	Speaking 6-12	Online Admin	Paper Admin	Alternate
2018-2019						
2017-2018						
2016-2017						
2015-2016						

ACCESS for ELLs 2.0 Training Completion

Academic Year	Kindergarten	Speaking 1-5	Speaking 6-12	Online Admin	Paper Admin	Alternate
2018-2019						
2017-2018	✔	✔			✔	
2016-2017						
2015-2016						

ACCESS for ELLs 2.0 Training Completion

Academic Year	Kindergarten	Speaking 1-5	Speaking 6-12	Online Admin	Paper Admin	Alternate
2018-2019						
2017-2018					✔	
2016-2017					✔	
2015-2016	✔	✔			✔	

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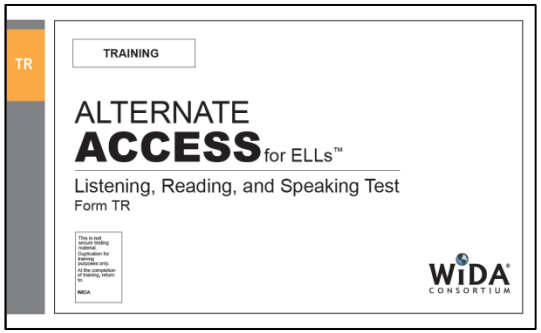
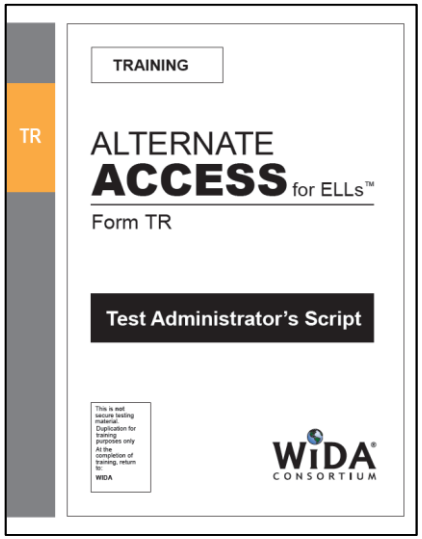
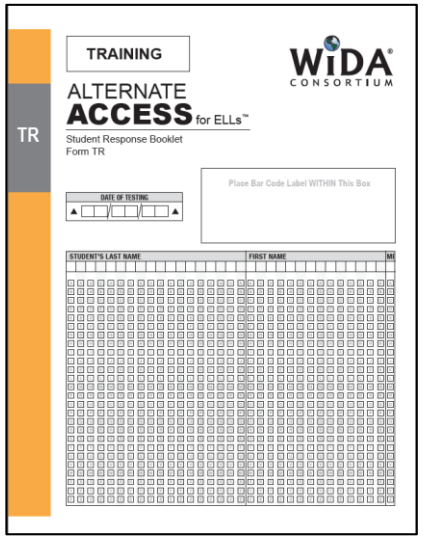
Alternate ACCESS for ELLs Overview

Test Materials

- Test Administrator's Script
- Test booklet (legal size paper)
- Student Response Booklet







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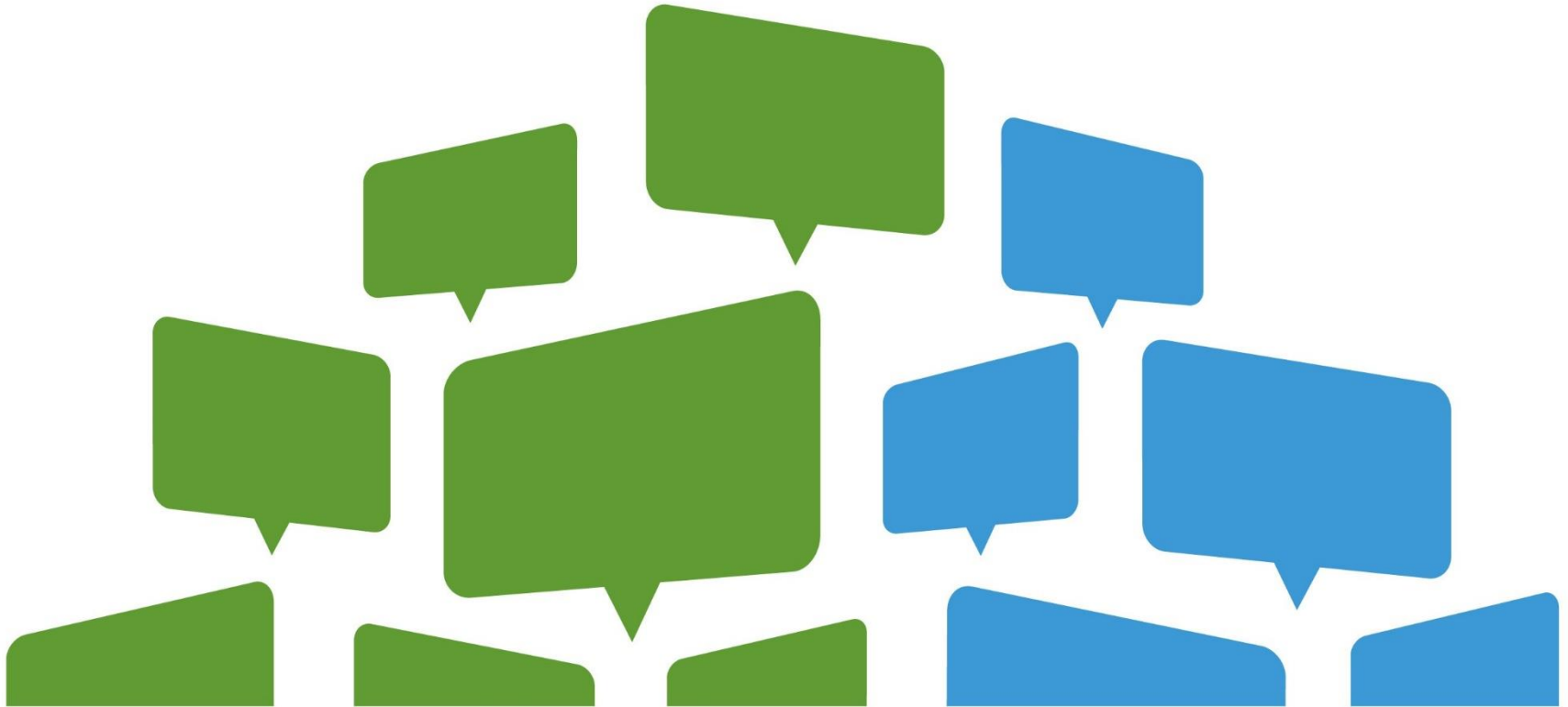
Alternate ACCESS for ELLS

Objectives:

- Identify who should be taking the Alternate ACCESS for ELL's Assessment
- Locate the Alternate ACCESS Training Course
- Describe scoring and administration procedures for the Alternate ACCESS test



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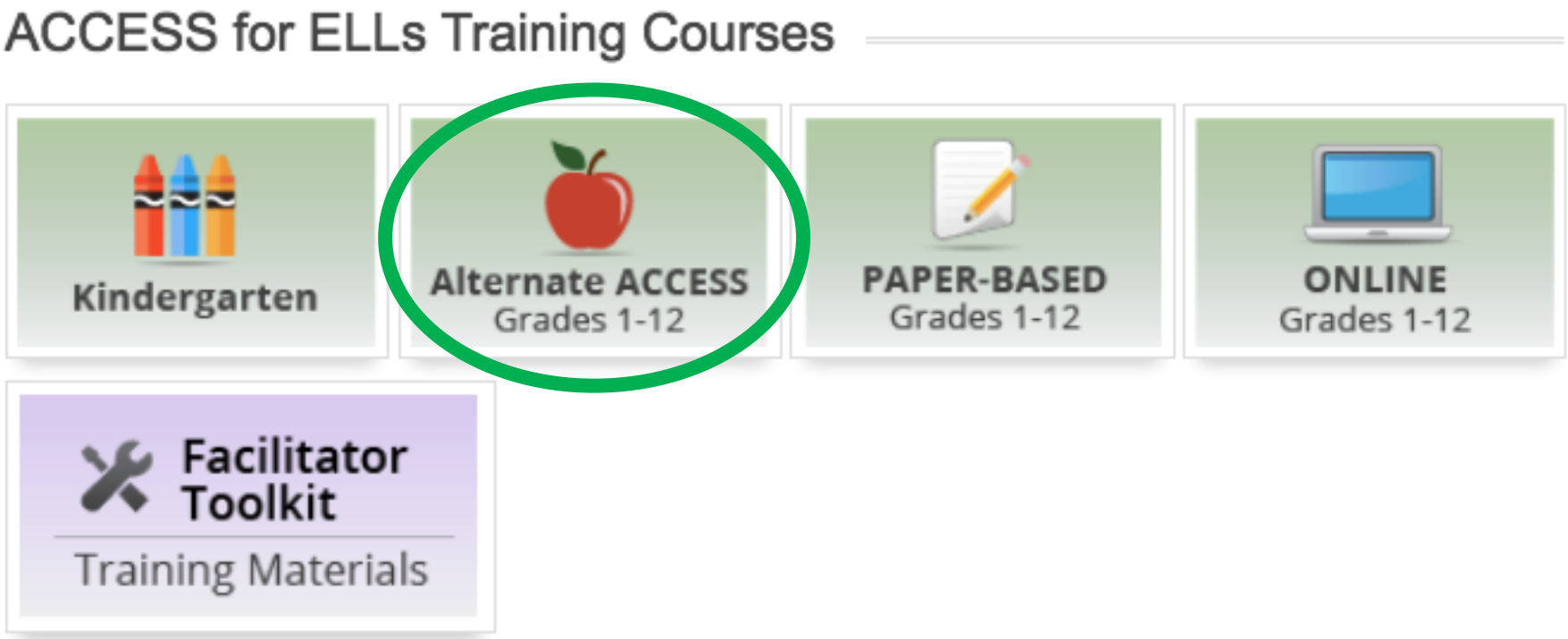

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Need Additional Practice??

Facilitator Toolkit

The resources available in the Facilitator Toolkit are intended for use by local trainers who will be helping to facilitate a face-to-face introduction to the WIDA ELD Standards and the administration for the ACCESS for ELLs assessment, academic language, and data literacy training sessions.

All presentations are available through the above link and the supporting documents are available below. These resources are to be used for educational purposes only with educators within the WIDA Consortium. **Do not post any of these materials to public websites or forums or share with individuals who are not educators within the WIDA Consortium.** The use of these materials do not replace the online test administration certification process, rather they are supplemental materials.

- Guiding Principles of Language Development

DOWNLOADS
Toolkit Materials

WIDA Overview/Standards	Show
ACCESS for ELLs 2.0	Show
Kindergarten ACCESS for ELLs	Show
Alternate ACCESS for ELLs	Hide
Introduction to Alternate ACCESS for ELLs	PPT
Alternate ACCESS for ELLs Administration	PPT
Training Test Book	PDF
Training Student Response Book	PDF
Training Test Administrator Script	PDF

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What is the Alternate ACCESS for ELLs?

- A test developed specifically for students identified as English language learners with significant cognitive disabilities
- For students with a “LY” code who take the FSAA
- Based on the WIDA Alternate English language proficiency levels
- A paper-based assessment
- All components of the tests are individually administered 1:1

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Purpose of Alternate ACCESS for ELLs

- Provides ELLs with significant cognitive disabilities an opportunity to demonstrate their English language proficiency in:

- Listening, Speaking, Reading, and Writing

- 4 English Language Proficiency (ELP) standards

  * Social and Instructional Language

  * The Language of Language Arts, Mathematics, and Science

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Participation Criteria for Alternate ACCESS for ELLs

Participation in statewide English language proficiency testing has to be decided by the student's IEP team. Florida's Alternate ACCESS for ELLs 2.0 participation criteria is as follows:

- The student is classified as ELL, with a code of "LY" on the first day of the testing window (January 28, 2019).
- 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 Spring 2019 Florida Standards Alternate Assessment (FSAA).
    - **Note**: Only applicable for students in grades 3–10.

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Participation in the Alternate Access for ELLs

- Participation is determined through the IEP process and these students also take the FSAA (Florida Standards Alternate Assessment) in grades 3-12.

Participation Criteria	Yes	No	Explanation of Yes or No Response
The student is classified as ELL.			
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 his or her statewide alternate assessment based on alternate achievement.			

Figure 1: Participation Criteria

Currently have approximately 150 students identified to take the Alternate

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Reminders for IEP/Multi-Disciplinary Teams in Selecting Accommodations

- Base accommodation decisions on *individual* student needs.
  - Make a *team* decision
  - Be careful not to confuse

  content area testing with ELP testing

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Who Should Administer the Alternate ACCESS for ELLs?

- Teacher or licensed staff (online quiz)
- Staff member familiar with student's dedicated communication system and response modes
- Practice ahead of time is important due to logistics of managing:
    - Student Response Booklet
    - Test Administrator's Script
    - Student Test Booklet
    - Spring 2019 Florida ACCESS for ELLs Test Administration Manual
    - Individual student supports

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Training and Certification Requirements for Test Administrators

- ✓Complete the Test Administrator Checklist – Paper & Pencil
- ✓Online training via WIDA's secure portal.
- ✓Review the 2018-2019 Alternate ACCESS for ELLs Test Administration Tutorial and Administering Alternate ACCESS for ELLs Webinar.
- ✓Review the ACCESS for ELLs Test Administration Manual
- ✓Must complete the online Alternate ACCESS for ELLs Quiz with a passing rate of 80% or higher to become certified to administer the assessment.

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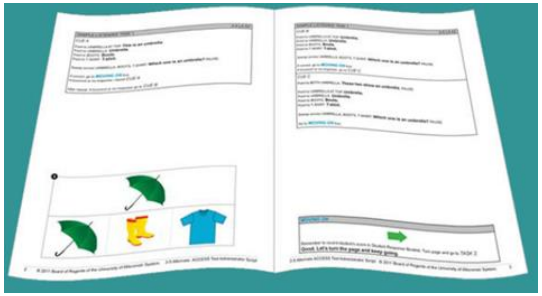
General Test Guidelines

- Keep the test moving at a steady pace
- Follow pause times given in the script
- Follow the Test Administrator's Script exactly



- Practice reading the tasks aloud ahead of time
- Give student non-evaluative, positive feedback

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Maximizing Student Performance

- Establish rapport with the student prior to testing.
- If you need to stop the test administration of the Speaking or Writing sections, it is preferred to stop between the different parts of these sections.
- It is acceptable to stop the administration of a domain section, take a break, and finish the section later.
- Although the Test Administrator must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate.
- Winding down if the student scores **No Response**, **Incorrect**, or **Approaches** on three consecutive tasks.

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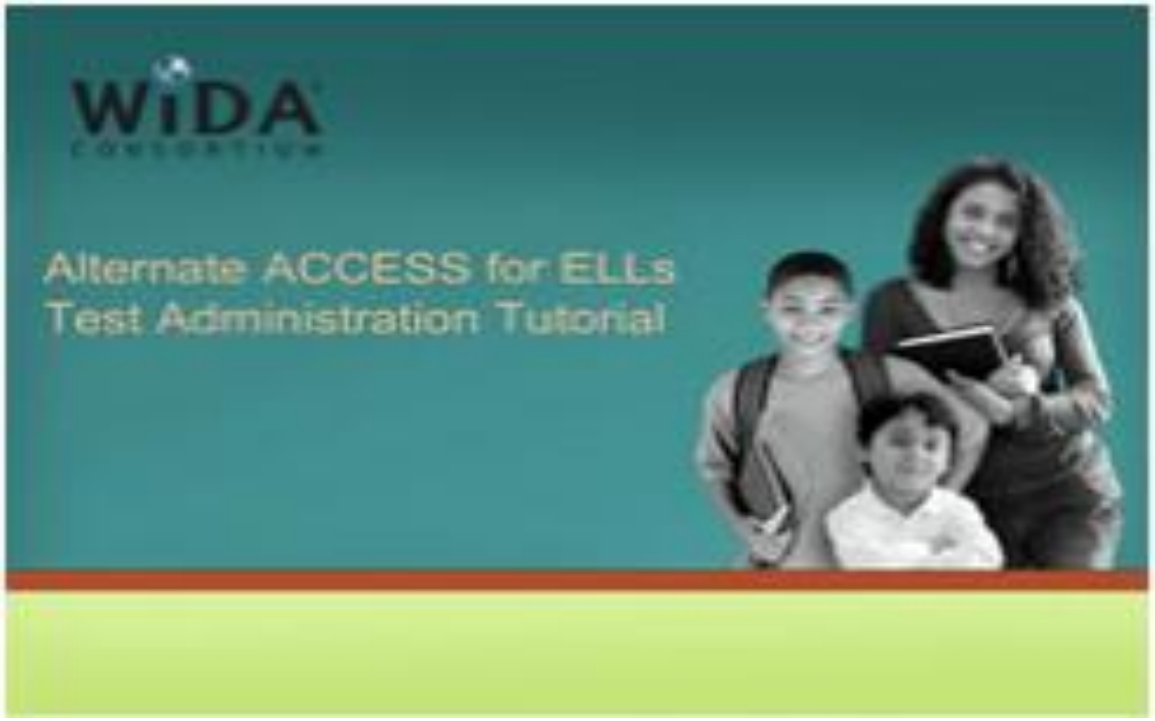
Sample Administration of Alternate Access for ELLs Tutorial

https://www.wida.us/ACCESSTraining/AlternateModule/video/AlternateACCESSTestAdmin11_17_2015/presentation.html



Unique Features of this Test

- Overall:
  - Simplified Language
  - Repetition of Questions
  - Increased Graphic Support
  - Larger Testing Materials and Graphics

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Can Test Items be Copied or Enlarged?

- What if a student uses eye gaze or similar assistive technology device to respond?
  - **ELP construct is not modified**

    If needed:

    - Cut the items and answer choices into pieces.
    - Tape onto a board or use other supports as used in everyday instruction.
    - Return all test pieces to DRC with all other testing materials in a large manila envelope with the barcode taped to the outside.

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Transcription Support

- When might a teacher use hand-over-hand modeling to support student writing
  - Accommodation: The teacher helps support/activate the writing process, but the student does the writing on his/her own
  - Accommodation: The student writes the response on a surface or device used in daily instruction; the teacher transfers the response to the answer document (and scores)
  - Modification: The teacher writes <u>with</u> the student.

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Rule of Thumb:

Send accommodation questions to

Andrea Ciotti
ESLS Department

andrea.ciotti@browardschools.com
(754) 321-3404

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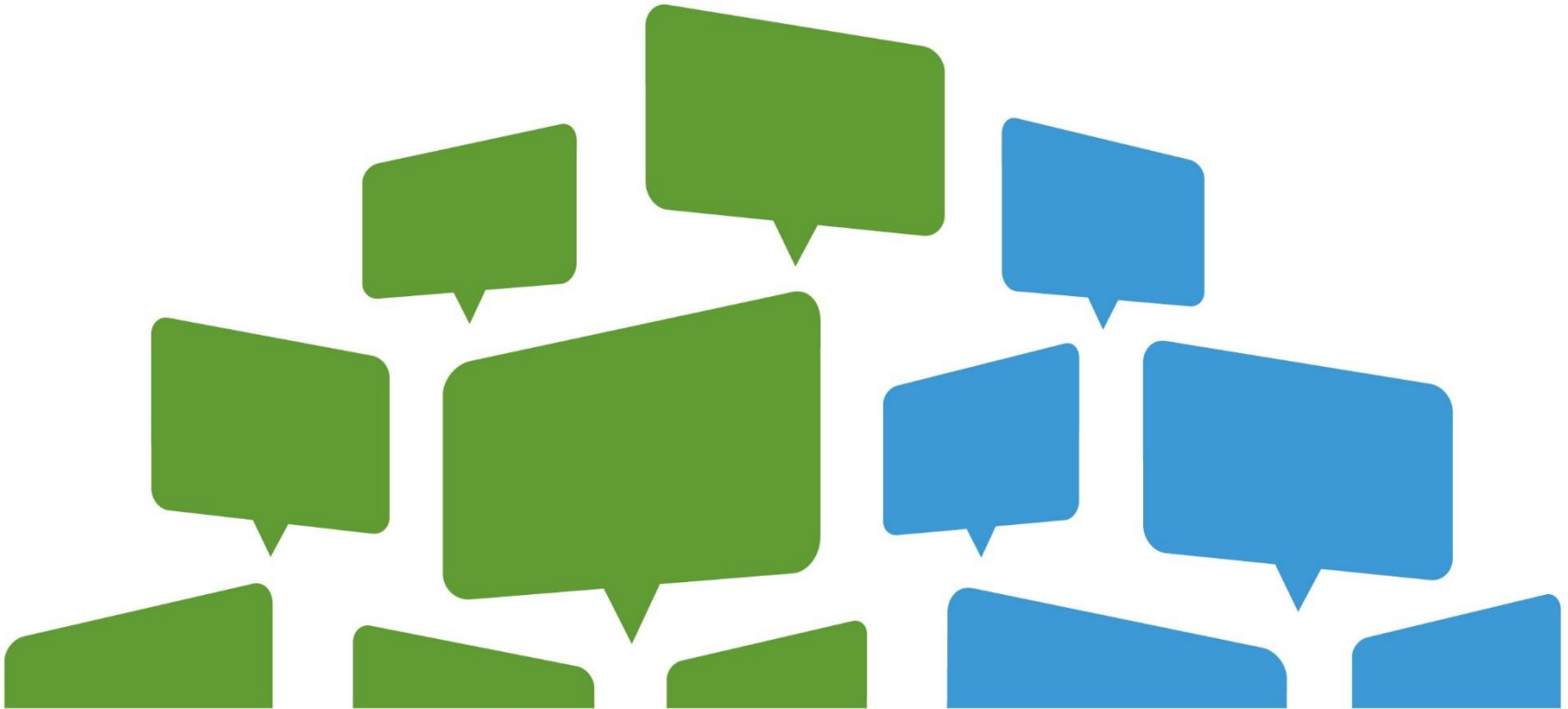
Kindergarten ACCESS for ELLS

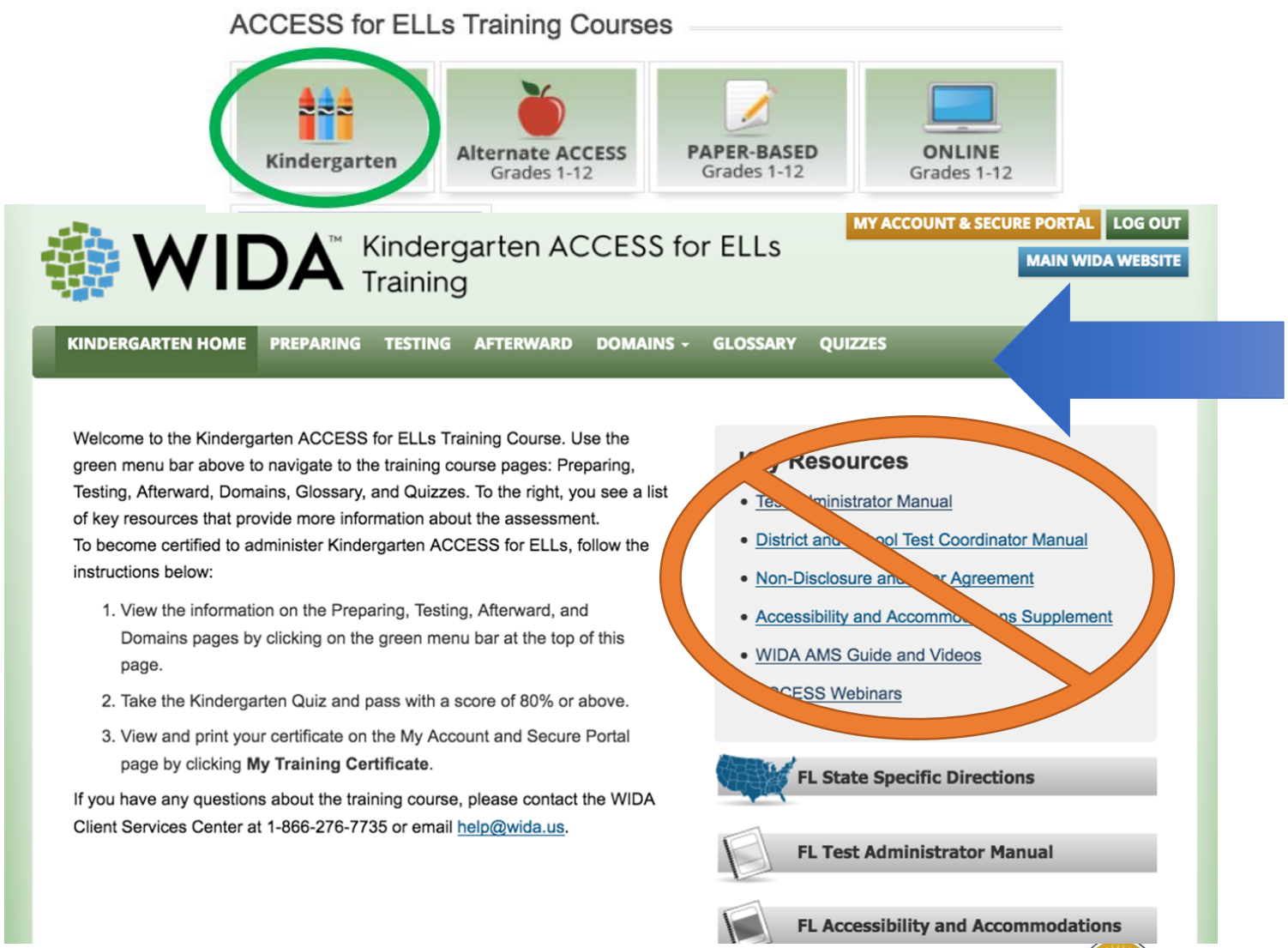
Objectives:

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



WIDA Secure Portal

https://portal.wida.us/



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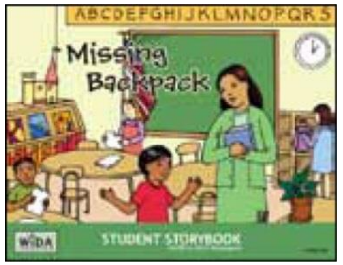
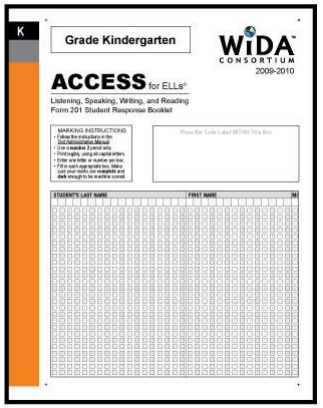
Testing Materials (1 of 2)

- 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



Student Story Booklet

- 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 Response Booklet

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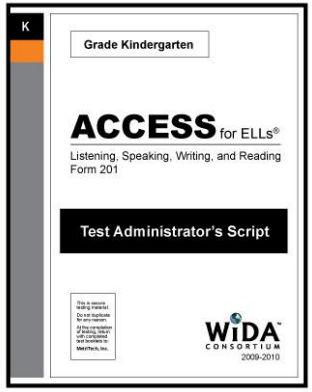
Testing Materials (2 of 2)

- Kindergarten **Test Administrator's 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's Script

Student Activity Board

Cards and Card Pouch Booklet

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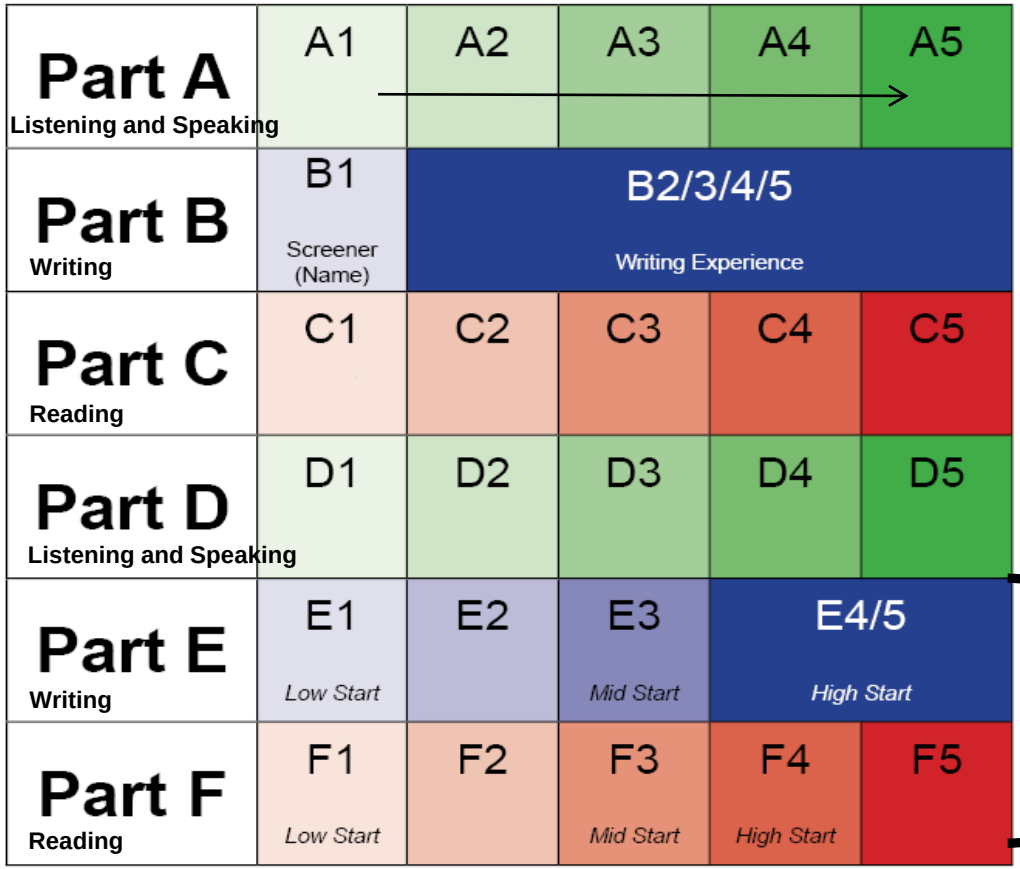
Kindergarten Test Design



Move through the **Levels** of each part until student reaches his/her ceiling

Part E (Writing) and **Part F (Reading)** Starting points are determined by performance on prior Writing and Reading tasks.

All components are scored by the Test Administrator (TA) during test administration.

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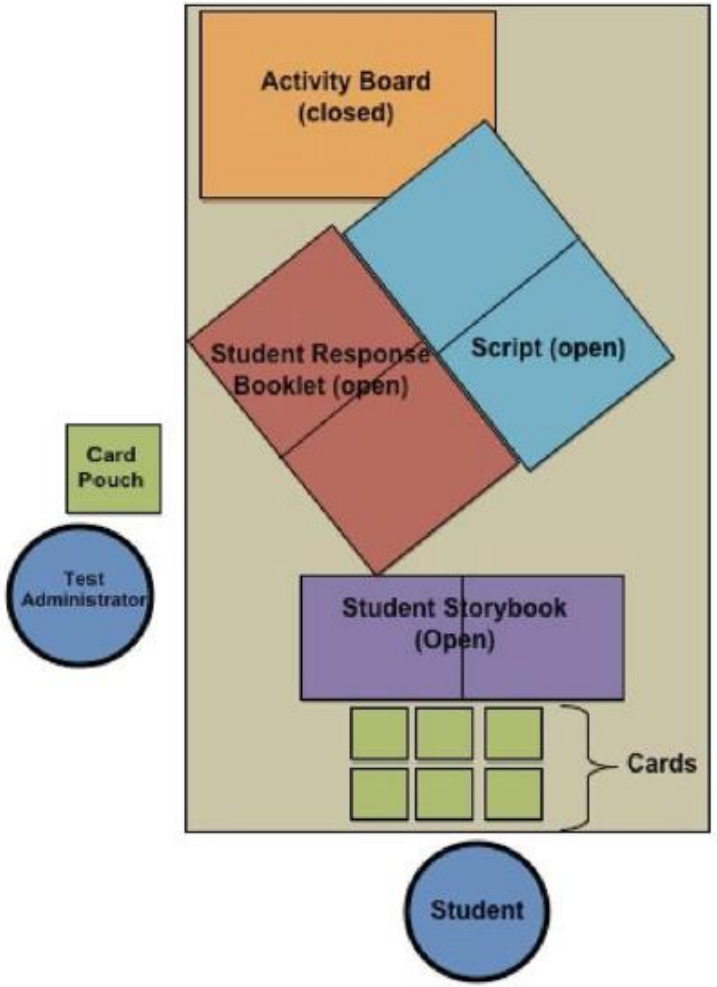
Set-up on Table

- Do not leave materials unattended before or after testing.
- Keep cards in order within the pouch.



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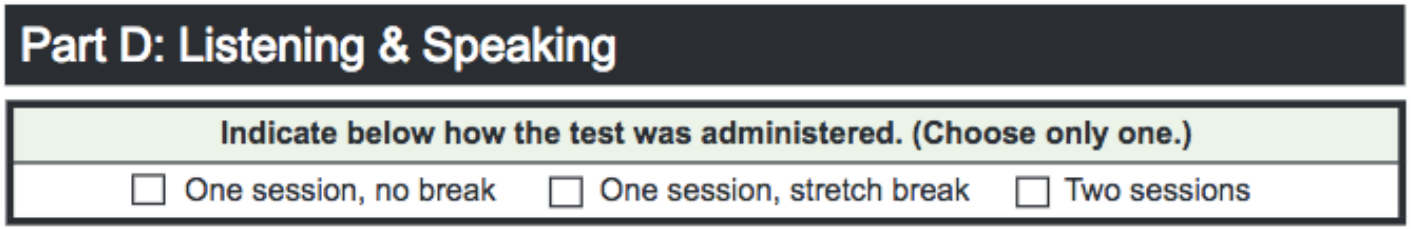
General Procedures

- 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
- 10-min stretch break is scripted between Part C and Part D.
- 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

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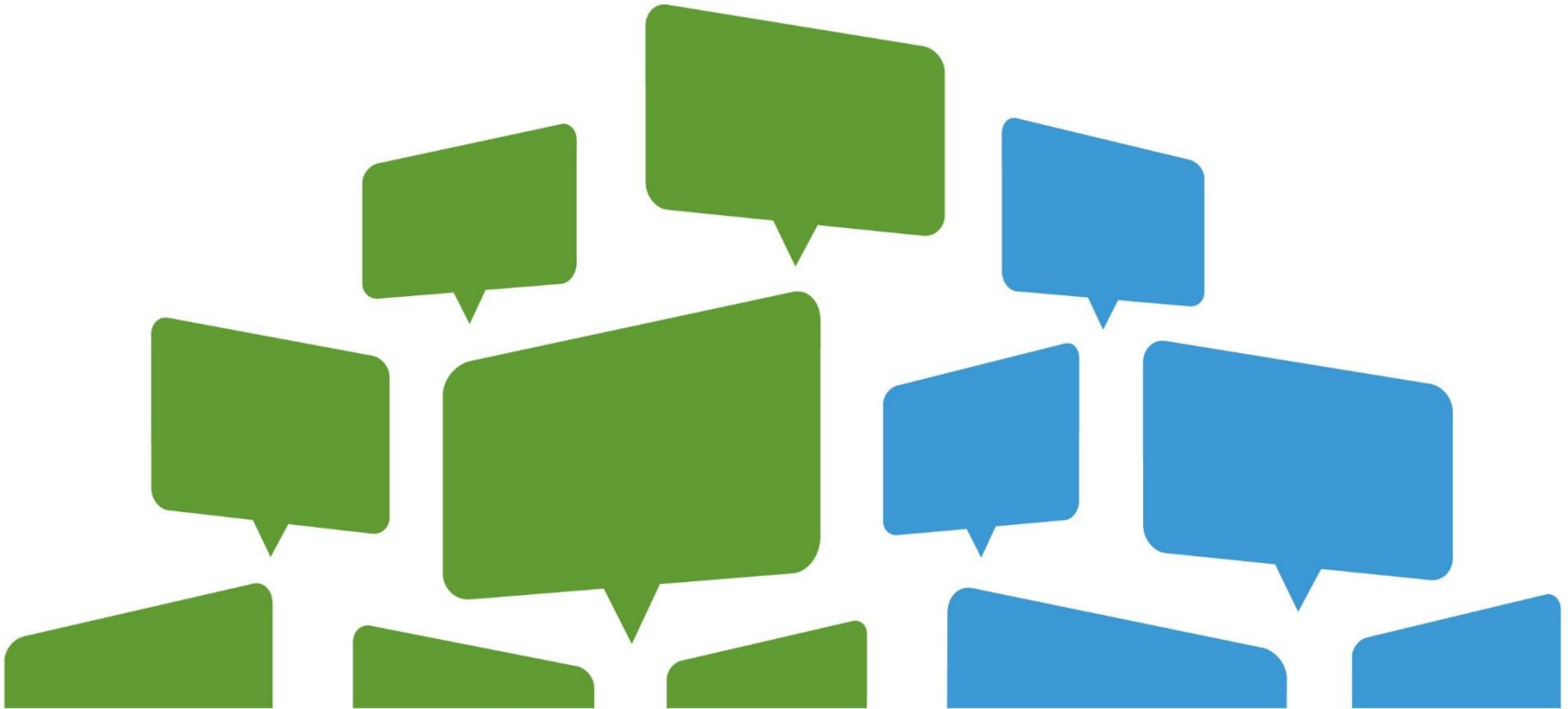
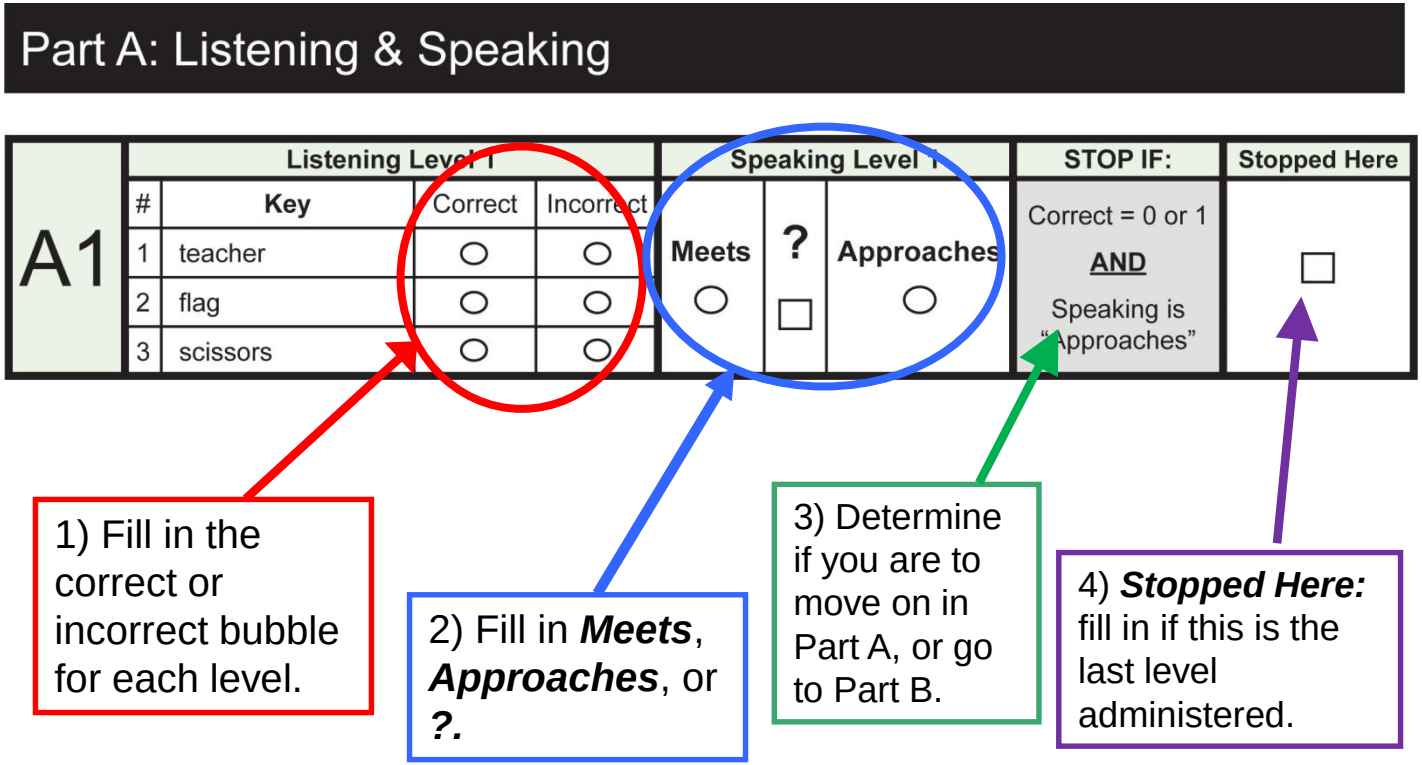
Parts A and D:

Listening/Speaking



Recording Answers



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Listening Items

- Listening items prompt the student to point to something in a picture, or point to and/or move a card.
- **Do NOT read a Listening item more than one time, unless there is significant interruption.**
- **Scoring:** Listening items are marked **correct** or **incorrect**.

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Part A: Listening Script

Indicates the Part and Level: **This is Part A, Level 1**

A1 A1 A1 A1 A1 A1 A1 A1

Did you like that story?

Let's go back and look at the first picture. Turn the Student Storybook to Part A1.

Orientation to the upcoming task

Graphic student sees in the Student Story Booklet

Listening	
Point to David. Allow time for student response, or demonstrate, using index finger to point to the picture of David. **Good job.**	
1	**Point to the teacher.**
2	**Point to the flag.**
3	**Point to the scissors.**

Unscored sample question

A1 Listening Items

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Part A: Speaking Script

Format: Speaking items prompt student to talk about the pictures and the story.

Scoring: Expected responses are included to provide guidance for determining whether student meets task-level expectations.

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

A1 Speaking Items

What to look for in student response

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Sample Theme Folder

Cards

Theme Graphic

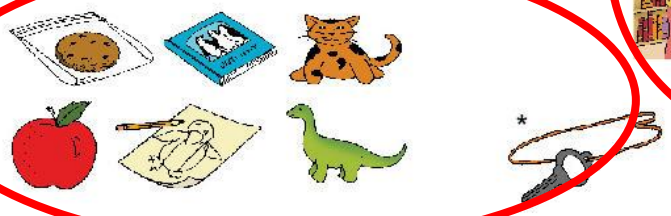
Items

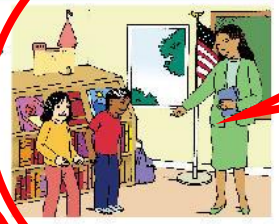
A5	A5	A5	A5	A5	A5	A5	A5

I'm going to take out some cards. Take cards out.

Here are some things from David's classroom. Lay cards out face up a shown.

David's teacher finds things where they do not belong. Put them where his teacher finds them.





Listening	
I'll do the first one.	
The teacher finds something you use to open the lock. It is on the floor. (key) **Put it where she finds it.**	
It's the key. Let's take the key and put it on the floor. Put the key on the floor.	
Do you understand what to do? Pause	
O.K. I'll put this card away. Put card away.	
Now it's your turn.	
1	The teacher finds something that has penguins on the cover. It has a lot of pages and is fun to read. It is under the window. Put it where she finds it. Good job. Let's put this back here. Put card back in its place.
2	The teacher finds a cuddly toy that has whiskers and spots. It is by her feet. Put it where she finds it. Good job. Let's put this back here. Put card back in its place.
3	The teacher finds something David likes to eat for snack. It is hard, juicy and very healthy for you. Put it where she finds it. Good job. Let's put these cards away. Put cards away.

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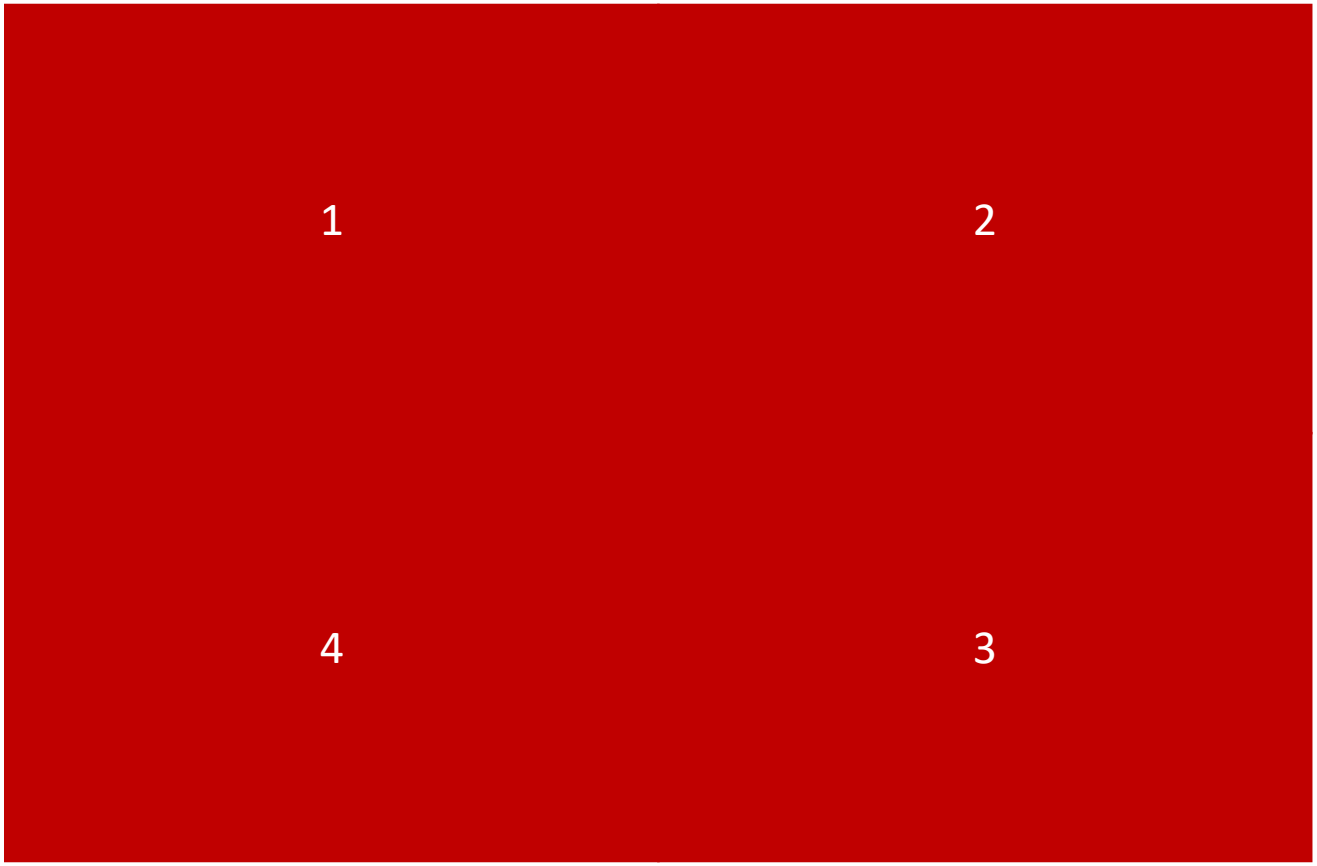
Expository Activity Board: Part D



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Part D: Test Administrator's Script

D2 D2 D2 D2 D2 D2 D2 D2

Moving on	
Good job. Let's close this panel and open Panel 3. Close Panel 2 and open Panel 3 of the Activity Board. Go on to Part D3.	**Good job.** **Let's open Panel 3.** Open Panel 3. **Here Amy looks at the animals that live in the water.** **Let's open Panel 4.** Open Panel 4. **Here Amy sees the other animals that live near the water.** **Let's close the board. Now we are going to do something different.** Close Activity Board. Go to the marked starting point in Part E in Script.

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Meets vs. Approaches

Speaking Test Scoring Scale	
Meets	Meets all task level expectations in *quantity and quality*
Approaches	Approaches task level expectations, but falls short in quantity and/or quality

"Meets" is highlighted on the scale to emphasize that Meets is the **expected** score. Tasks are designed to elicit speech that will meet **all** expectations of the proficiency level it targets.

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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: Expectations of the **quantity** and **organization** of the student's verbal response
  - Vocabulary Usage: Expectations of the student's use of appropriate vocabulary for grade level and proficiency level; refers to language **quality**
  - Language Control: Expectations of the student's control of English grammar, word choice in context, and the English sound system; refers to language **quality**

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Question-Mark (?) Column Considerations

If it is difficult to determine whether a student's response to the current task warrants a score of **Meets** or a score of **Approaches**, the Test Administrator may fill in the box in the question-mark column, labeled (?), and move on to the next level.

- If the student gives a performance that 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 gives a performance that clearly fails to meet the task-level expectations on the next level, assign the current level a score of **Approaches**, and go back and assign the previous level a score of **Approaches**.
- If a student has reached the last task in the part, a score of **Meets** or **Approaches** must be assigned to this task.

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Sample 1: Task Level 2

Meets	?	Approaches
○	□	○

Click for Scoring Rationale

Scoring Rationale: This response approaches task level expectations. The student repeats the test administrator and produces single word responses, but the response does not meet task level expectations in terms of linguistic complexity. The response contains no short oral phrases, which are necessary for a level two task.

the principal's office.

Q1: **This is a pencil.** Point to pencil. **What do you use a pencil for?**

Q2: **This is a telephone.** Point to telephone. **What do you use a telephone for?**

Q3: (If necessary) **What other things does the principal have?**

EXPECT	Multiple comprehensible related words or short phrases Some use of modifiers possible

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Sample 2: Task Level 4

Meets	?	Approaches
○	□	○

Click for Scoring Rationale

Scoring Rationale: This response approaches task level expectations. The response contains simple and expanded oral sentences, and meets expectations in terms of linguistic complexity and language control. However, the response does not show evidence of detail or specific language necessary for a level 4 task.

Q1: **These are some games the children play on the playground.** Point to cards. **Are these games the same or different?**

Q2: (If "Same") **How are they the same?**

(If "Different") **How are they different?**

Q3: (If necessary) **Tell me more.** (OR) **Can you tell me anything else?**

Good job. Let's put the cards away. Put cards away.

EXPECT	Comprehensible simple oral sentences Use of some detail/specific language

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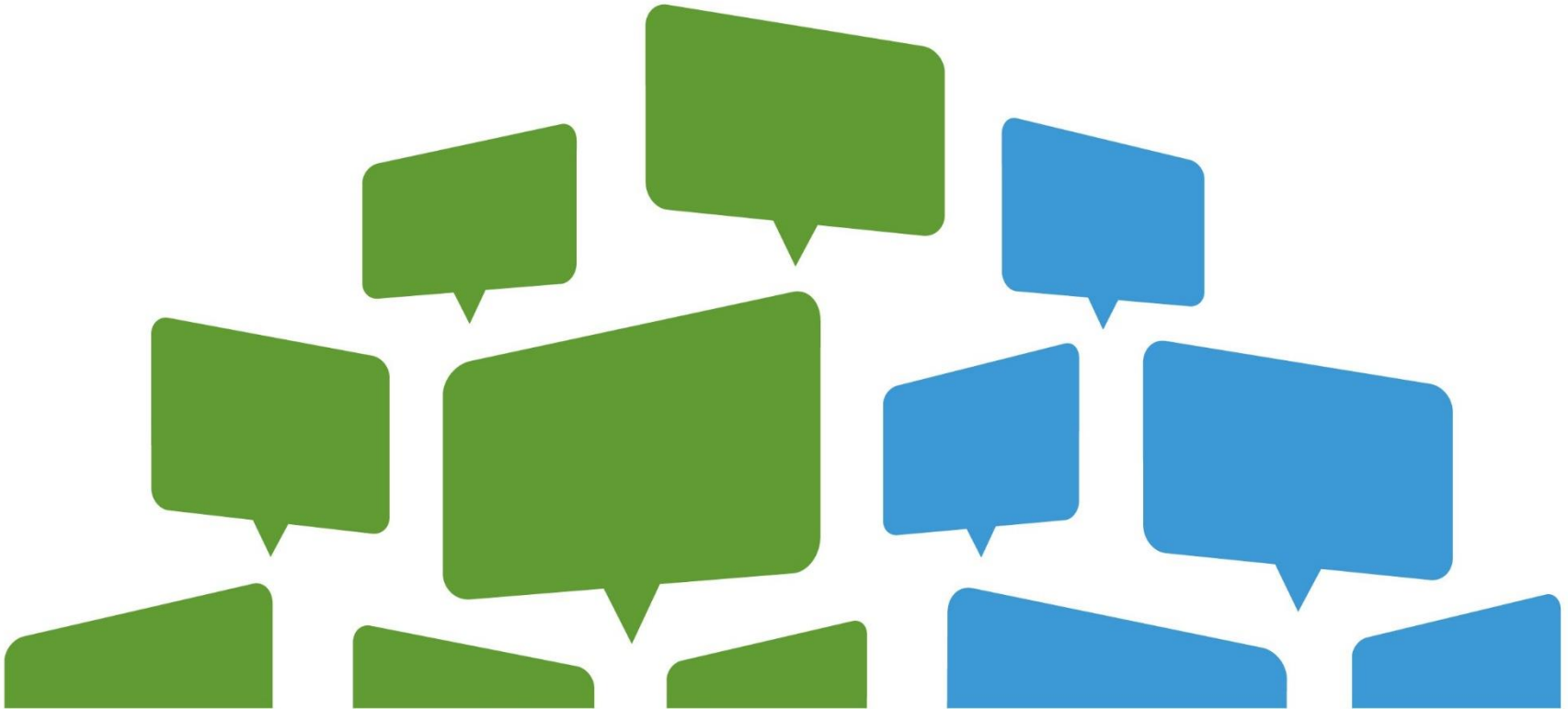
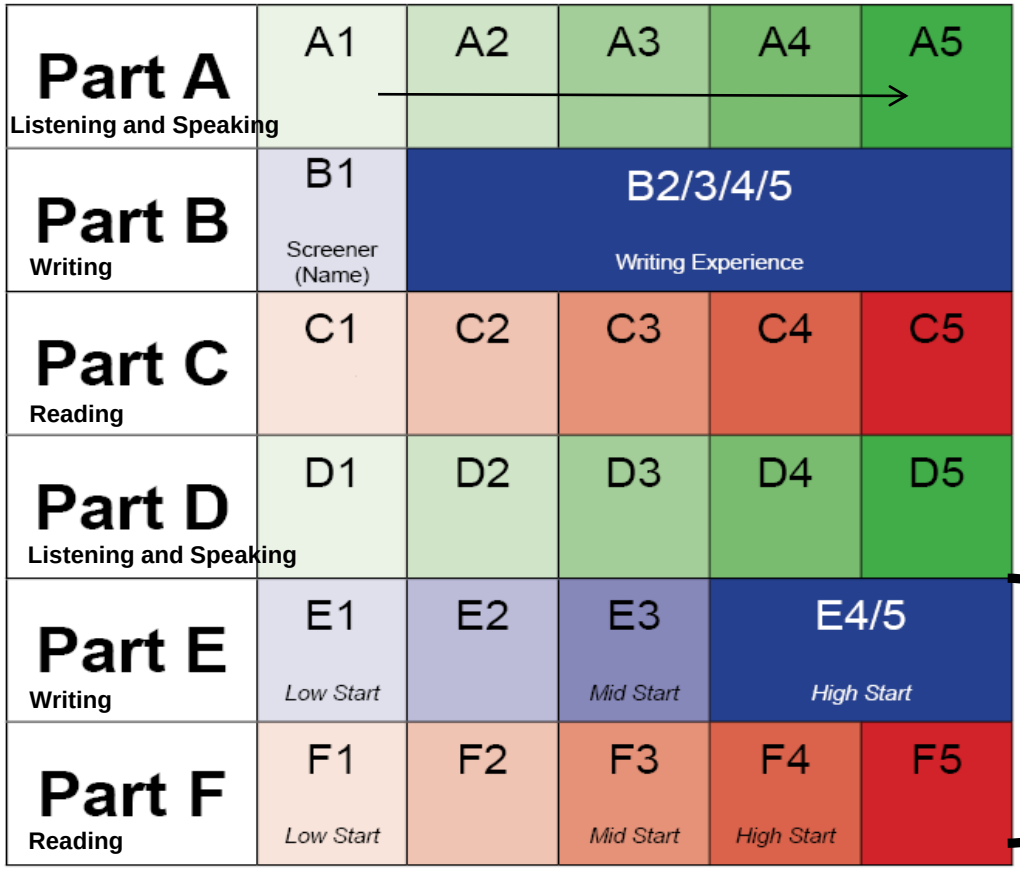
Parts B and E:

Writing



Kindergarten Test Design



Move through the **Levels** of each part until student reaches his/her ceiling

Part E (Writing) and **Part F (Reading)** Starting points are determined by performance on prior Writing and Reading tasks.

All components are scored by the Test Administrator (TA) during test administration.

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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.

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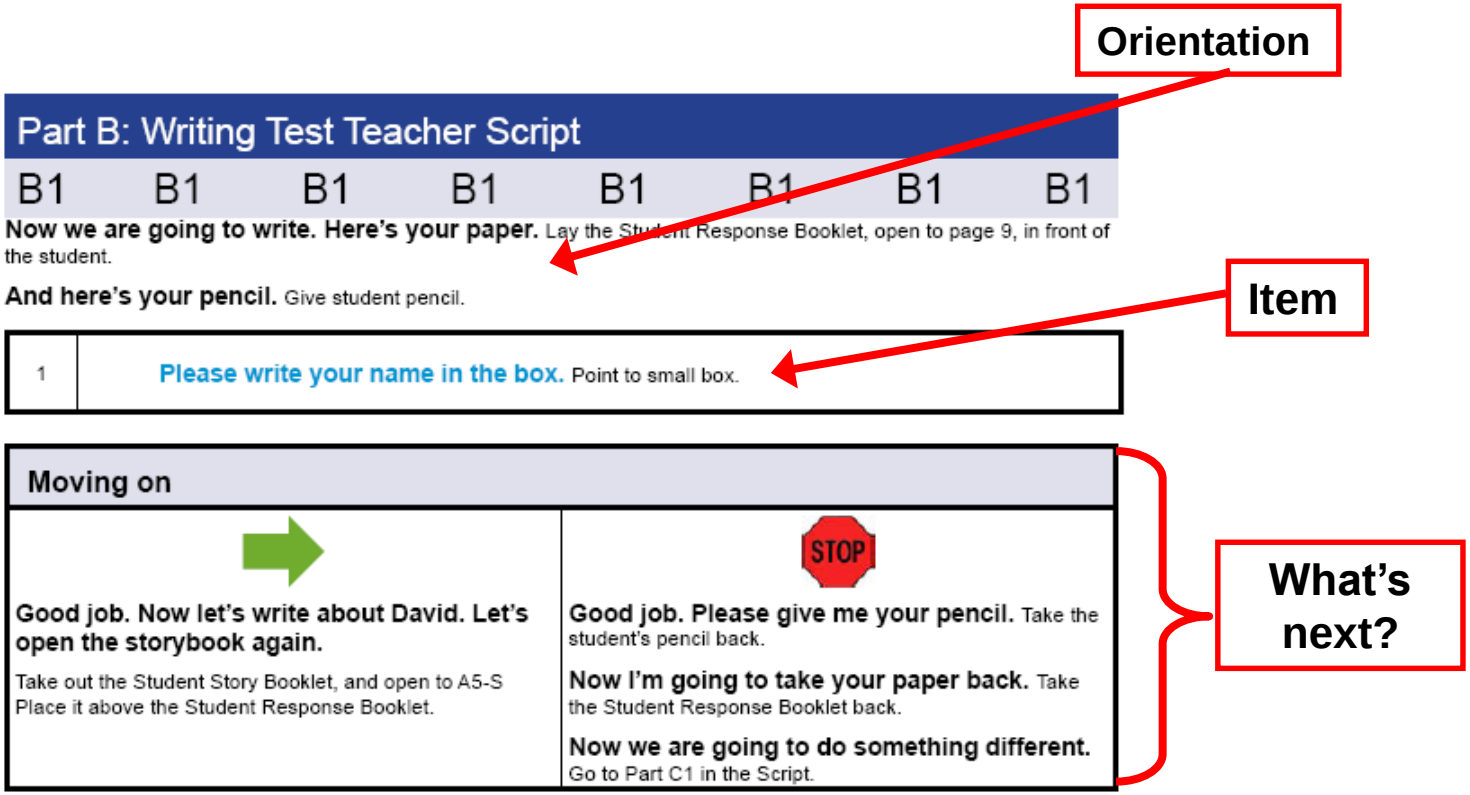
Part B: Writing Experience Script



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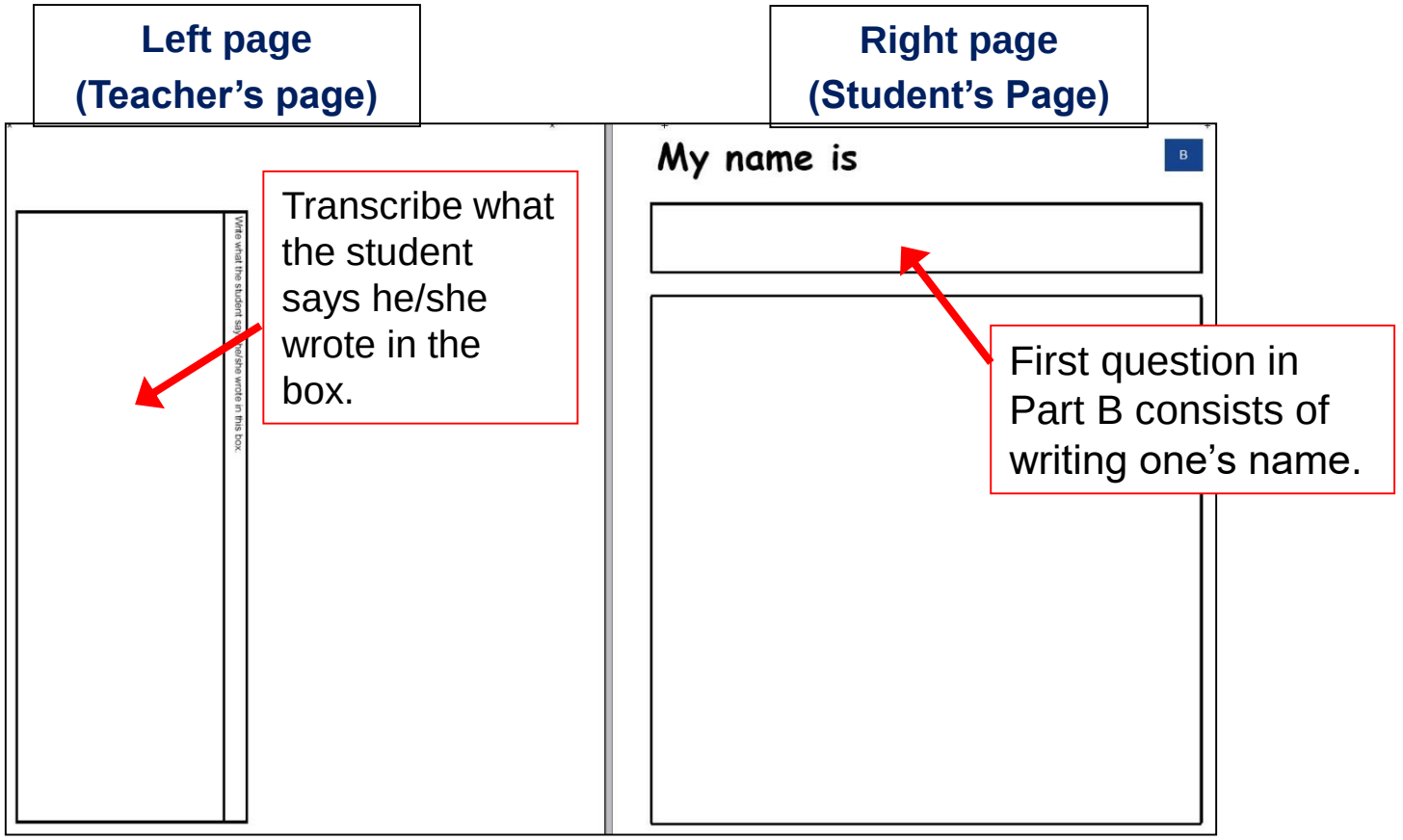
Part B: Student Response Booklet



Note: Part B includes a screening task; if the student does not write his or her name, discontinue Part B and proceed to Part C.

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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"
	• 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.	• 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.	• Might include the student's name, but writing does not provide multiple examples of knowledge of letter/ sound correspondence.
CHECK	☐	☐	☐

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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)

	Started Here	Writing Level 3			STOP IF:	Stopped Here
E3 Mid	☐	#	Key	Correct / Incorrect	Correct = 0 or 1	☐
		1	g	○ ○		
		2	m	○ ○		
		3	t	○ ○		
		4	n	○ ○		

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.

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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.

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The Writing Rubric

- Defines seven levels from 0 to 6 in terms of:
  - Linguistic Complexity
  - Vocabulary Usage
  - Language Control
- Aligns to standards and performance definitions, but should be used to assign writing samples scores rather than a proficiency level
- Takes into account rules for inventive spelling
- Contains shorthand “evidence” for each level

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Inventive Spelling Considerations

- Monosyllabic Words: Consist of ***initial***, ***middle*** and ***final*** sounds
- Multisyllabic Words: Follow the ***initial***, ***middle*** and ***final*** sound ***pattern*** for each syllable

	Initial sound	Middle sound(s)	Final sound
dog	*"d"*	*"aw" or "a"*	*"g"*
bike	*"b"*	*"ai"*	*"k"*
tree	*"tr" or "ch"*	*"ee"*	—

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Scoring in Writing

- After student writes, the TA transcribes what the student says he/she wrote
- ***Immediately*** score the writing as "**High**," "**Mid**," or "**Low**" using the criteria found in the expect box
    - Check off the box at the bottom of Part B in the Student Response Booklet to determine the starting point for the Writing items in Part E.
- ***After*** the student completes the entire test go back and assign a score of 1-6 using the Kindergarten Writing Rubric

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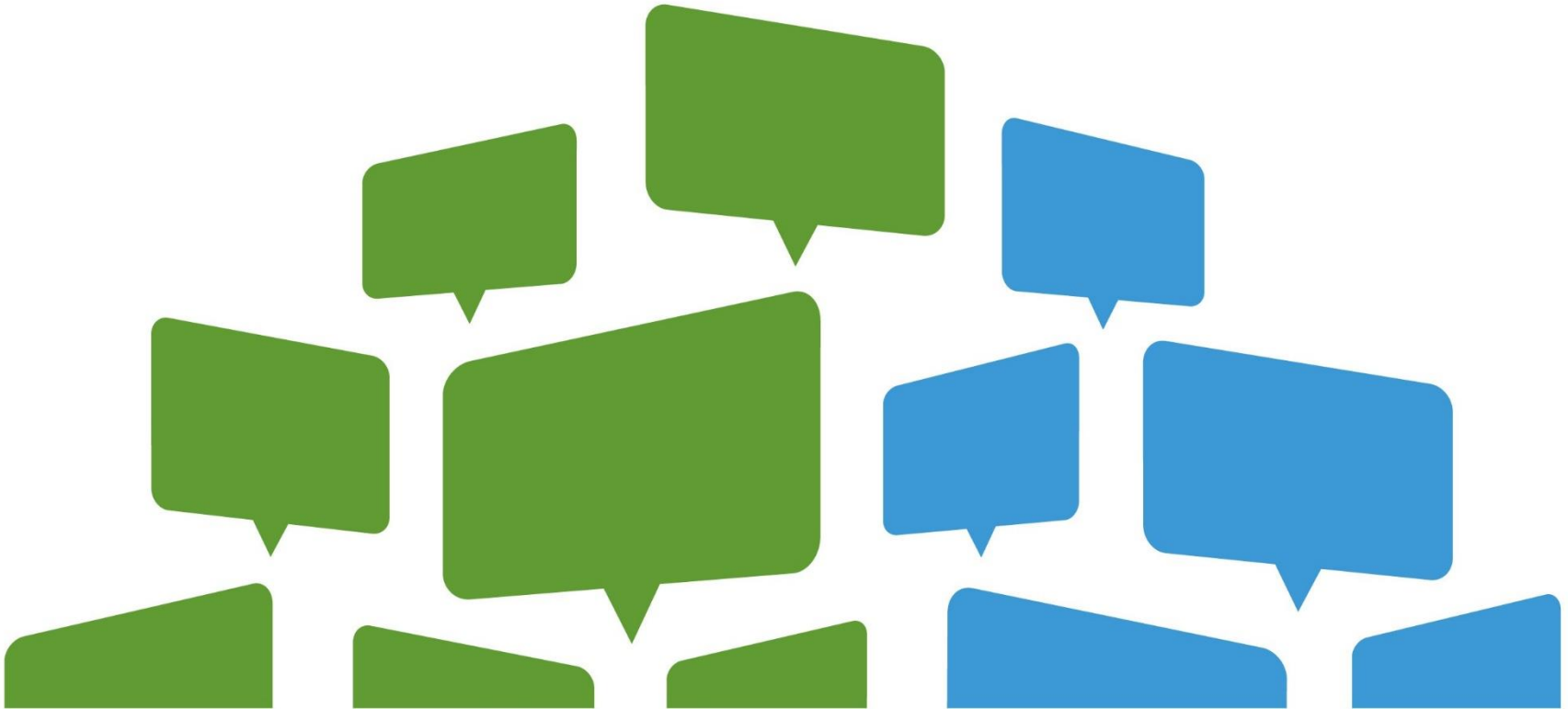
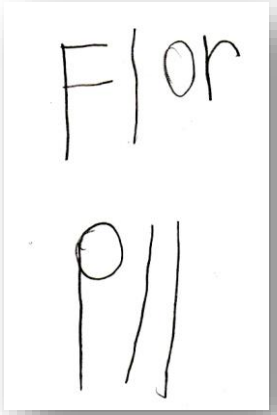
Part B: Writing Samples



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.

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Let's Score!

Where will this student start in Part E? HIGH Start: E4/5

Sample	Transcription	Explanation
	boy, girl, talk, clock, doctor	It is normal, and acceptable, for a kindergarten student to confuse the "b" and "d." The use of "oi" for /oy/ shows an understanding of beginning, middle and end sounds.

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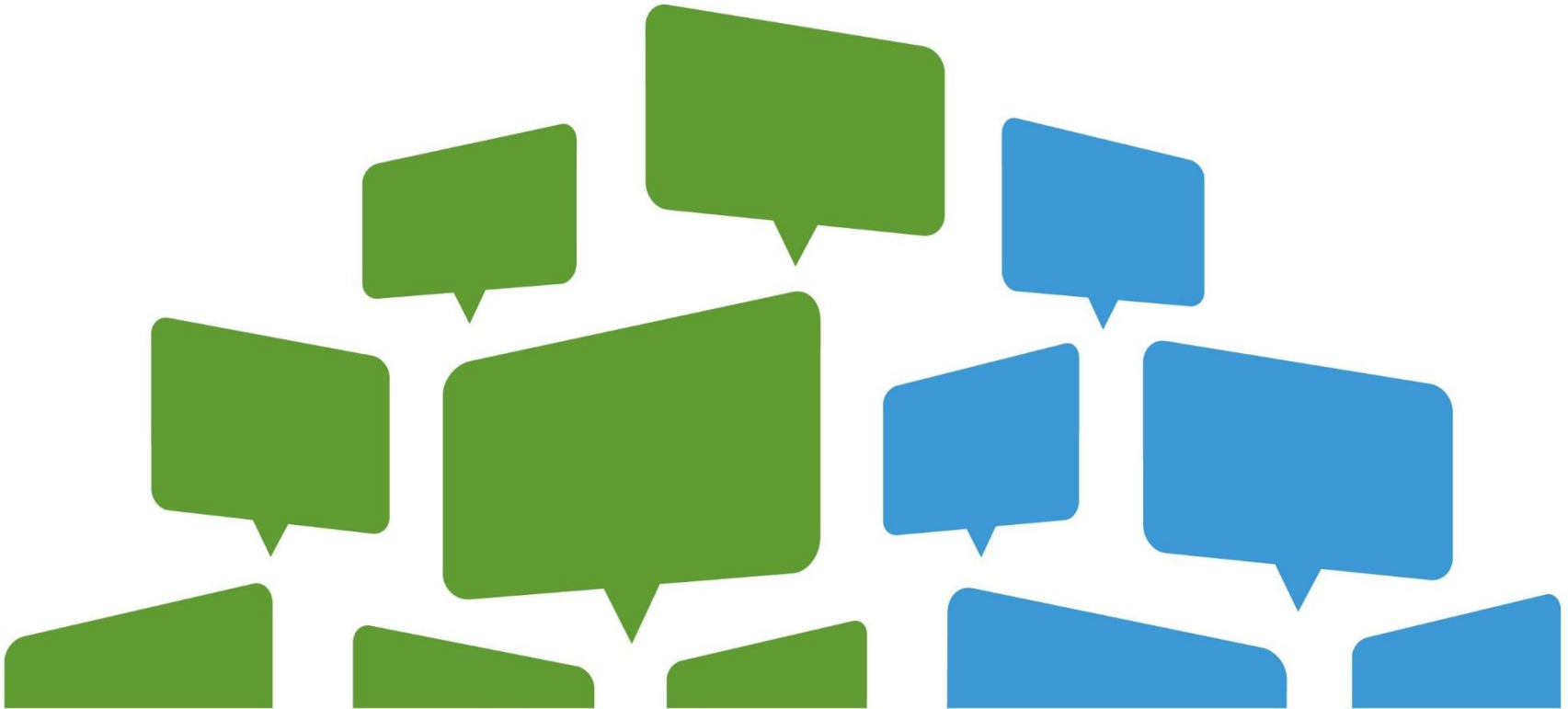
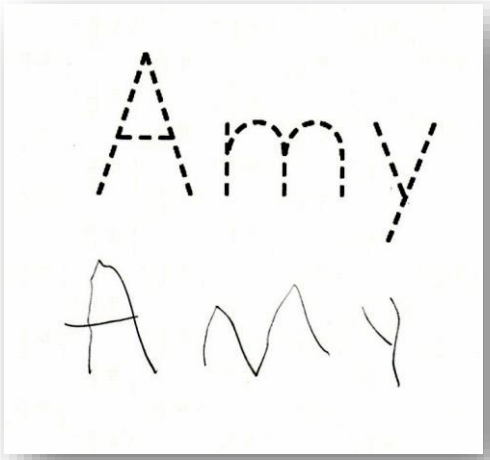
Part E1 – E2: Writing Samples
Part E4/5: Writing Samples



E1: Tracing Tasks

Sample	Score	Rationale
	***Correct***	Although the student has not traces on the lines, this is marked correct because the student is beyond the tracing stage and can successfully copy a word.

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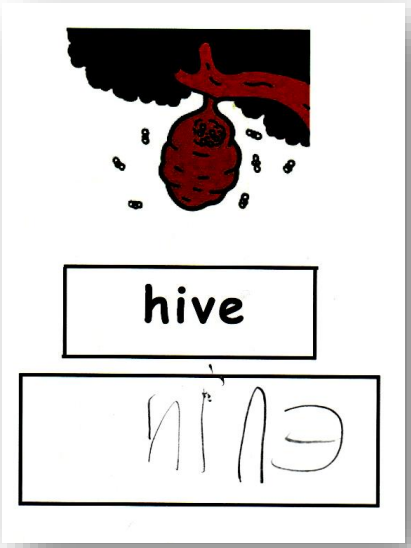
E2: Copying Tasks

Sample	Score	Rationale
	*Correct*	Student inverted the "v" and the "e," which is normal for children at this level, so item is marked correct.

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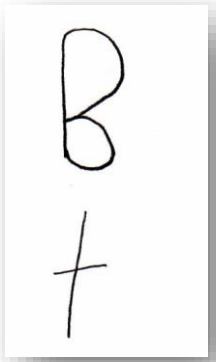
Rubric Score: 2

Sample	Transcription	Explanation
	boy teacher	This child produced two clear examples of letters that are beginning sounds.
	nurse	This child was able to produce two sounds in one word.

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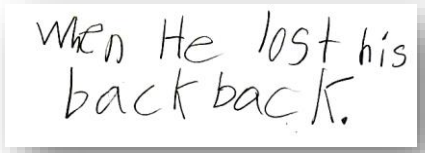
Rubric Score: 4

Sample	Transcription	Explanation
	when he lost his backpack	This is a clear phrase with each word having all sounds represented.
	one day David lost his backpack	Student is attempting beginning, middle and end sounds in each word. Substitutes “z” for “s” in two words. Second letter in first word may be inverted “n.” Has sense of word boundaries.

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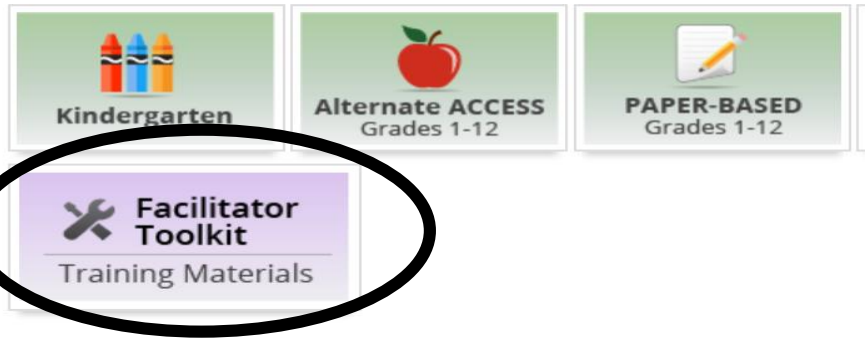
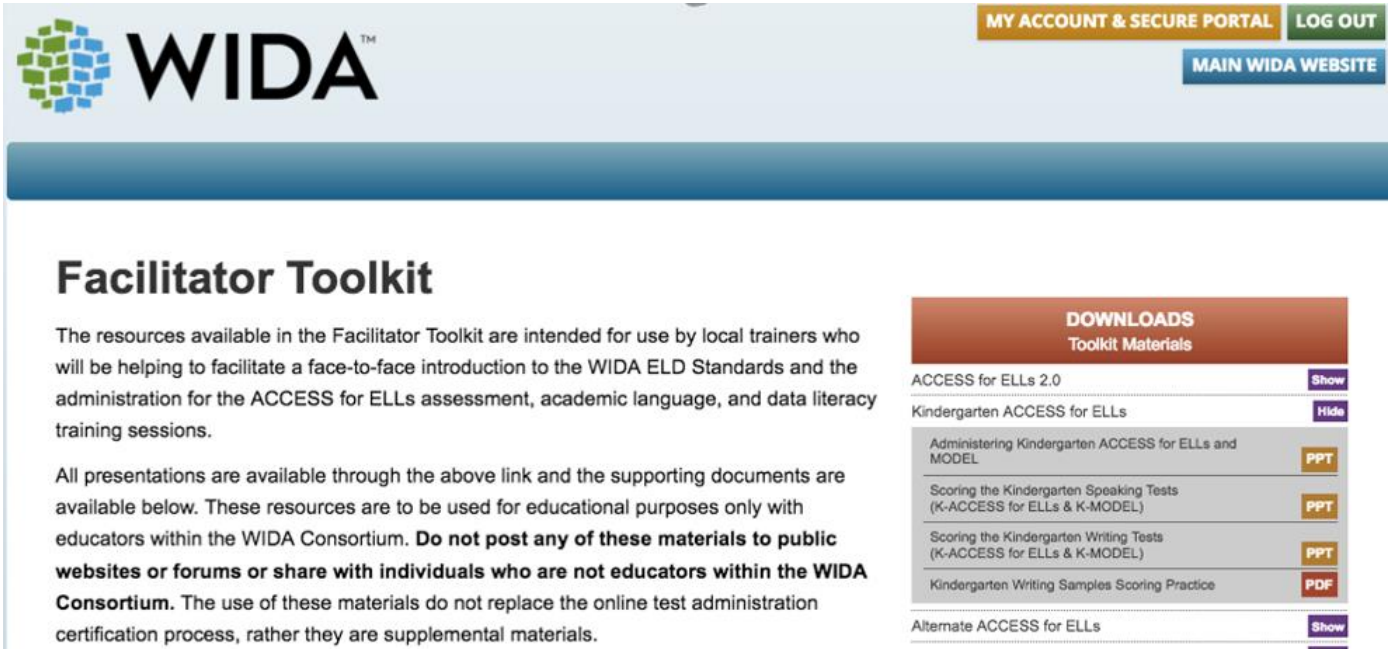
Need Additional Practice??

ACCESS for ELLs Training Courses





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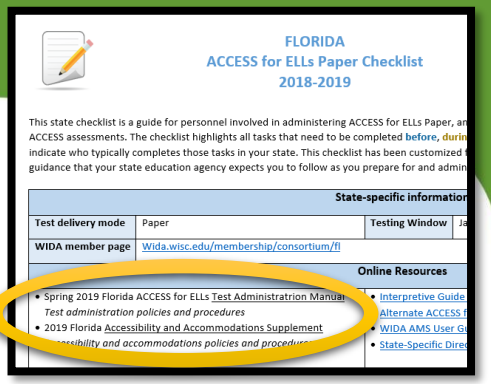
ACCESS for ELLs Paper Test

Objectives:

- Locate the ACCESS for ELLs Paper **Training Course**
- Describe administration procedures for all **4 domains**
- Practice scoring the **Speaking** section
- **Schedule** ACCESS

2019 Florida Accessibility and Accommodations Supplement

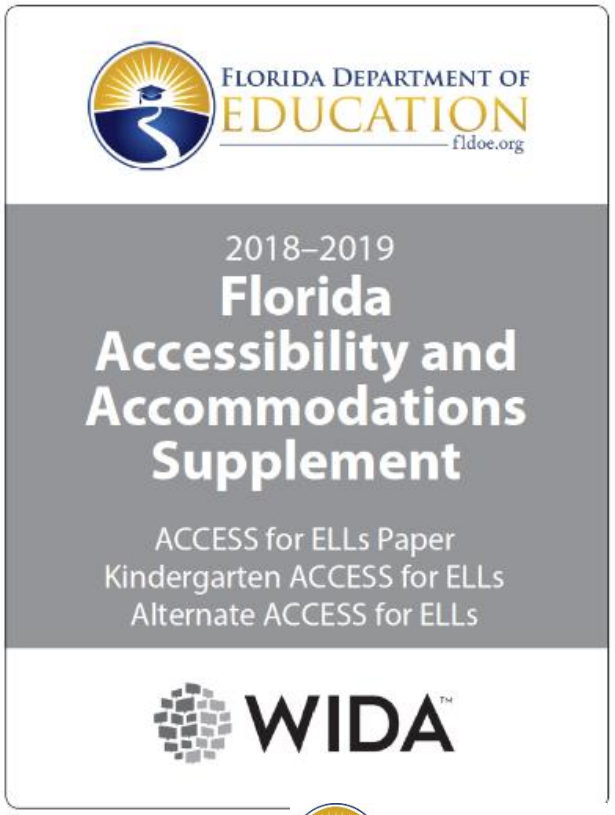

FLORIDA
ACCESS for ELLs Paper Checklist
2018-2019

This state checklist is a guide for personnel involved in administering ACCESS for ELLs Paper, an
ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **durin**
indicate who typically completes those tasks in your state. This checklist has been customized f
guidance that your state education agency expects you to follow as you prepare for and admin

State-specific information			
Test delivery mode	Paper	Testing Window	Ja
WIDA member page	Wida.wisc.edu/membership/consortium/fl		

Online Resources	
• Spring 2019 Florida ACCESS for ELLs Test Administratrion Manual *Test administration policies and procedures* • 2019 Florida Accessibility and Accommodations Supplement *ssibility and accommodations policies and procedu*	• Interpretive Guide Alternate ACCESS f • WIDA AMS User G • State-Specific Direc

- 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 and on Florida's WIDA Webpage.



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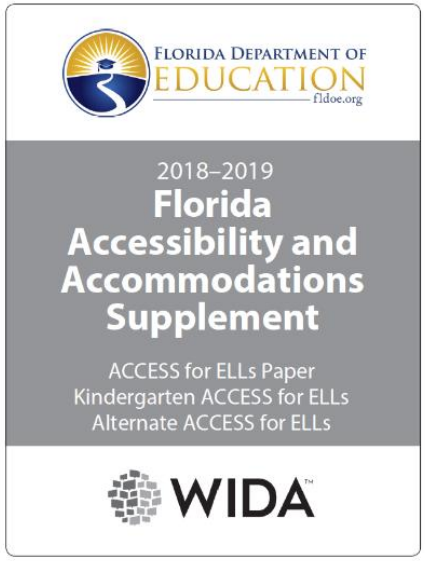
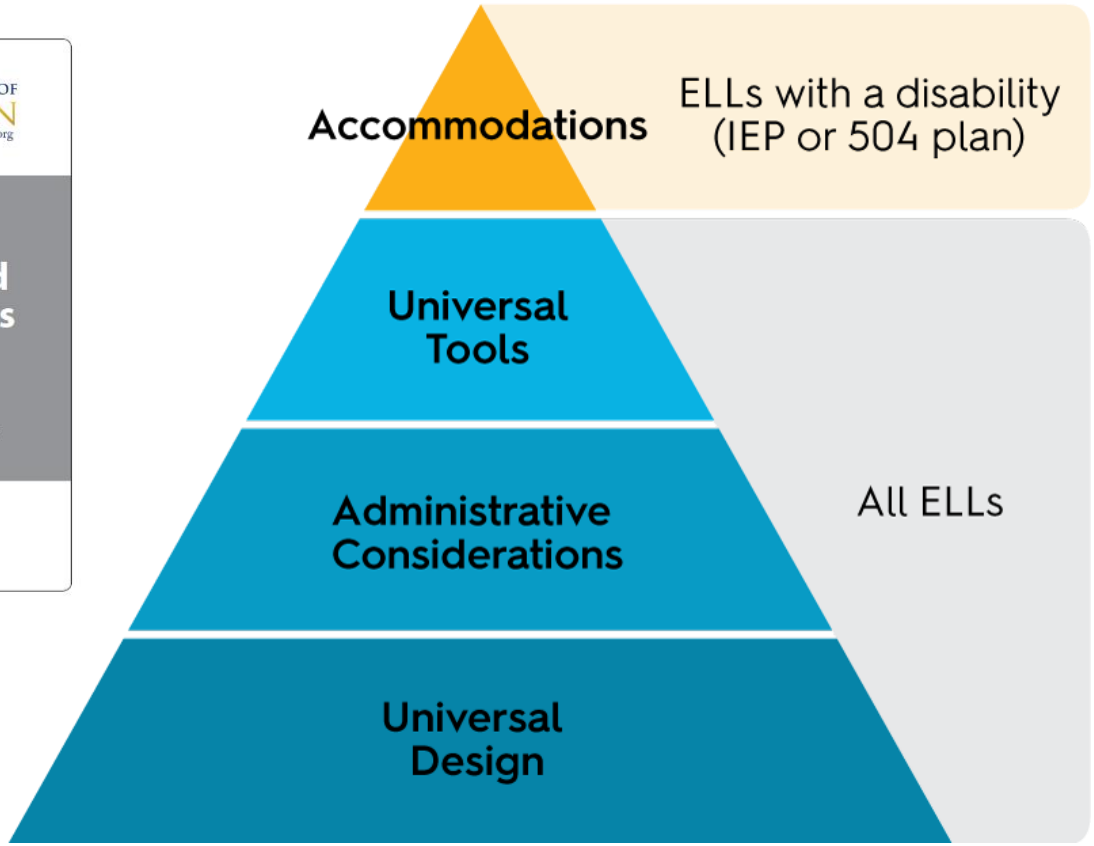
Accessibility and Accommodations





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

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Accommodation Considerations

1. Does the accommodation address the student's special need(s)?
2. Does the student have experience with the given accommodation(s) on an ongoing basis in the classroom or testing situations?
3. Does the accommodation maintain the validity of the construct of what the test measures?
4. Does the test administrator know the student and how to accurately apply the accommodation?

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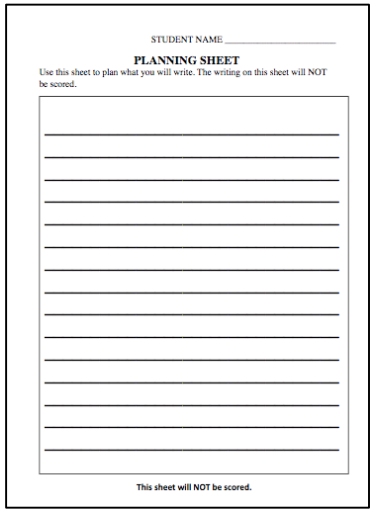
Universal Tools

- May be used by all students to address their individual accessibility needs.
- Students should use the tool(s) regularly in the classroom and have become familiar with the appropriate use and availability of the tools. These tools include:
  - Audio aids
  - Color overlay
  - Highlighter, colored pencils, or crayons
  - Line guide or tracking tool
  - Magnifier
  - Planning Sheet


STUDENT NAME _____

PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

This sheet will NOT be scored.

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Individual or Group Administration

- All domains of **Kindergarten** ACCESS and Alternate ACCESS are **individually** administered

- **Speaking 1st-12** grades must be **individually** administrated

- **Listening, Reading & Writing 1st-12th** grades can be **group** administrated

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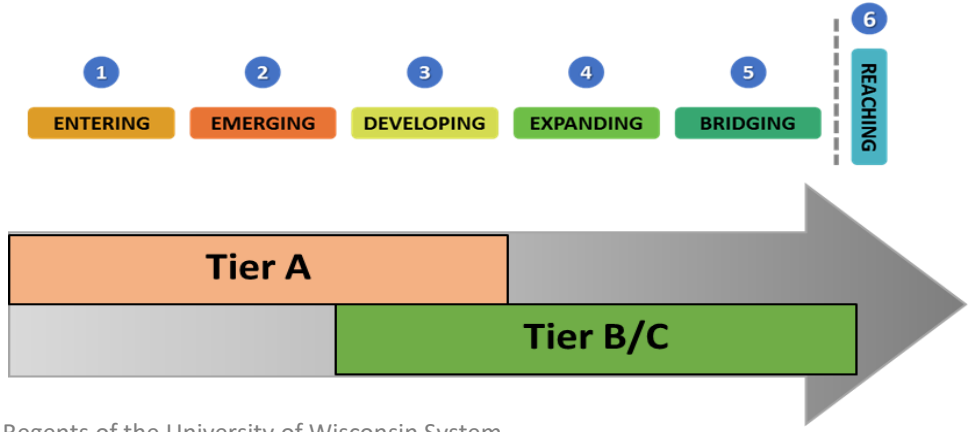
Group by Domain, Grade Cluster & Tier

- Domains: Listening, Speaking, Reading & Writing

- Groups must be made up of the same grade-level cluster.

- Groups must be made up of the same tier (A or B/C) on the Test Session Roster.



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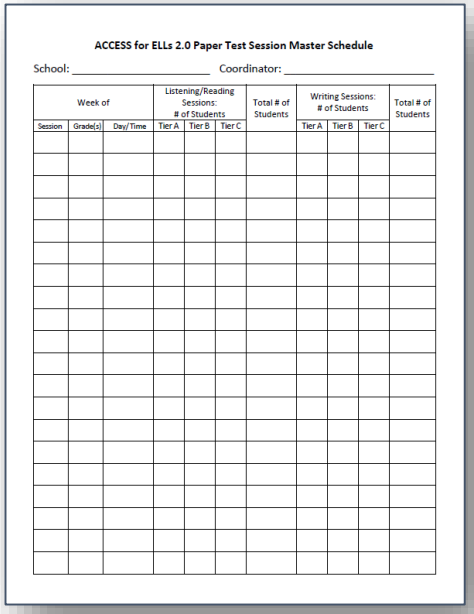
Test Session Master Schedule

- Separate Sessions by Grade Cluster, Tier, and Domain

Examples

  - Grades 2, Tier B/C, Reading
  - Grades 6-8, Tier A, Listening
  - Grades 9-12, Tier B/C, Writing



ACCESS for ELLs 2.0 Paper Test Session Master Schedule

School: _____ Coordinator: _____

Week of			Listening/Reading Sessions: # of Students			Total # of Students	Writing Sessions: # of Students			Total # of Students
Session	Grade(s)	Day/Time	Tier A	Tier B	Tier C		Tier A	Tier B	Tier C	

Florida's WIDA Webpage

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Group Size

WIDA recommends:

- No more than 22 students in a group
- Smaller groups for newcomers
- Keeping the same group together for all domains

This eliminates the need create a new roster for each test session. So you will not have to reorganize test booklet after each session.

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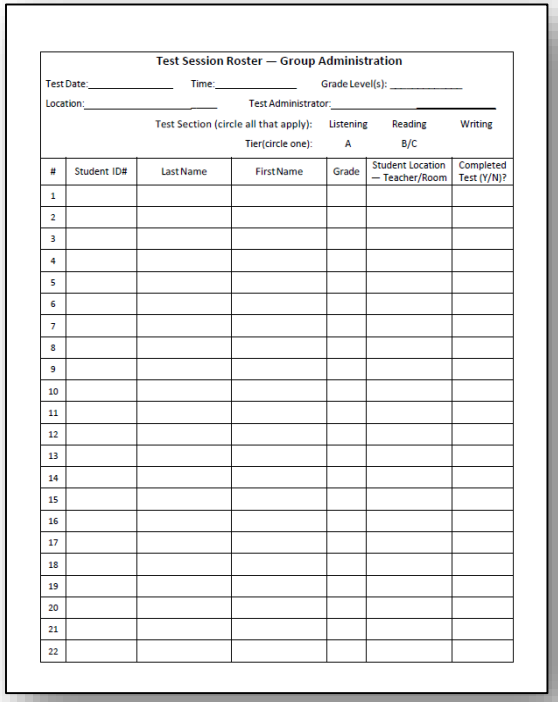
Test Session Roster Templates

Group Session



Test Session Roster — Group Administration

Test Date:_____ Time:_____ Grade Level(s): _____

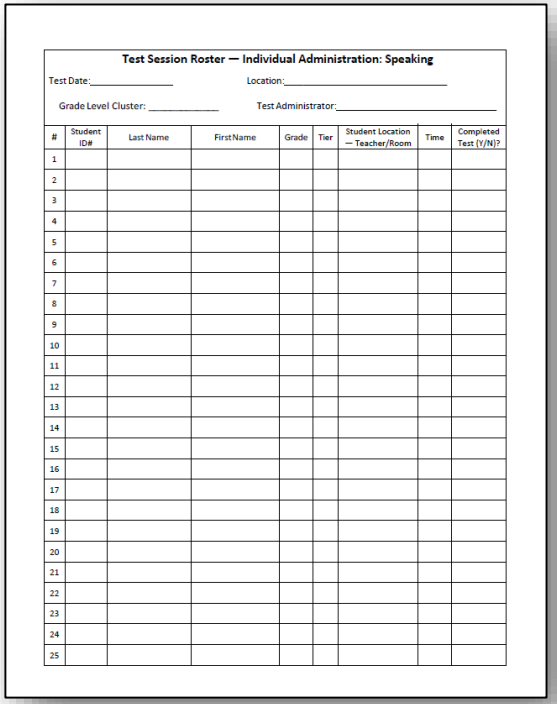
Location:_____ Test Administrator:_____

Test Section (circle all that apply): Listening Reading Writing

Tier(circle one): A B/C

#	Student ID#	Last Name	First Name	Grade	Student Location — Teacher/Room	Completed Test (Y/N)?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

Individual Session



Test Session Roster — Individual Administration: Speaking

Test Date:_____ Location:_____

Grade Level Cluster: _____ Test Administrator:_____

#	Student ID#	Last Name	First Name	Grade	Tier	Student Location — Teacher/Room	Time	Completed Test (Y/N)?
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

Florida's WIDA Webpage

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Multi-Day Administration

- Each domain should be completed the day it's started
- Break in **Kindergarten ACCESS for ELLs** should occur between Part C and Part D.
- For **Alternate ACCESS for ELLs**, each test section should be administered in a separate testing session.
- 3 Sessions for each grade cluster & tier (Recommended for **ACCESS for ELLs Paper**)

Session	Grade-level Cluster	Tier	Domain
1	4-5	A	Listening & Reading (group)
2	4-5	A	Writing (group)
3	4-5	A	Speaking (individual)

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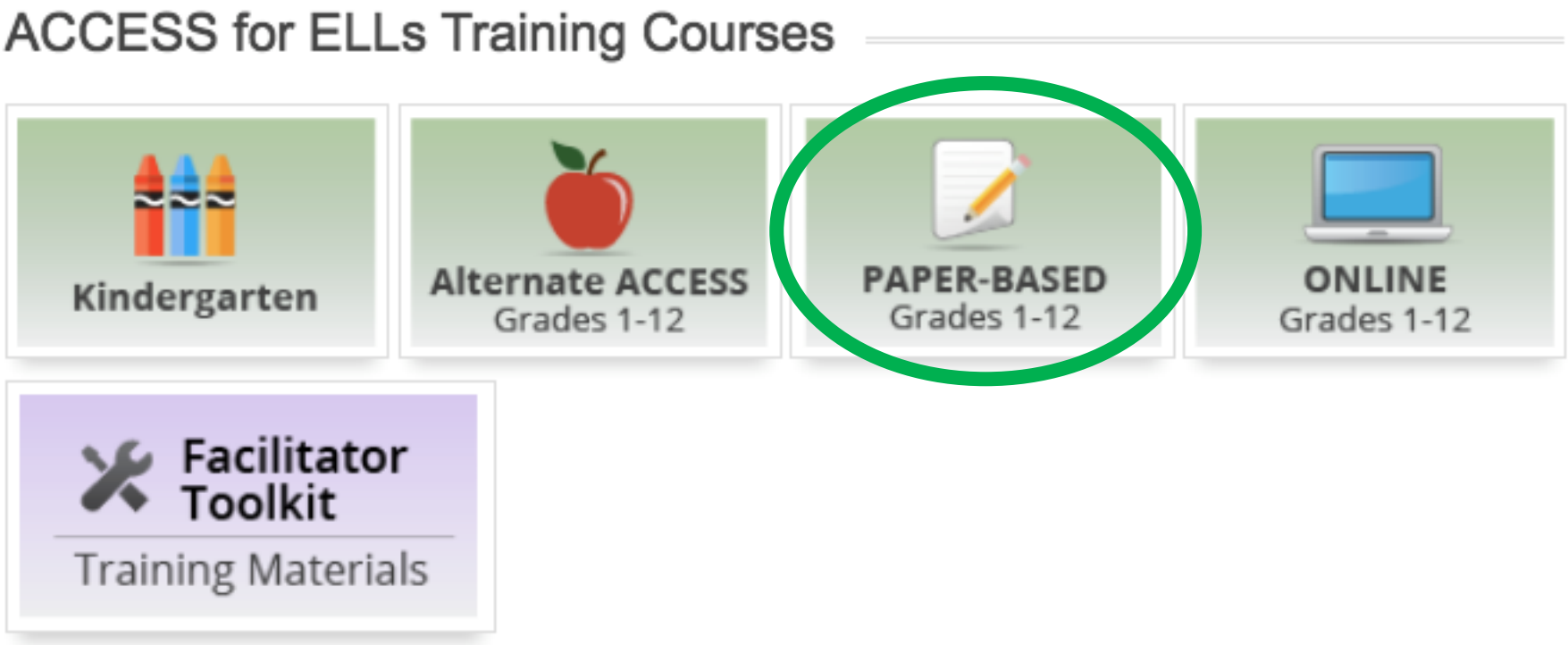
WIDA Secure Portal

https://portal.wida.us/



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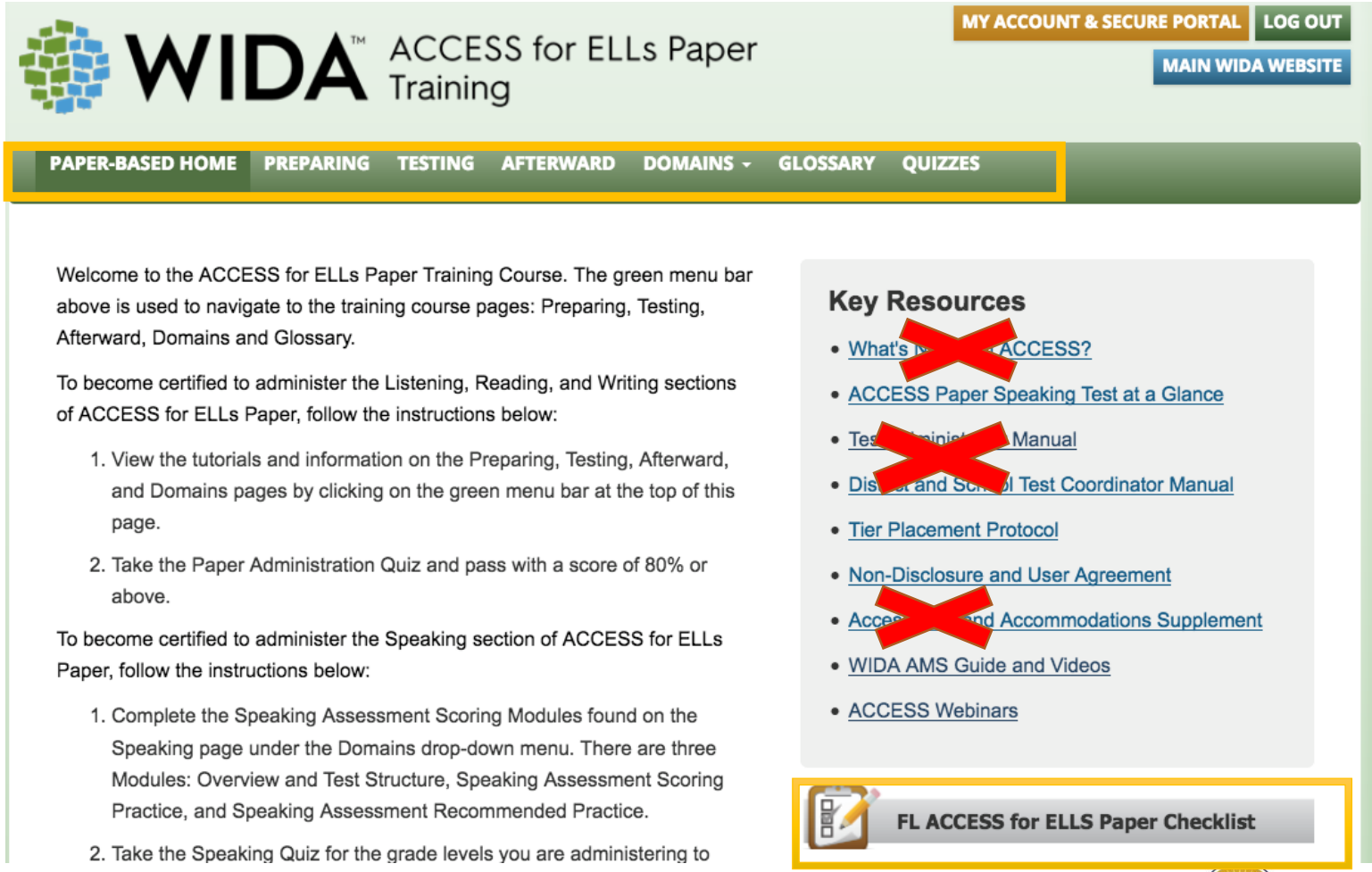
ACCESS for ELLs Paper Training Course



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ACCESS for ELLs Paper Experience

- **Media-delivered Listening and Speaking** using pre-recorded prompts
- **Rating Scale** used by Test Administrator to score student speaking compared to a model response
- **Central scoring** for the Listening, Reading, and Writing domains

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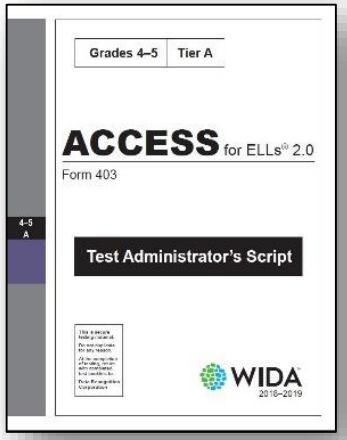
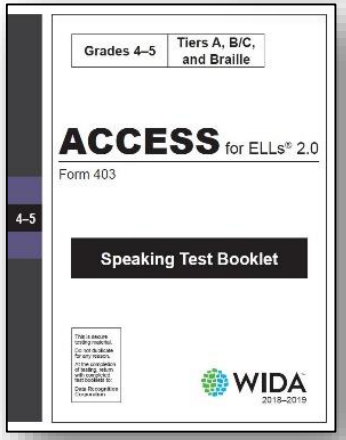
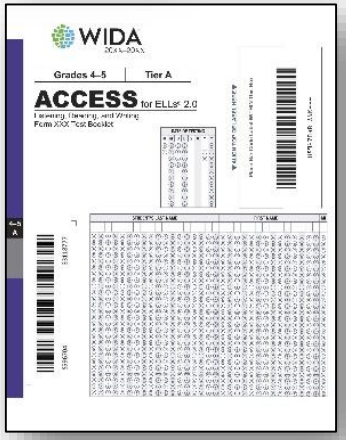
ACCESS for ELLs Paper Test Materials

- Test Administrator's Script
- Student Test Booklet
- Speaking Test Booklet
- Listening/ Speaking: CD
- **CD Player**







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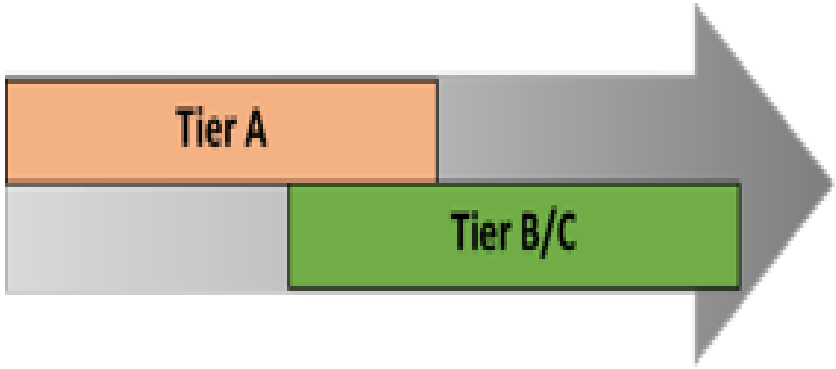
Group by Domain, Grade Cluster & Tier

- Domains: Listening, Speaking, Reading & Writing

- Grade-level clusters

- Same tier (A or B/C)



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Approximate Administration Times

Paper Test Administration Time (Approximate)			
Domain	Convening/Dismissing Students and Test Setup	Test Directions and Student Practice	Test Time
Listening	15-20 min. depending on group size (less for Speaking as it is administered individually)	About 10 min.	Up to 40 min.
Reading		About 5 min.	Up to 45 min.
Speaking		5–10 min.	15–35 min. per student
Writing Tier A, Grade 1		5–10 min.	Up to 35 min.
Writing Tier A, Grades 2, 3, 4–5, 6–8, 9–12		5–10 min.	Up to 60 min.
Writing Tier B/C		5–10 min.	Up to 65 min.

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Pausing or Discontinuing A Paper Test

- Unusual circumstances or audio issue
- Discontinue domain after 2nd attempt for an individual student
- Leave remaining items blank
- No additional label needed (i.e., Do Not Process)

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

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Listening Domain Information

- Materials needed:
  - Test Administrator's Script
  - Student Test Booklet
  - Listening and Speaking Test CD
    - **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.
  - Number 2 pencil
  - **CD Player & external speakers**
- **Equipment needed:**
  - CD player
  - Speakers

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Listening Domain Information

- Approximately 16 to 32 minutes (Tier B/C will take longer than Tier A)

Listening Test Audio on the CD	Approximate Run Time (in minutes) Excludes the audio run time for the practice items.
Grade 1, Tier A	16:00
Grade 1, Tier B/C	24:00
Grade 1 Braille	21:00
Grade 2, Tier A	16:00
Grade 2, Tier B/C	24:00
Grade 2 Braille	21:00
Grade 3 Tier A	19:00
Grade 3, Tier B/C	29:00
Grade 3 Braille	27:00
Grades 4–5, Tier A	19:00
Grades 4–5, Tier B/C	29:00
Grades 4–5 Braille	27:00
Grades 6–8, Tier A	22:00
Grades 6–8, Tier B/C	32:00
Grades 6–8 Braille	30:00
Grades 9–12, Tier A	18:00
Grades 9–12, Tier B/C	30:00
Grades 9–12 Braille	27:00

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Reading Domain Information

- Designed to take no more than 35 to 45 minutes
- Materials needed:
  - Test Administrator's Script
  - Student Test Booklets
  - Number 2 pencil
- Follow the Test Administrator’s Script exactly

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Writing Domain Information

- Materials needed:
  - Test Administrator's Script
  - Student Test Booklets
  - Number 2 pencil
  - Student Planning Sheets, if necessary
- Follow the Test Administrator's Script exactly.
- Make sure students begin the Writing test on the appropriate page.

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Writing Domain Administration Times

Grade 1 Tier A – 30 mins.

All Grades Tier B/C – 65 mins

Grades 2-12 Tier A – 60 mins.

Grades 1 Tier A Writing Test: Organization, Content, and Timing Guidelines Per Tasks			
	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	Social and Instructional Language	5 minutes	
Part C	Social and Instructional Language	10 minutes	
Part D	Social and Instructional Language	10 minutes	
Total allowable 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 Math/Language of Science	15 minutes	5 minutes if needed
Total allowable time–60 minutes			

All Grades Tiers B and 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 Math/Language of Science	20 minutes	
Part C	Integrated Task (Language of Language Arts/Language of Social Studies/Social and Instructional Language)	30 minutes	
Total allowable time–65 minutes			

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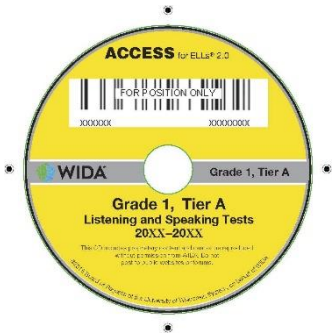
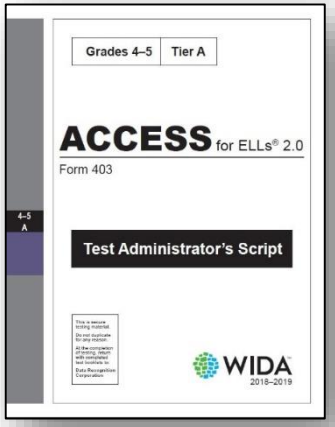
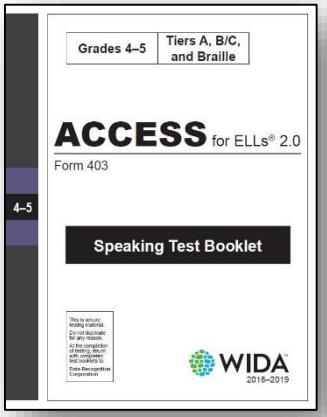
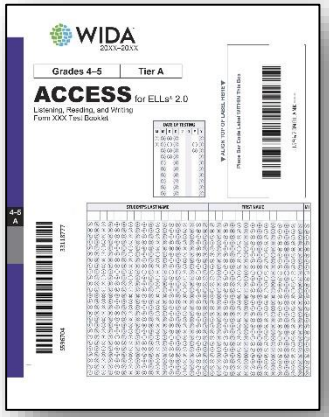
Speaking Domain Information

- Media-delivered. Equipment needed: CD player and speakers.
- Materials needed: Test Administrator's Script, Speaking Test Booklet, CD, Student Test Booklet, and number 2 pencil.
- Test administration should take place in a quiet room free of distractions.









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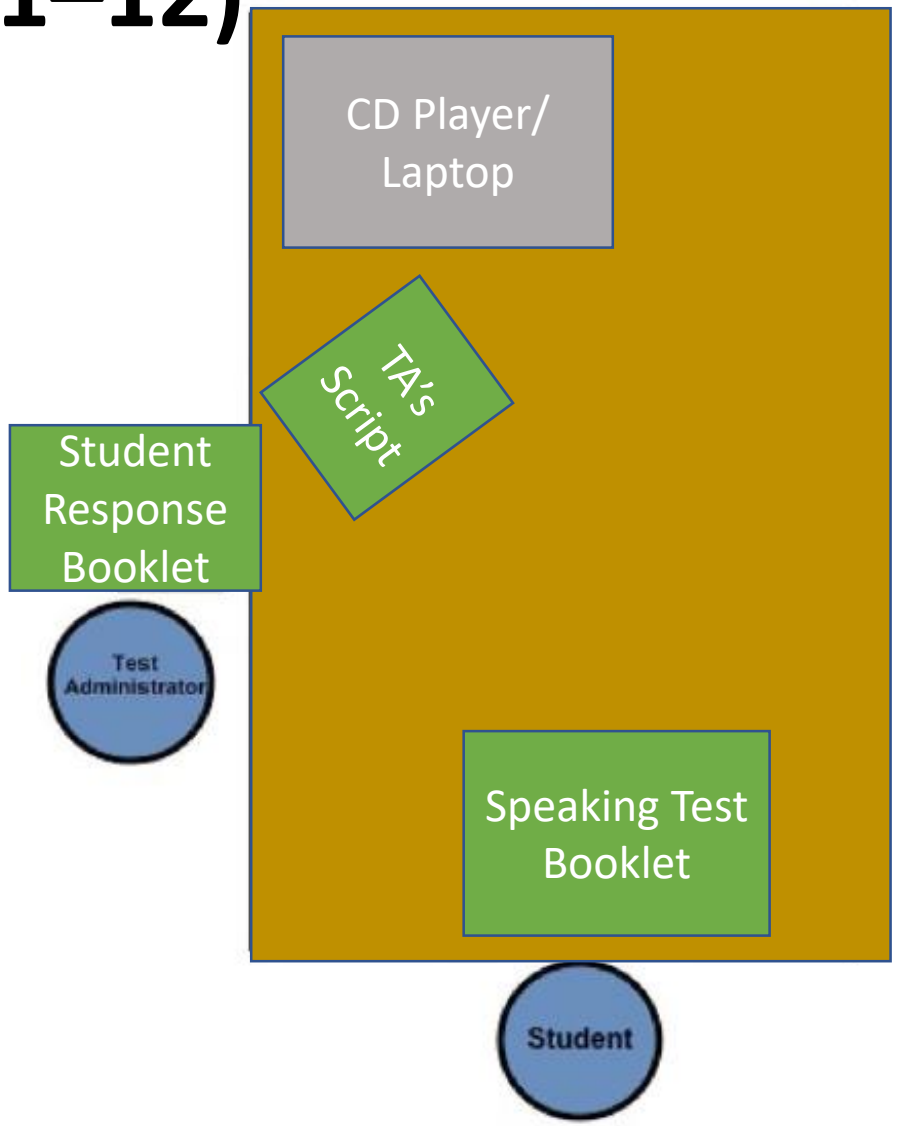
Speaking (Grades 1–12) Set-up on Table

- 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.



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ACCESS for ELLs Paper • Speaking Test At a Glance

Planning to deliver the Speaking test? Use this handy guide to make sure you've got it all covered.

LEARN

1. Complete the ACCESS for ELLs Paper training course. (Check State Checklist for specific equirements.)
2. Then, complete the Core Speaking Assessment Training.
   - Module 1: Overview and Test Structure
   - Module 2: Speaking Assessment Scoring Practice
   - 2018-19 Supplemental Training for the Speaking Assessment
3. Review the paper sample test items and sound files.
4. Take Grades 1-5 and/or Grades 6-12 Speaking Certific tion Quiz(zes).
5. Download the Speaking Scoring Scale.

PREPARE

1. Gather materials from the School Test Coordinator:
   - CD player and speakers
   - Listening & Speaking test CD
   - Speaking Test Booklet - Student Test Booklet
   - Test Administrator's Script - No. 2 Pencils
2. Set aside enough time. The test is delivered one-on-one and may take 15-35 minutes per student. Higher grade-level clusters and tiers may take a bit longer.
3. Find a quiet room, free of distractions. Post Testing Signs to each door of the testing room.

DELIVER

To begin, play the recorded audio prompts. Follow along in the Speaking Test Booklet. Do not press pause or stop the audio; response time is included in the audio file .

Nina is the model student. She helps students understand the task demands, and gives them an appropriate response as an example.

Ms. Lee is the virtual Test Administrator. She interacts with Nina and asks her questions that encourage language production.

SCORE

Score students' responses objectively as you go through the test.

Remember that you are assessing students' language, not the content accuracy of their responses. This is true for all ages and proficiency levels.

Keep the Speaking Scoring Scale in front of you when you score.
No Response → Attempted → Adequate → Strong → Exemplary

After testing, return all test materials to the School Test Coordinator.

Speaking Administration Times

- Takes approximately 15 to 35 minutes per student. Higher grade-level clusters and tiers will take longer.

Speaking Test CD Audio Run Times by Grade and Tier		
Grade	**Tier**	**Run time**
Grade 1	A	11:00
	B/C	18:00
Grade 2	A	11:00
	B/C	16:00
Grade 3	A	11:00
	B/C	16:00
Grades 4-5	A	11:00
	B/C	18:00
Grades 6-8	A	14:00
	B/C	21:00
Grades 9-12	A	13:00
	B/C	18:00

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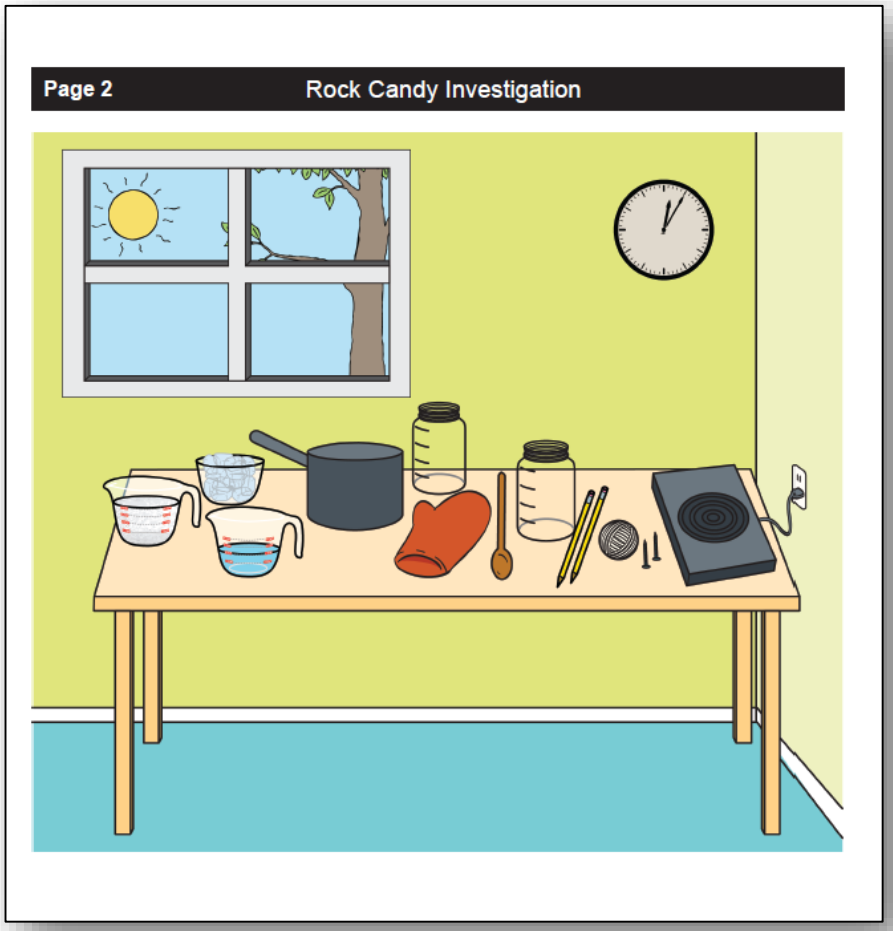
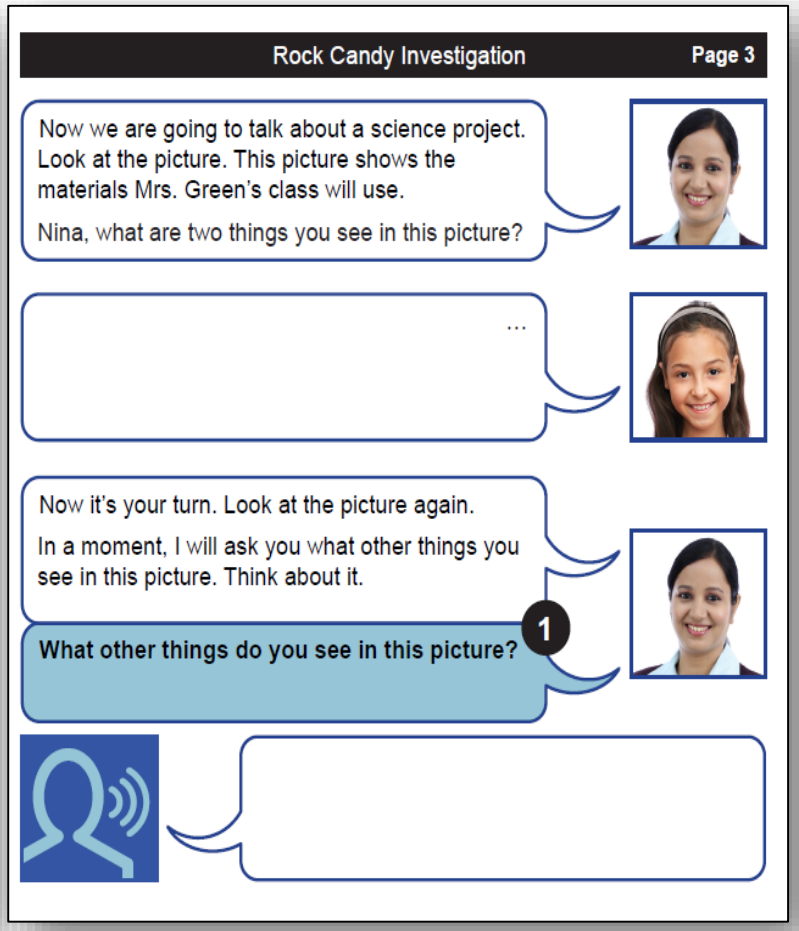
Speaking Domain Example





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Speaking Administration

- Virtual Test Administrator, **Ms. Lee**, guides students and asks them sets of questions that are design to elicit language at progressively higher target proficiency levels.

- Model student, **Nina**, provides task level responses to support students and help Test Administrators score the test.

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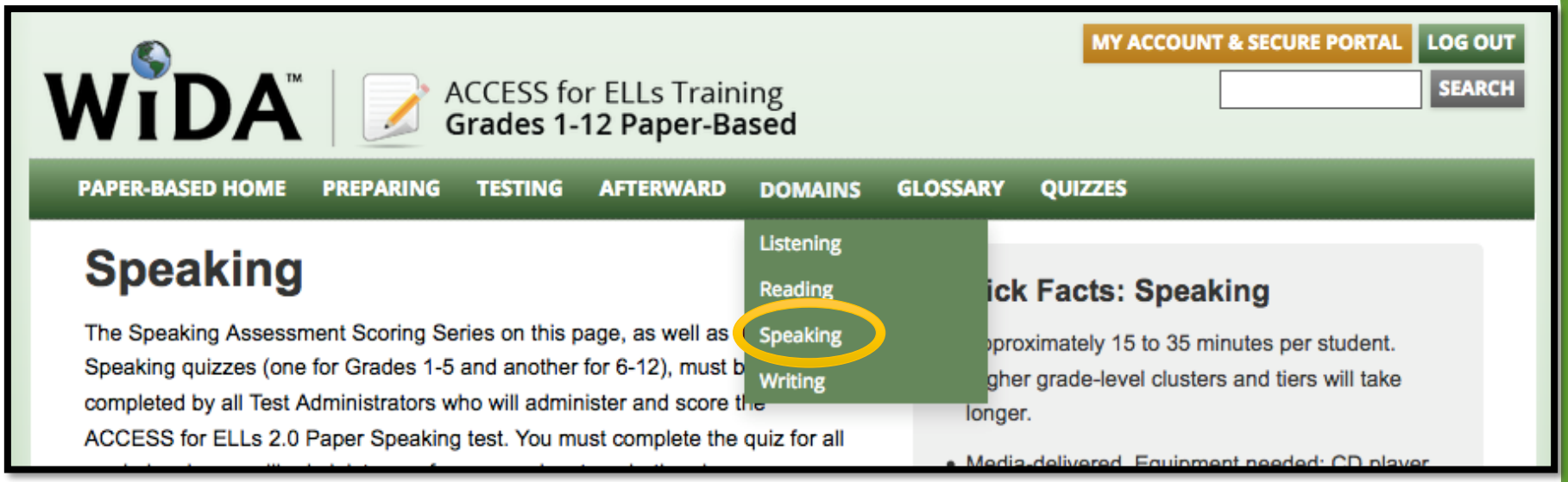
Review Speaking Assessment Scoring Modules



For more practice, review Module 3: Speaking Assessment Recommended Practice.

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Test Administrator
Do's and Don'ts During Speaking

- **Do not:**
  - Pause
  - Rewind
  - Fast forward

(continued)

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Test Administrator
Do's and Don'ts During Speaking (cont.)

- 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).
- Do not help the student with any test content (e.g., rephrasing questions).

(continued)

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Administering the Speaking Test

1. Become familiarized with the **Test Administrator's Script**.
2. Prepare the **Listening and Speaking Test CD** to begin at the appropriate track number.
3. **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's Script.
4. Evaluate and **score student responses immediately** after the student gives a response to each task.
5. 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.

(continued)

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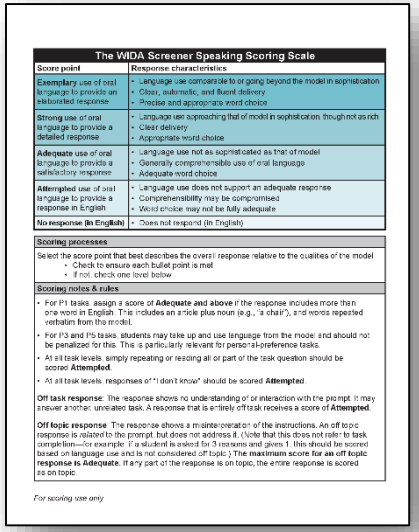
Speaking Administration

- Test Administrator scores using the WIDA Speaking Scoring Scale
- Scores are recorded in the Student Response Booklet



The WIDA Screener Speaking Scoring Scale

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• 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	• 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	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model
- Check to ensure each bullet point is met
- If not, check one level below

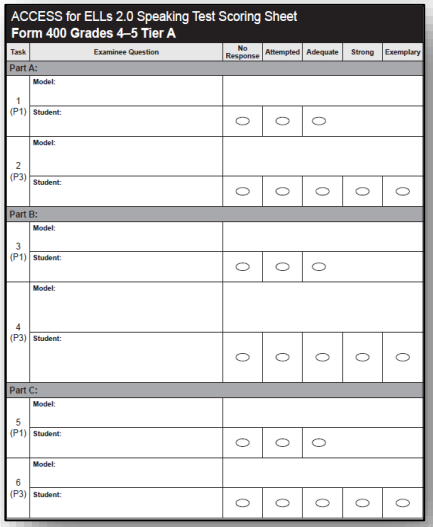
Scoring notes & rules

- 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**.

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**.

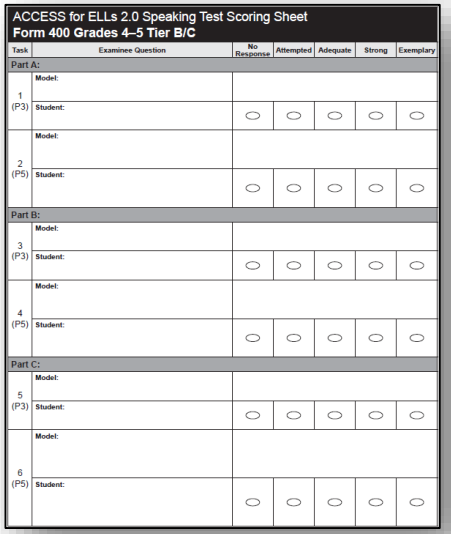
Off topic response: The response shows a misinterpretation of the instructions. An off topic response is related to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language 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.

For scoring use only



ACCESS for ELLs 2.0 Speaking Test Scoring Sheet
Form 400 Grades 4–5 Tier A

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
Part A:						
1 (P1)	Model:					
	Student:	○	○	○		
2 (P3)	Model:					
	Student:	○	○	○	○	○
Part B:						
3 (P1)	Model:					
	Student:	○	○	○		
4 (P3)	Model:					
	Student:	○	○	○	○	○
Part C:						
5 (P1)	Model:					
	Student:	○	○	○		
6 (P3)	Model:					
	Student:	○	○	○	○	○



ACCESS for ELLs 2.0 Speaking Test Scoring Sheet
Form 400 Grades 4–5 Tier B/C

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
Part A:						
1 (P3)	Model:					
	Student:	○	○	○	○	○
2 (P5)	Model:					
	Student:	○	○	○	○	○
Part B:						
3 (P3)	Model:					
	Student:	○	○	○	○	○
4 (P5)	Model:					
	Student:	○	○	○	○	○
Part C:						
5 (P3)	Model:					
	Student:	○	○	○	○	○
6 (P5)	Model:					
	Student:	○	○	○	○	○

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Speaking Scoring Scale

ACCESS for ELLs 2.0 Speaking Scoring Scale	
Score point	**Response characteristics**
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
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Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

Exemplary	
Strong	
Adequate	
Attempted	
No Response	

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Target Proficiency Level Descriptions

Level	Expectations
P1	• Identify items from a picture • Produce responses that consist of words or short phrases
P3	• Describe, give an opinion, or compare/ contrast • Draw information from visual stimuli or personal experience • Produce sentences in response
P5	• Explain, recount, or argue using elaborated & sophisticated language • Designed to elicit extended oral responses which use precise content-area vocabulary • Elaboration using multiple complex sentences in which each idea is joined appropriately • Response is clear, automatic, and fluent

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Student 1: Grade 2-3 Task Level: P3

Mo

Although this **Attempted** response consists of a comprehensible English oral sentence (*the ball is back*), word choice is not fully adequate and the overall language use does not support an adequate response to this P3 task.

No

Tell me about the problem in this story.

Student 2: Grade 6-8 Task Level: P3

Mo

This response approaches the sophistication of the model response and is therefore scored as a **Strong** response. It is clearly delivered and includes detail in the form of a justification for why Dart's life changed (*...because he wanted to be successful, so he made his own business in Japan...*). However, the word choice lacks the precision of the model (*the first basketball league for the ones in wheelchairs*) and this is therefore not an Exemplary response.

Tell me about how Justin Dart's life changed after he finished college.

4

Student 3: Grade 9–12 Task Level: P3

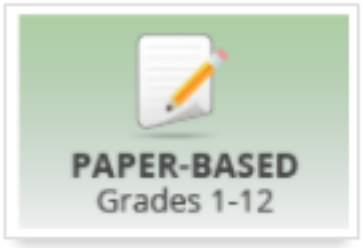
Mod

This **Adequate** response conveys one simple idea using generally comprehensible language (*The president builds schools and stuff*). The language does not approach the sophistication of the language demonstrated by the model. The response is satisfactory, but does not include the level of detail or word choice expected at higher score points for a P3 task.

N
Ir
P

Tell me about what the Works Progress Administration did.

Speaking Tasks and Supplemental Training Materials for 2018-19



Suggestions:

- Practice as a group of Test Administrators
- Role Play

2018-19 Supplemental Training for the Speaking Assessment

If you are unfamiliar with the test or have not gone through the core training, then you should first complete Module 1 and Module 2 on this page.

For those already certified to administer and score the ACCESS Speaking Test, WIDA is providing supplementary materials to help prepare to score this year's test. These materials are recommended and will help familiarize raters with some of the tasks on this year's test and how responses to these tasks should be scored.

Speaking Tasks and Supplementary Training Materials for 2018-19

ACCESS for ELLs Paper Speaking Test at a Glance

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How do I begin to schedule ACCESS?

Tier Reports

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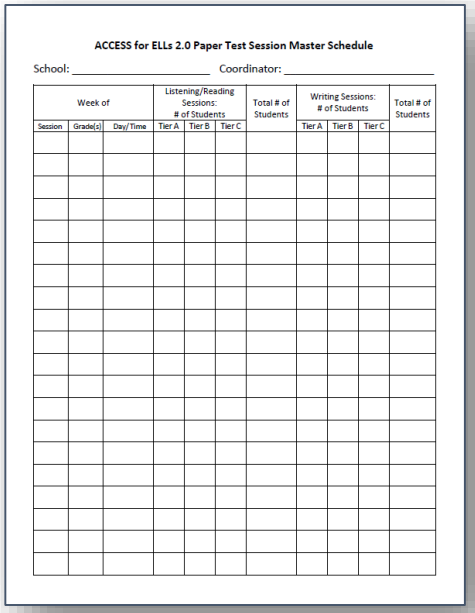
Test Session Master Schedule

- Separate Sessions by Grade Cluster, Tier, and Domain
  - Grade 1, Tier A, Reading
  - Grades 4-5, Tier B/C, Reading
  - Grades 6-8, Tier A, Listening
  - Grades 9-12, Tier B/C, Writing

Examples



ACCESS for ELLs 2.0 Paper Test Session Master Schedule

School: _____ Coordinator: _____

Week of			Listening/Reading Sessions: # of Students			Total # of Students	Writing Sessions: # of Students			Total # of Students
Session	Grade(s)	Day/Time	Tier A	Tier B	Tier C		Tier A	Tier B	Tier C	

Florida's WIDA Webpage & Bilingual/ESOL SharePoint

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Test Administrators

Access 2.0

2017/18

Date	Administrator	Test (Tier)	Location	Section	# of Students
1/29/2017	Richard	Grade 4/5 Tier A	728	L/R	16
1/29/2017	Acevedo	Grade 4/5 Tier B	P4	L/R	12
1/29/2017	Rosenauer	Grade 4/5 Tier C	P1	L/R	21
1/29/2017	Ramos	Grade 4/5 Tier C	730	L/R	22
1/29/2017	Pena	Grade 4/5 Tier C	727	L/R	24
1/30/2017	Richard	Grade 4/5 Tier A	728	W	16
1/30/2017	Acevedo	Grade 4/5 Tier B	P4	W	12
1/30/2017	Rosenauer	Grade 4/5 Tier C	P 1	W	21
1/30/2017	Ramos	Grade 4/5 Tier C	730	W	22
1/30/2017	Pena	Grade 4/5 Tier C	727	W	24

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Remember to schedule time for make-up tests

ACCESS *Tentative* Testing Schedule 2018
January 29th – March 29th

Monday	Tuesday	Wednesday	Thursday	Friday
29 4th-5th Grade 8:30-9:15 Reading 9:15-10:00 Listening (5 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena	30 4th-5th Grade 8:30-9:45 Writing (4 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena	31 3rd Grade 8:30-9:15 Reading 9:15-10:00 Listening (4 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena	1 3rd Grade 8:30-9:45 Writing (4 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena	2 2nd Grade 8:30-9:15 Reading 9:15-10:00 Listening (4 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena
School Event		2nd Grade 8:30-9:45 Writing (4 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena	1st Grade 8:30-9:15 Reading 9:15-10:00 Listening (5 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos, Pena	1st Grade 8:30-9:45 Writing (5 Groups) 1st-5th Speaking 10:00-2:00 Richard, Acevedo, Rosenauer, Ramos NEED ADDITIONAL PERSON
12	13	14	15	16
19 NO SCHOOL	20 Kinder ACCESS 2.0 All Parts	21 Kinder ACCESS 2.0 All Parts	22 Early Release	23 Kinder ACCESS 2.0 All Parts
26 Kinder ACCESS 2.0 All Parts	27 Kinder ACCESS 2.0 All Parts	28 Kinder ACCESS 2.0 All Parts	March 1 Kinder ACCESS 2.0 All Parts	2 Kinder ACCESS 2.0 All Parts
5 Kinder ACCESS 2.0 All Parts	6 Kinder ACCESS 2.0 All Parts	7 Kinder ACCESS 2.0 All Parts	8 Kinder ACCESS 2.0 All Parts	9 Kinder ACCESS 2.0 All Parts
12 Kinder ACCESS 2.0 All Parts	13 Kinder ACCESS 2.0 All Parts	14 Kinder ACCESS 2.0 All Parts	15 Kinder ACCESS 2.0 All Parts	16 Kinder ACCESS 2.0 All Parts
19 Kinder ACCESS 2.0 All Parts	20 Kinder ACCESS 2.0 All Parts	21 Kinder ACCESS 2.0 All Parts	22 Early Release	23 Teacher Planning Day

26	27	28	29	30
	Spring Break			

Total Students to be tested= 417

Kindergarten to be tested individually = **80 students**/ approx. time per student 45 min

1st Grade testing= **78 students**/ Group approx. times (Listening-40 min/Reading-45min/Writing Tier A-35min/Writing Tier B&C- 65min) Speaking approx. 35 min. (Over 21 Days= 4 a day)

2nd Grade testing= **89 students**/ Group approx. times (Listening-40 min/Reading-45min/Writing Tier A-60min/Writing Tier B&C- 65min) Speaking approx. 35 min.

3rd Grade testing= **75 students**/ Group approx. times (Listening-40 min/Reading-45min/Writing Tier A-60min/Writing Tier B&C- 65min) Speaking approx. 35 min.

4th -5th Grade testing= **51/44 students**/ Group approx. times (Listening-40 min/Reading-45min/Writing Tier A-60min/Writing Tier B&C- 65min) Speaking approx. 35 min.

Guiding Questions

- How many students were tested?
- Approximately, how many Test Administrators were involved?
- How many days of testing?
- When reviewing the scheduling of domains, what patterns can you identify?

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Considering Your School Data…

1. Approximately, how many:
    - Grade level **clusters** should you plan for?
    - **Tiers** per grade level cluster?
    - Speaking tests **(one-on-one)?**
    - Kindergarten **(one-on-one)?**
    - **Certified Test Administrators** may need to be involved?

2. Think about your location. Which rooms are available? Which are **most conducive** for individual and group testing?

3. When will you **meet** with your **ACCESS Team**?

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Time for
lunch

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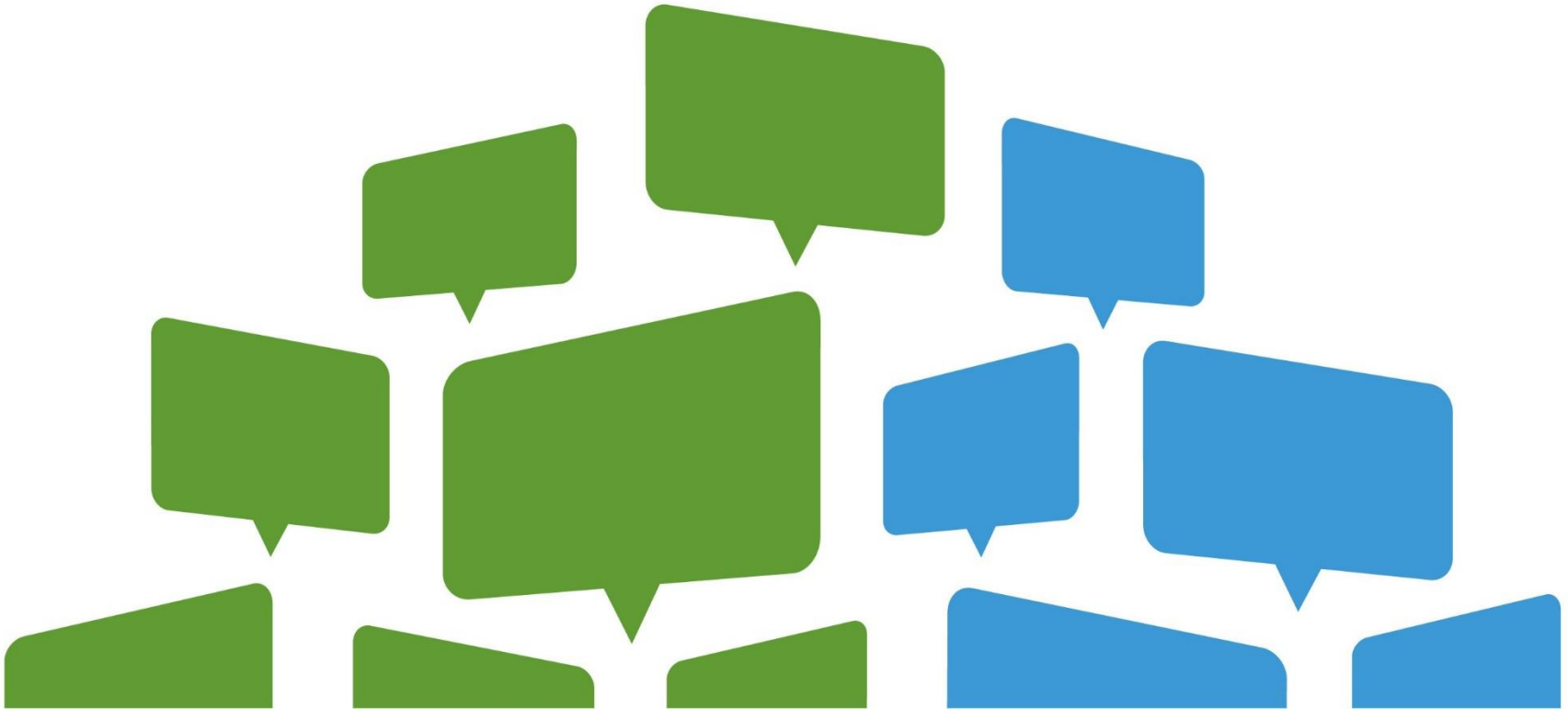
Before, During and After Testing



Test Materials Arrive

Arrive to schools the week of

January 22, 2019

- Time to Inventory
- Match Packing list to materials

WIDA ACCESS for ELLs 2.0
SCHOOL PACKING LIST

District: PA0111111111 SAMPLE CITY
School: 06823 DRC SAMPLE SCHOOL

1537997

The following materials are contained in this shipment.

Qty Ordered	Item	Box #	Qty Shipped	Security Range
	PACKING LISTS AND OTHER MISCELLANEOUS MATERIALS			
1	School Packing List	1	1	
	ONLINE WRITING TEST MATERIALS			
1	Grades 6-8 Writing Tier A Response Booklet(s)	1	1	64111651-64111651
	PAPER ADMINISTRATIVE MATERIALS			
1	Grades 6-8 Listening/Speaking Tier A CD(s)	1	1	61314076-61314076
1	Grades 6-8 Listening/Speaking Tier A Recording Script(s)	1	1	61320850-61320850
1	Grades 6-8 Speaking Test Booklet(s)	1	1	61346501-61346501
1	Grades 6-8 Tier A Test Administrator Script(s)	1	1	61305454-61305454
	PAPER TEST MATERIALS			
1	Grades 6-8 Tier A Test Booklet(s)	1	1	61111376-61111376

If you are missing materials or have received damaged materials, contact your District Test Coordinator for assistance. SAVE ALL BOXES FOR RETURN OF MATERIALS.

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Follow Test Security Policies

- Test Content Remains Secure
- No specific information about the content of the test is shared
- Keep personal login information secure.
- Place all secure materials in locked storage.
- Do not duplicate any test materials (exception of the FL TAM).

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Test Security Forms

- Signing FDOE Test Security Agreements
  - FDOE Test Administration and Security Agreement
  - FDOE Test Administrator Prohibited Activities Agreement
- FDOE Test Security Forms
  - FDOE Test Materials Chain of Custody Form (STC Only)
  - FDOE Security Log

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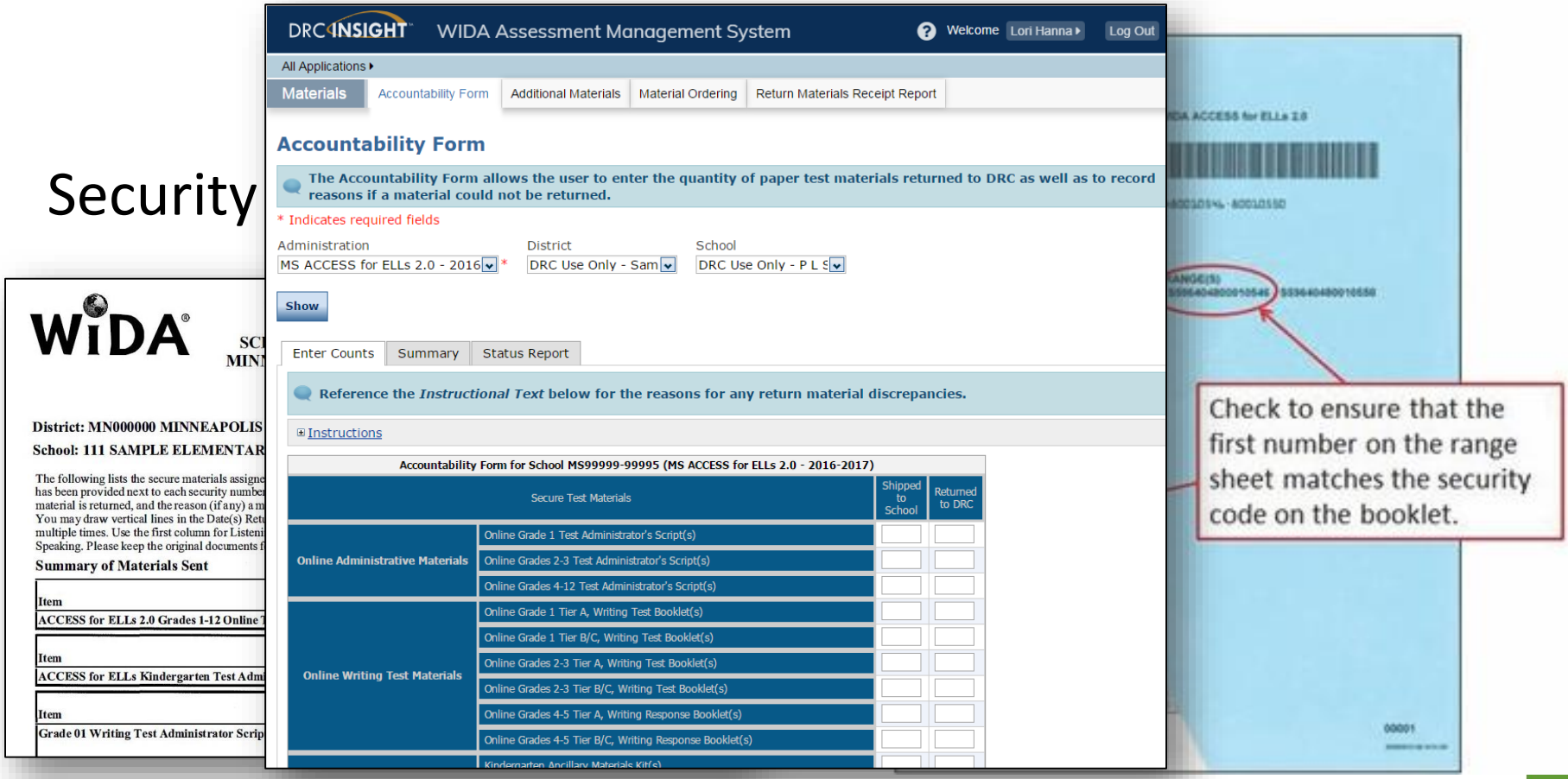
Inventory/Check Range Numbers

Security



Pack of Books w/range numbers

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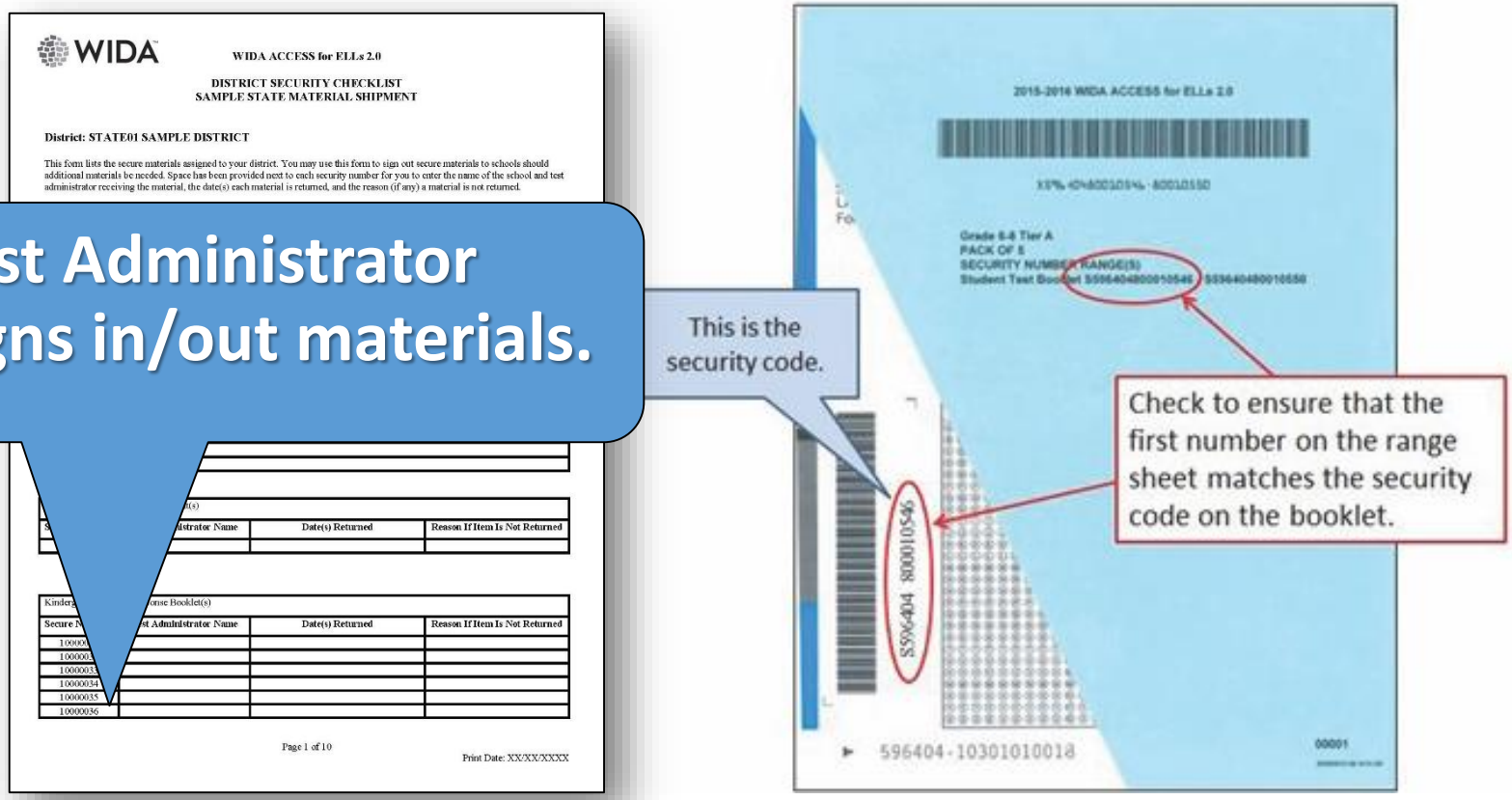
Assigning and Tracking Materials



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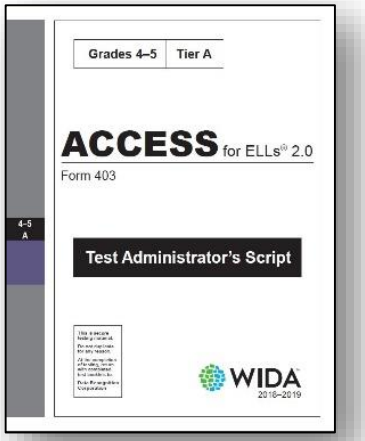
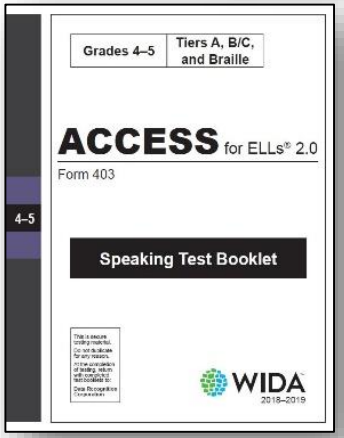
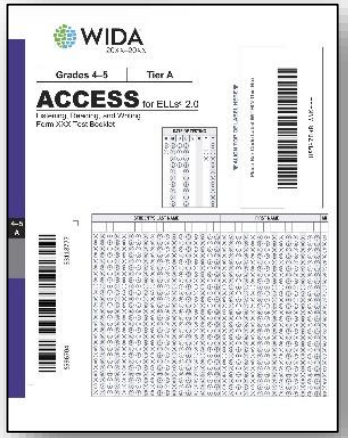
ACCESS for ELLs Paper Grades 1–12 Test Materials

- Test Administrator's Script
- Student Test Booklet
- Speaking Test Booklet
- Listening/ Speaking: CD







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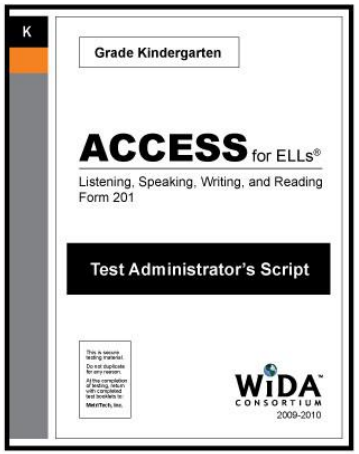
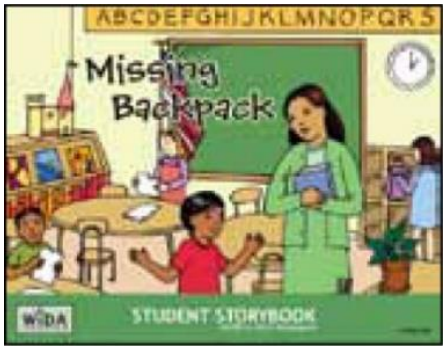
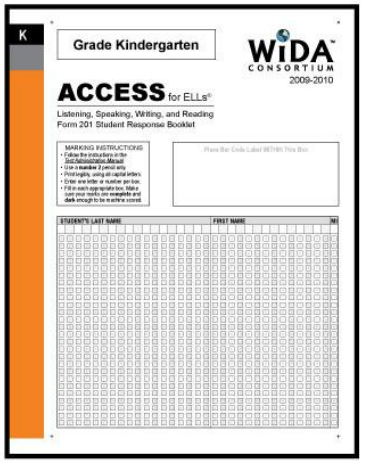
Kindergarten Testing Materials

- Student Story Booklet
- Student Response Booklet
- Test Administrator's Script
- Student Activity Board
- Cards & Card Pouch Booklet







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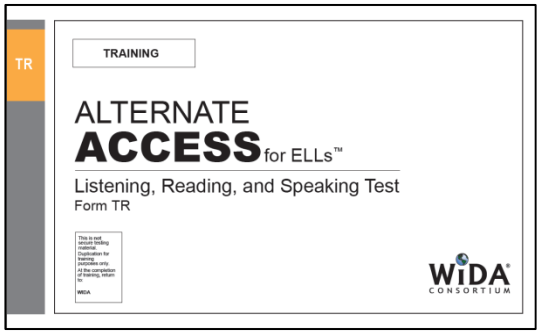
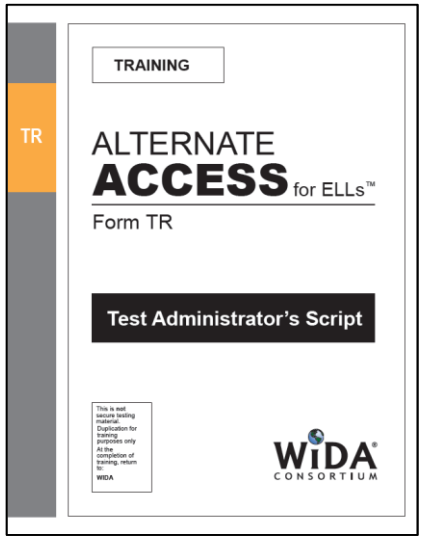
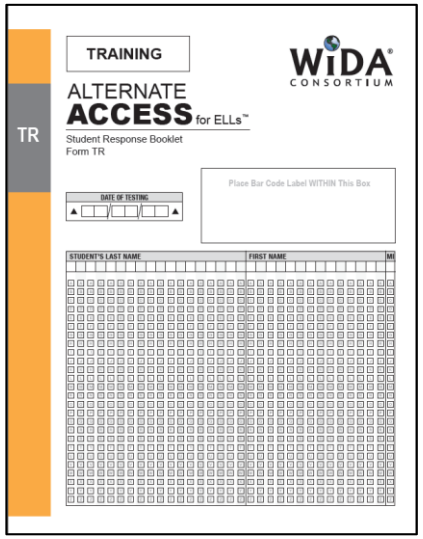
Alternate ACCESS for ELLs Test Materials

- Test Administrator's Script
- Test booklet (legal size paper)
- Student Response Booklet







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Special Test Documents

ACCESS for ELLs suite is available in the following accommodated versions:

Kindergarten ACCESS for ELLs and ACCESS for ELLs Paper (Grades 1–12)

Large print version is based on the regular print version.

ACCESS for ELLs Tier B/C ONLY

- UEB: Grades 1–8
- EBAE: Grades 9–12

Provided in contracted and uncontracted braille.

Large print and Braille test materials arrive with the regular test materials.

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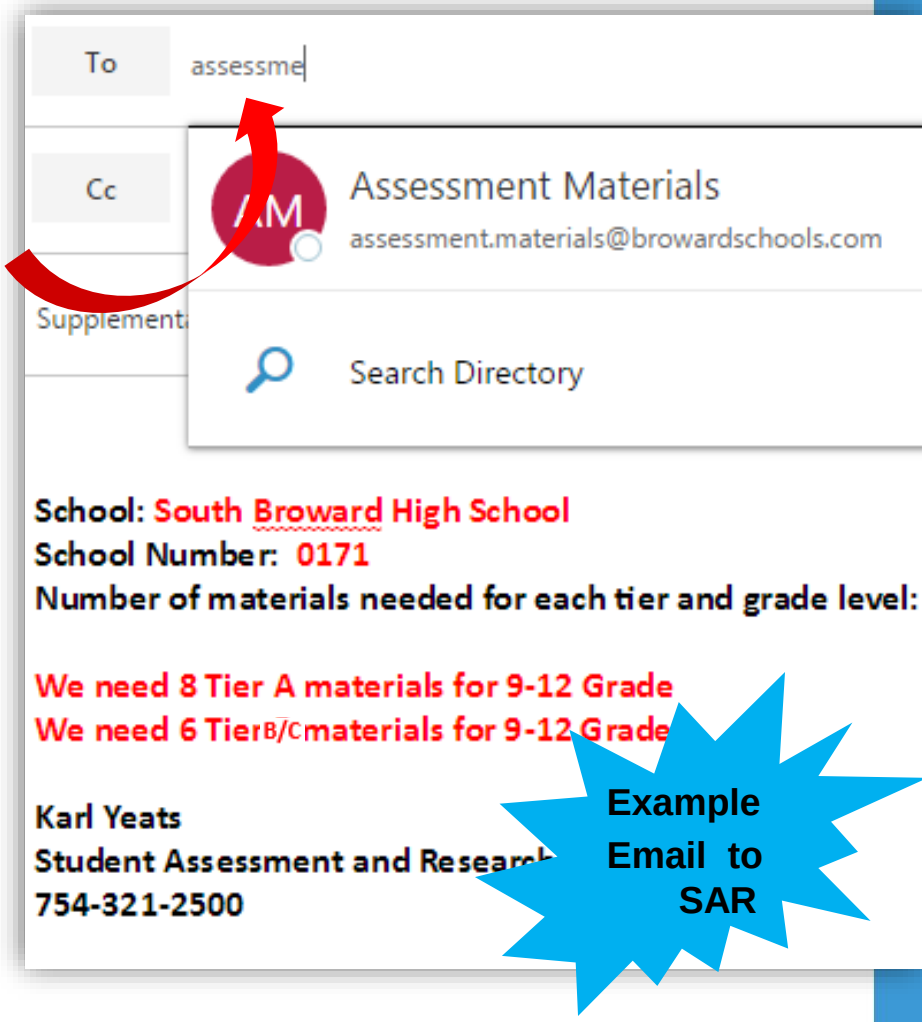
School Test Coordinator Responsibilities
Supplemental Material Orders

After an initial inventory, if you do not have enough test materials, request more by sending an email to:

assessment.materials@browardschools.com

Make sure you include the following in the email with a subject line of:
Supplemental ACCESS materials

1.) School Name
2.) School Number
3.) Grade Band of materials needed (9-12, 6-8 etc.)
4.) Tier of materials needed (A or B/C)



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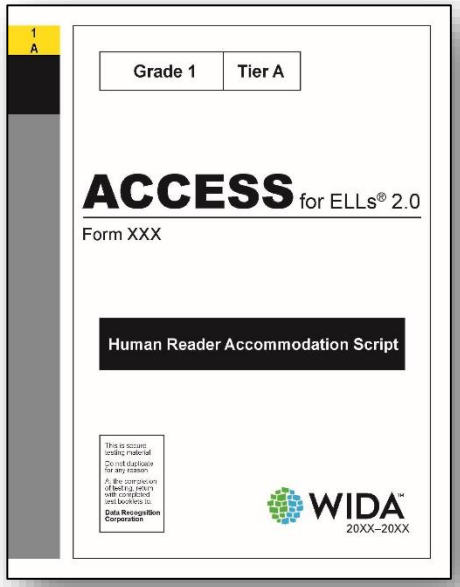
Special Order Test Material for ACCESS for ELLs Paper (Grades 1–12)

Human Reader Accommodation Script

- Can only be ordered by the DTC during the Additional Materials Ordering Window
  - Order via spreadsheet (available on Florida's WIDA webpage)
  - Email to assessment.materials@browardschools.com
  - Read Aloud/ Repeat items by human reader provides intensive support available (IH and RI) for the Listening and Speaking domain
  - Lip readers and students in need of frequent refocus
  - Test Administrator will read all text
    - May require two trained Test Administrators to administer the Speaking domain to student.



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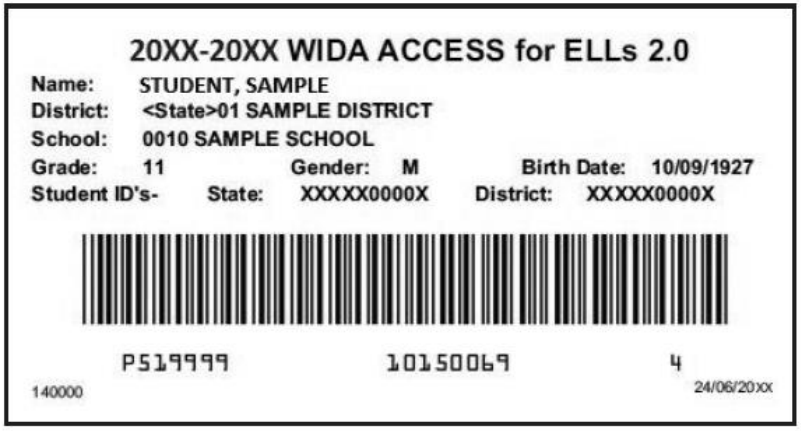
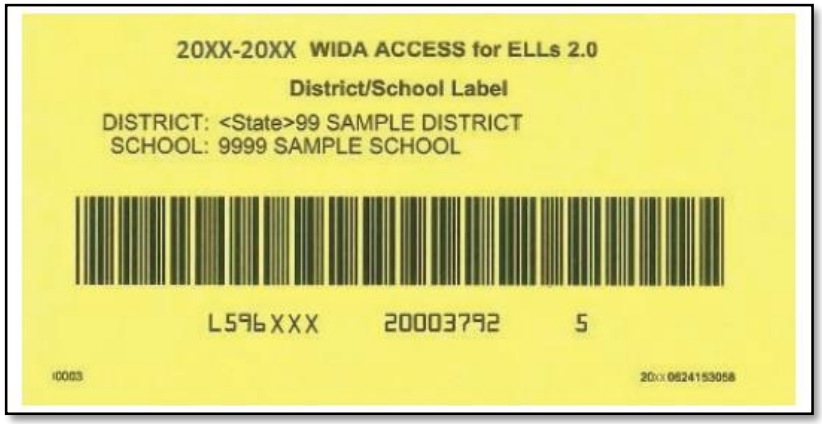
Preparing Test Materials

- Confirm a student's grade and/or tier assignment (A or B/C) prior to affixing a Pre-ID Label or District/School Label to test booklet.
- Student Response Booklets must be preidentified with a Pre-ID Label (white) or District/School Label (yellow).





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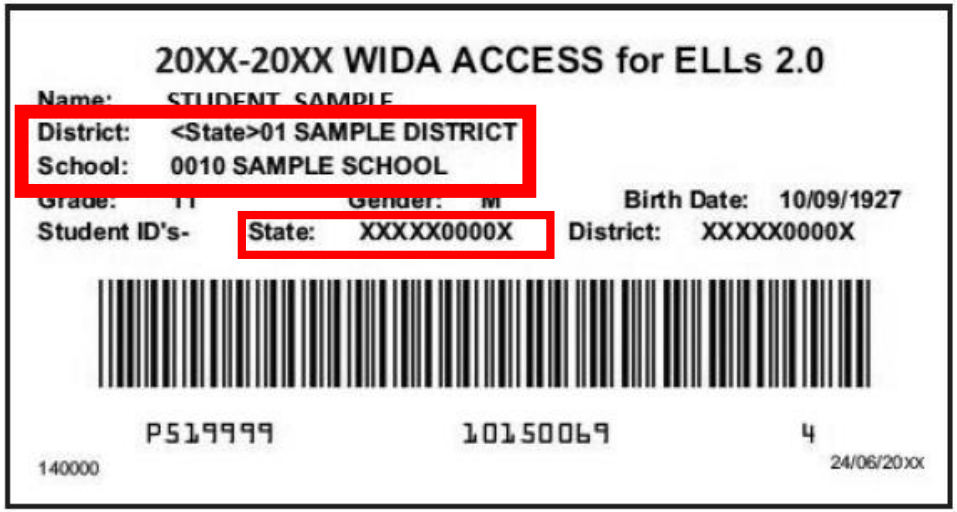
Verifying Pre-ID Labels

- In order to use the Pre-ID Label, the State Student ID (FLEID), district, and school information **must** be correct.
  - If needed, remaining demographic information that is incorrect can be updated in WIDA AMS by the District Test Coordinator.
- Do not make any markings on the Pre-ID Label.



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Assigning Test Booklets to Students

Apply Verified Pre-ID Labels to Box A

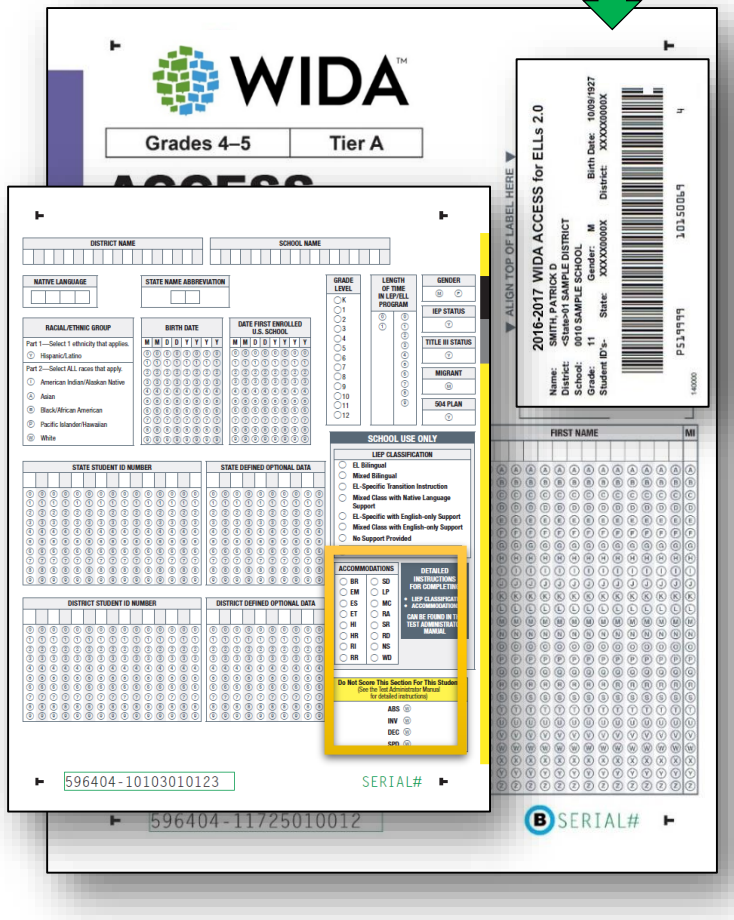
Use only a #2 pencil to grid student demographic information on the front and/or back covers.

Front Cover

- **Must** bubble and grid the date of testing and begin testing. (i.e., 01/28/2019)

Back Cover (as applicable):

- Accommodations
- Do Not Score This Section



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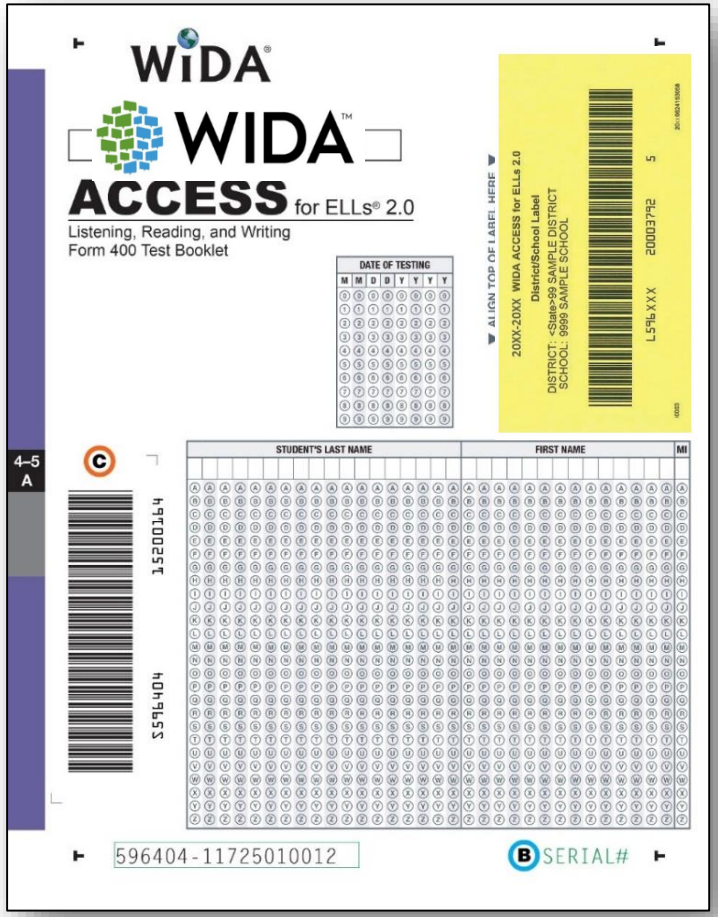
2nd Wave of Pre-ID Labels Procedures

Delivery Date: Feb 15, 2019

If a student did not receive a Pre-ID Label within the initial shipment, there may be a chance he or she will a label during the 2nd Wave.

If so, schools can proceed with testing the student after affixing a District/School Label to Box A and gridding the following:

- Date of Testing
- Student Last Name
- Student First Name
- District Name (Code)
- School Name (Code)
- State Student ID Number (FLEID)



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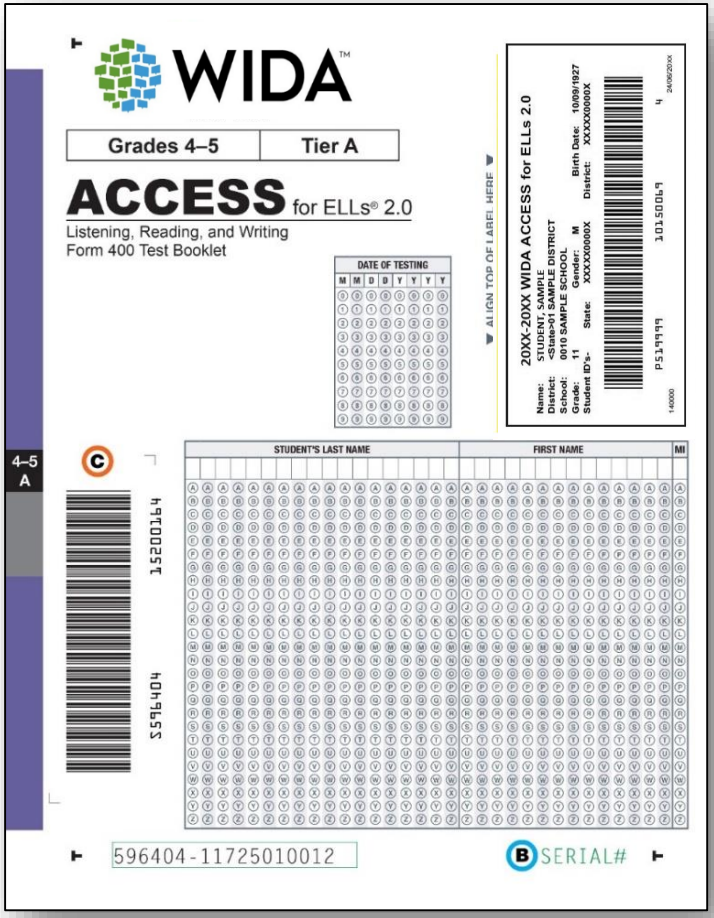
2nd Wave of Pre-ID Labels Procedures (cont.)

If a new Pre-ID Label is provided on February 15, place over the District/School Label and submit to DRC for scoring.

- Leave the following demographic information as-is:
  - Date of Testing
  - Student Last Name
  - Student First Name
  - District Name (Code)
  - School Name (Code)
  - State Student ID Number (FLEID)
- If applicable, grid Accommodations and/or Do Not Score Codes.



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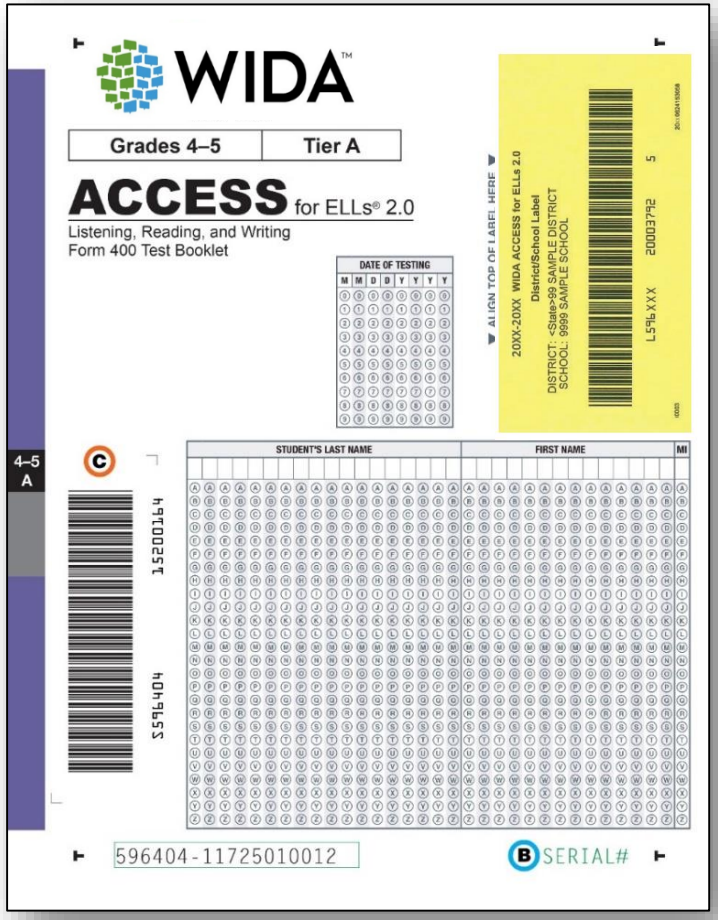
2nd Wave of Pre-ID Labels Procedures (cont.)

- If a new Pre-ID Label is **not** provided, proceed to complete the following information:
  - Native Language
  - Race
  - Ethnicity
  - Date First Enrolled in a US school
  - Length of Time in LEP/ELL Program
  - IEP Status
  - Title III Status
  - Migrant
  - 504 Plan
  - LIEP Classification
  - Accommodations (if applicable)
  - Do Not Score Codes (if applicable)



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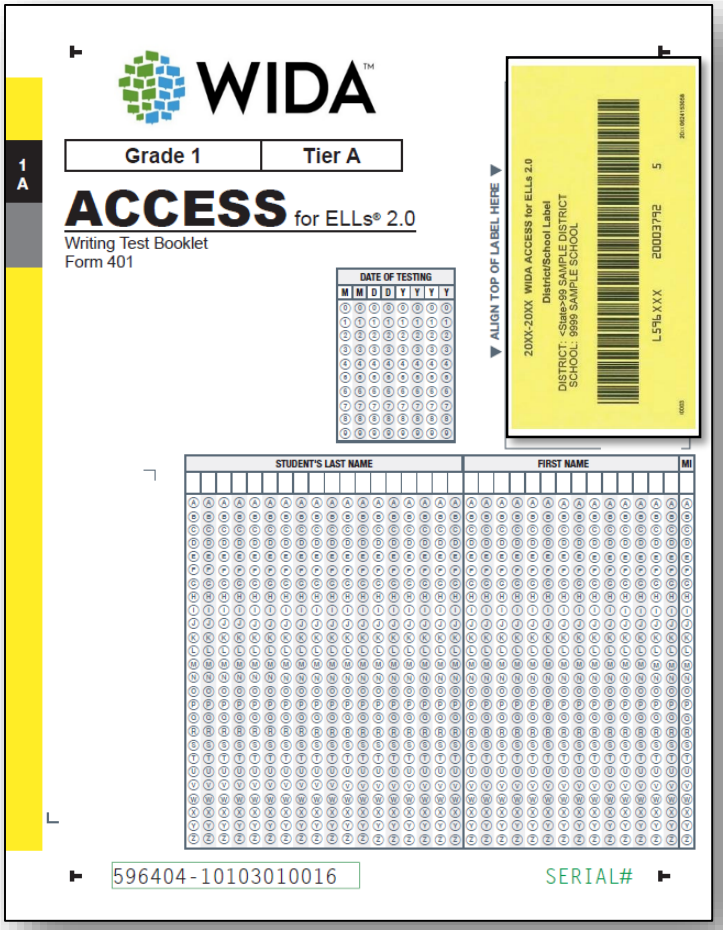
Completing Demographic Information



- Completion of all demographic information is only required for test booklets with a District/School Label.
- Use a #2 Pencil

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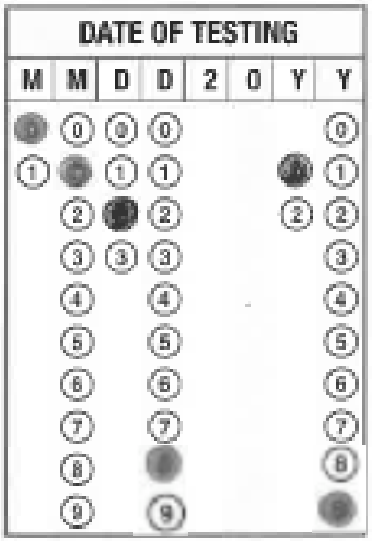
Completing Demographic Information Front Cover

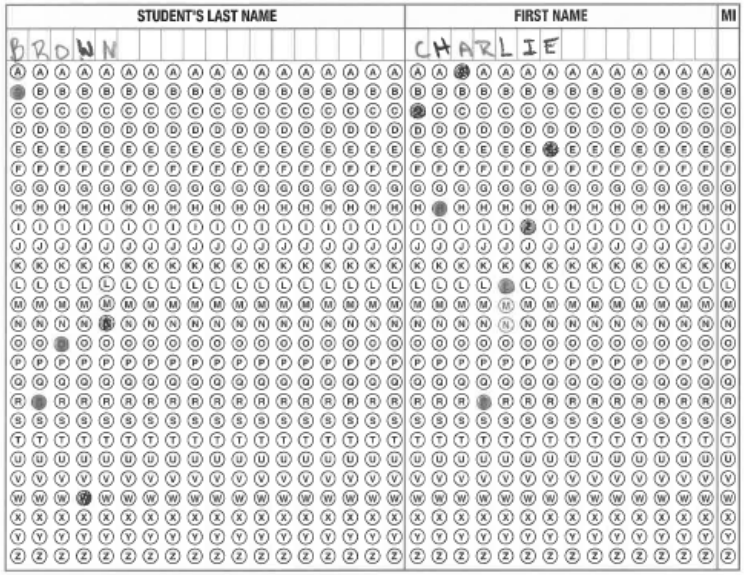
Date of Testing

- Grid the date testing *began* for student.
- **Valid Dates**:
  January 28 – March 22, 2019



Student Name

- Grid one letter in each box and completely fill in each of the corresponding bubbles below the letters of the student's name.
- For a hyphenated name leave a blank space, and nothing bubbled below.



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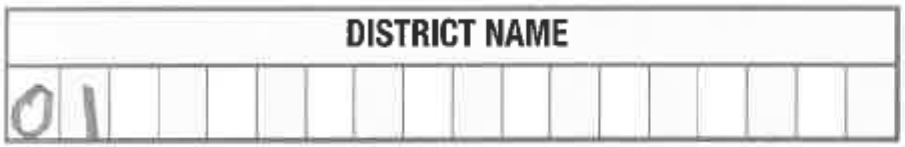
Completing Demographic Information
Back Cover

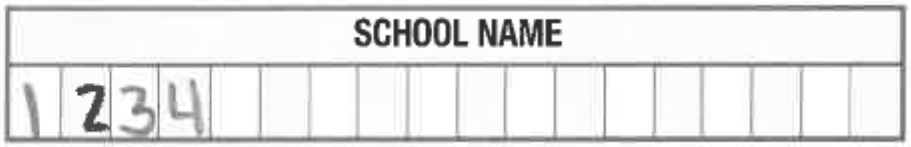
District Name

- Starting at the left, print the district two-digit code number, putting one number in each box. Leave the 16 remaining boxes blank.

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.





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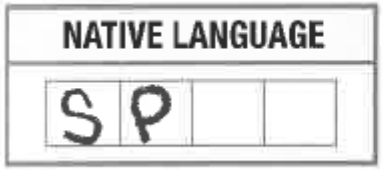
Completing Demographic Information Back Cover (cont.)

Native Language

- Starting at the left, print the student's native language two-letter code (as defined on Florida's WIDA webpage), putting one letter in each box (i.e., Spanish = SP). Leave the two remaining boxes blank.

State Name Abbreviation

- Print the two-letter (FL) state name abbreviation for Florida.



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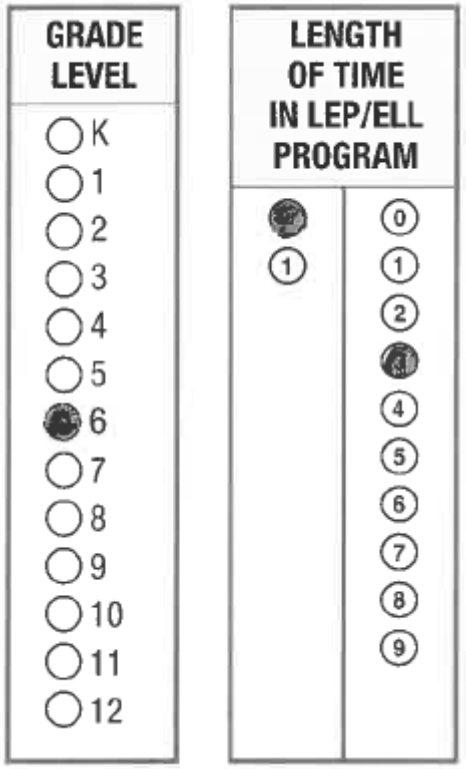
Completing Demographic Information Back Cover (cont.)

Grade Level

- Select the grade level for the student.
- **Important**: Incorrect Grade level will impact reporting.

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.



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Completing Demographic Information Back Cover (cont.)

Gender

- Fill in the M bubble if the student is male, or the F bubble if the student is female.

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.

Title III Status

- Fill in the Y bubble if the student is part of the district's Title III, ESSA allocation.

Migrant

- Fill in the Y bubble if the student is defined legally as a migratory agricultural worker under ESSA 2015. Classification as a migratory child requires the National Certificate of Eligibility (COE) form to be on file.

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.

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Completing Demographic Information Back Cover (cont.)

Racial/Ethnic Group

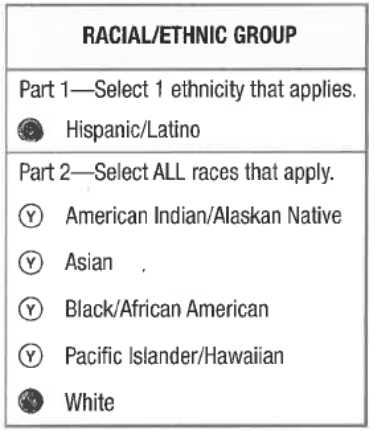
- Part 1: If a student is Hispanic/Latino, fill in the Y bubble.
- Part 2: Select all races that apply for the student.

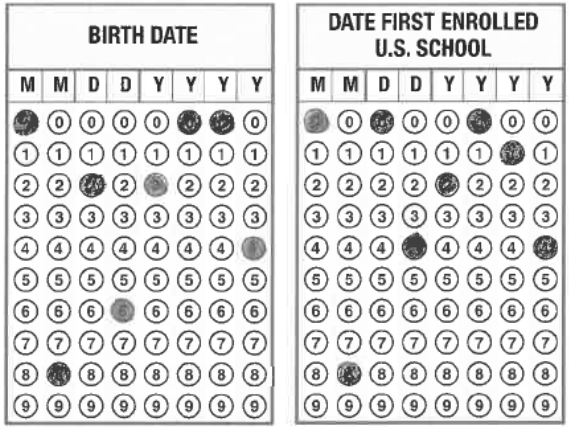
Birth Date

- Starting at the left, bubble in the student's birth date.

Date First Enrolled U.S. School

- Starting at the left, bubble the date the student enrolled in a U.S. school.





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WIDA

Florida Department of Education fldoe.org

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Completing Demographic Information Back Cover (cont.)

State Student ID Number

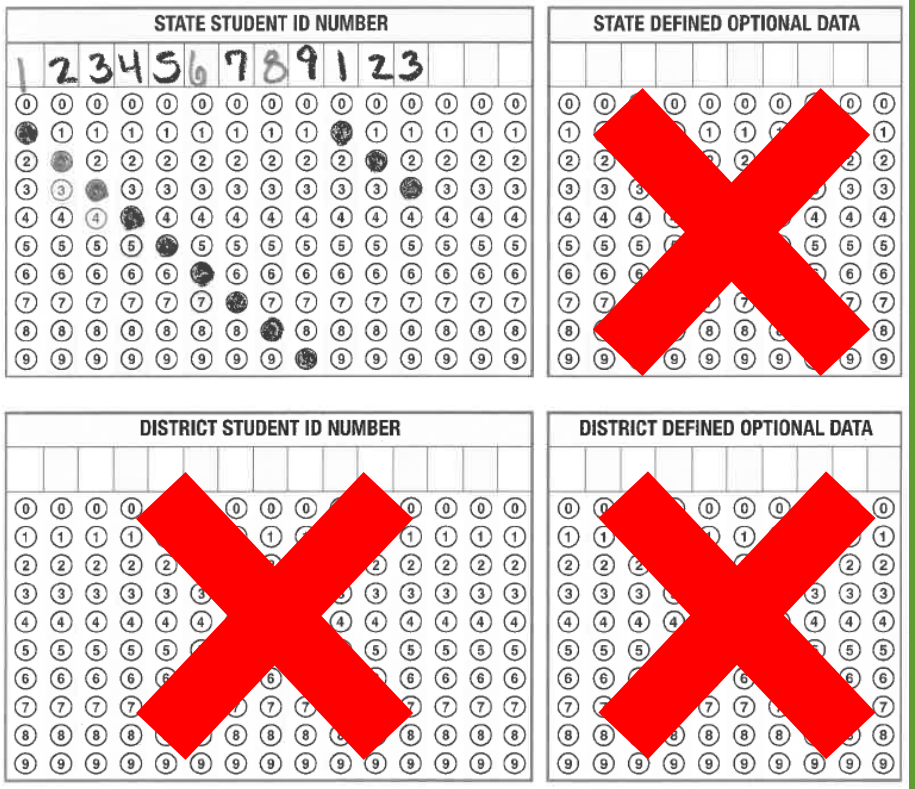
- For students who do not receive a Pre-ID Label, only the numeric characters of the Florida Education Identification (FLEID) assignment **must** be hand-gridded on the test booklet.
- **Important**: Do not include the "FL" in this field.

State Defined Optional Data

- Leave this field blank.

District Student ID Number and District Defined Optional Data

- Leave these fields blank, unless directed otherwise by the District Test Coordinator.



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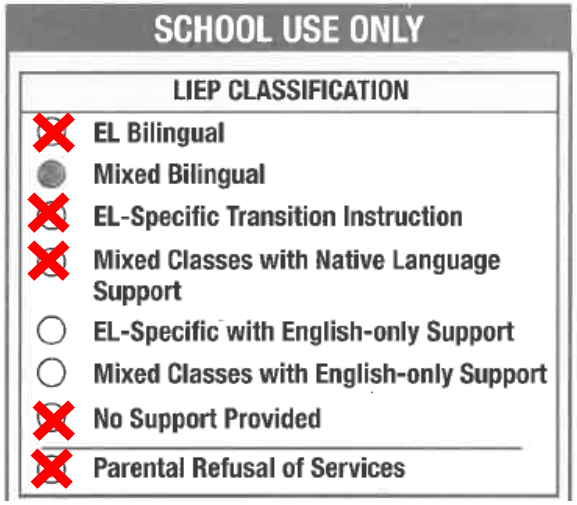
Completing Demographic Information Back Cover (cont.)

LIEP Classification

- Fill in the bubble next to the Language Educational Program (LIEP) Classification that best applies to the student.
- For a cross-walk of Florida instructional model/approach and the LIEP Classifications, please refer to page 33 of the Spring 2019 Florida ACCESS for ELLs Test Administration Manual.
- **Note**: EL Bilingual, Mixed Class with Native Language Support, No Support Provided, and Parental Refusal are not applicable LIEP Classification codes for Florida.



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

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

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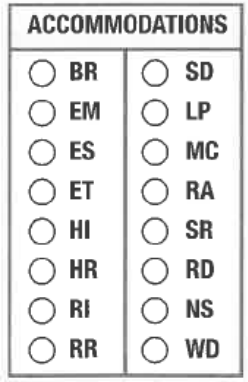
Completing Demographic Information Back Cover (cont.)

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.
- For detailed information on the available accommodations for each assessment, please refer to the 2019 Florida ACCESS for ELLs Accessibility and Accommodations Supplement.



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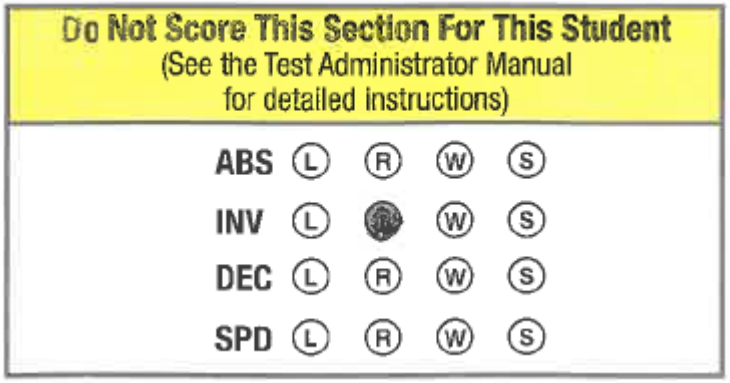
Completing Demographic Information Back Cover (cont.)

Do Not Score This Section For This Student

- Filled-in bubbles in this field indicate a special circumstance. If any of these bubbles are filled in, the student will receive a score of "NA" for that domain.
- The Test Administrator should discuss any situation that may involve gridding a Do Not Score Code with the School Test Coordinator.
- **Important**: Do Not Score Codes are not the same as the Do Not Process Label.



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Completing Demographic Information Back Cover (cont.)

Do Not Score Codes

- **Absent (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.
- **Invalidate (INV):** Invalidate indicates that even though a student may have completed some or all of the test items, the testing was not valid. For assistance identifying circumstances when invalidations in an appropriate course of action, please review section 4.7 of the Spring 2019 Florida ACCESS for ELLs Test Administration Manual.
- **Declined (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 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).
- **Exemption (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.

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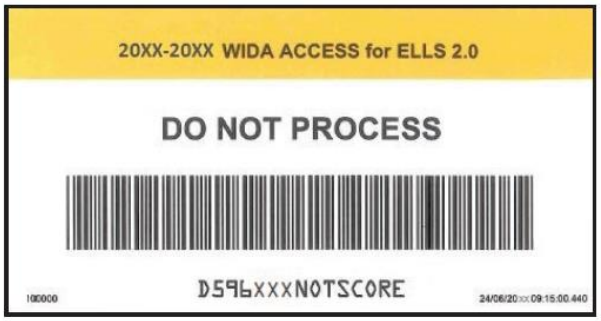
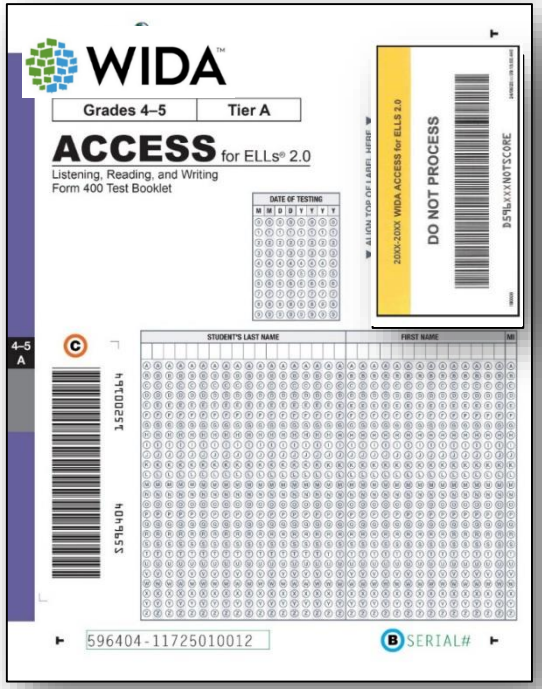
Do Not Process Labels





Guidelines

- Place on top of other labels in the upper right hand corner, if needed.
- Will not be scored; do **not** use this label to invalidate a test.
- For use on damaged booklets that should be returned to DRC (Except bodily fluids).
- Transcribe student responses to a new book, if needed.

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Preparing the Room for Testing

- The test should be administered in a room that has comfortable seating, good lighting, and sufficient workspace.
- Make sure that the room is adequately ventilated and free of distractions.
- Remove or cover all visual aids on student desks and in the room, such as posters showing reading or language arts concepts.
    - **Note**: 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.

Continued on next slide

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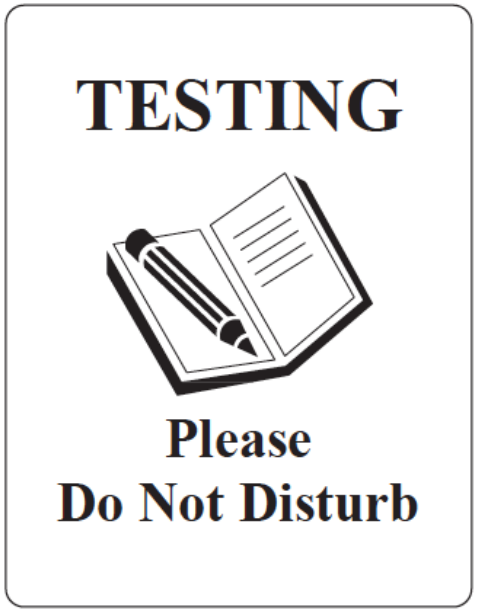
Preparing the Room for Testing (cont.)

- "Do Not Disturb" and "No Electronic Devices" signs must be placed on the outside of each testing room door during test sessions. (Available on Florida's WIDA webpage)
- Have a watch available or make sure there is a functioning clock in the testing room.



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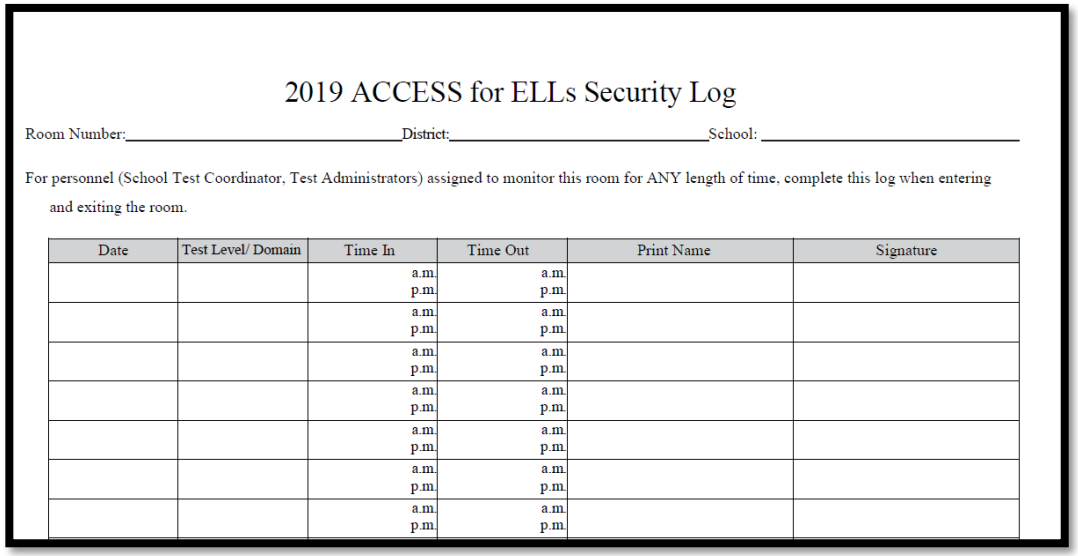
Security Log

- Ensure that proctors and anyone who enters your room for the purpose of monitoring the test sign the *Security Log.*
- Complete information for each test session.



2019 ACCESS for ELLs Security Log

Room Number:_____ District:_____ School: _____

For personnel (School Test Coordinator, Test Administrators) assigned to monitor this room for ANY length of time, complete this log when entering and exiting the room.

Date	Test Level/ Domain	Time In	Time Out	Print Name	Signature
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		

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Administer the Test

- Make sure the *Student Response Booklet* has the correct student name and Tier (if applicable).
- If a break is needed during Kindergarten ACCESS for ELLs, do so between Part C and Part D.
- It is important to not mix tiers during ACCESS for ELLs Paper testing.
- For Alternate ACCESS for ELLs, each test section should be administered in a **separate testing session**.

Continued on next slide

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Administer the Test (cont.)

- Ensure that proctors and anyone who enters your room for the purpose of monitoring the test sign the *Security Log* for your testing room.
- Follow the Test Administrator's Script exactly.
- Open the *Student Response Booklet* to the correct page.
- Maintain test security at all times; report security violations or invalidation concerns to the School Test Coordinator.

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Florida Department of Education fldoe.org

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After Testing

- Collect all materials from all students.
- Review the front and back covers of test booklets once more for any errors or discrepancies in student information.
- Confirm all necessary fields are completed and all necessary labels are correctly affixed to student test booklets.
- Ensure all booklets are in proper condition to be returned with no loose or damaged pages.
- Return test materials to the School Test Coordinator, or store the booklets in a secure area until they can be handed over to the School Test Coordinator.

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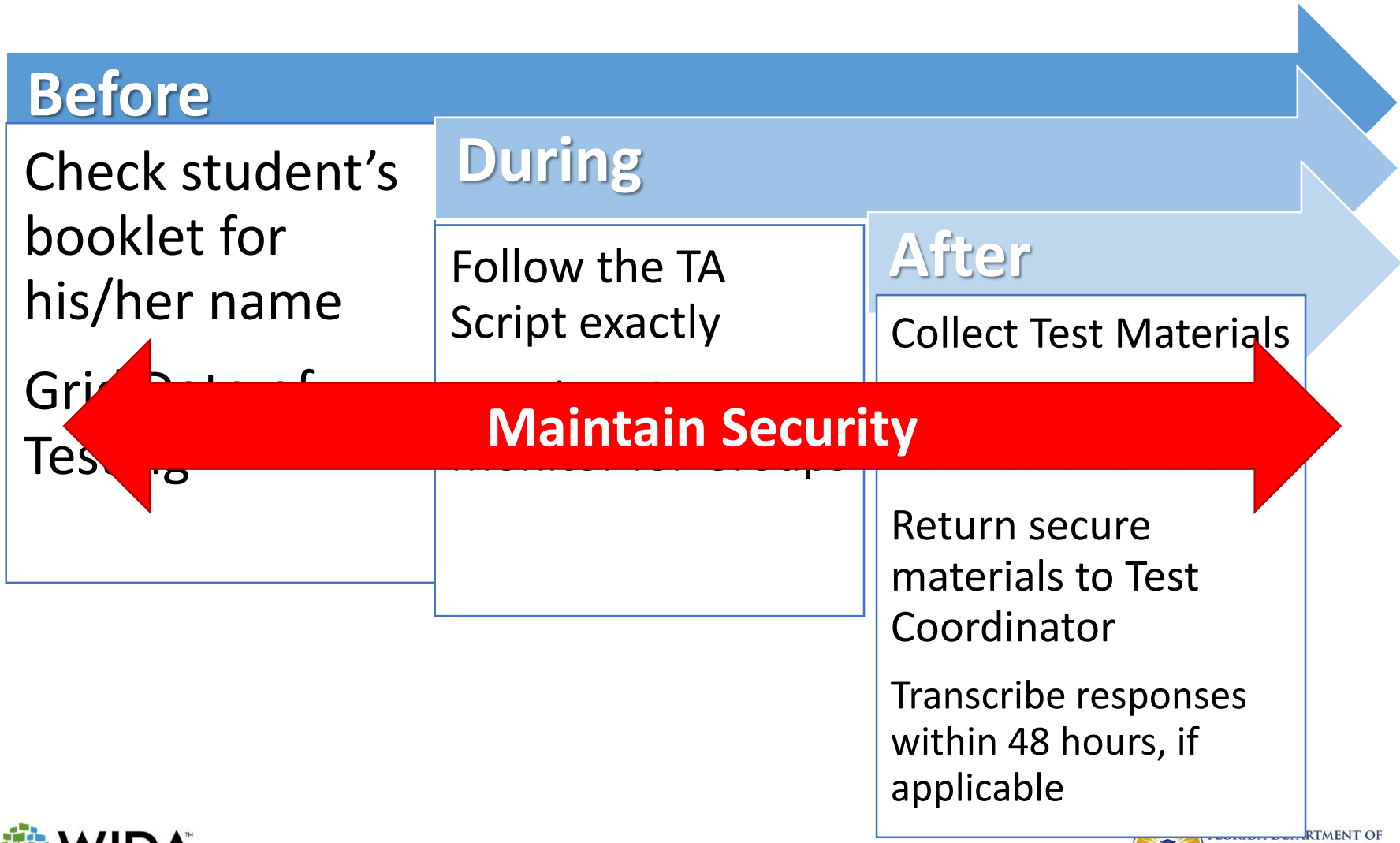
Let's Recap



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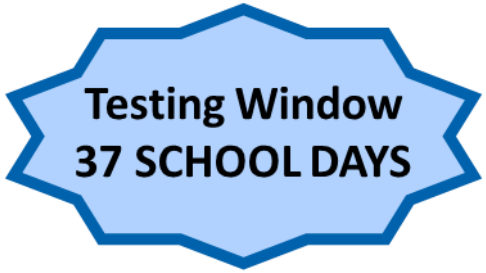
Make-up Test Administration Policies

Schools may choose to administer ACCESS for ELLs at any time during the test administration window.

Make-up testing may begin on the second day of testing and continue throughout the administration window.

All security and administration procedures must be followed while conducting make-up sessions. Secure materials must be returned to the School Coordinator and placed in locked storage after ANY administration, initial or make-up.



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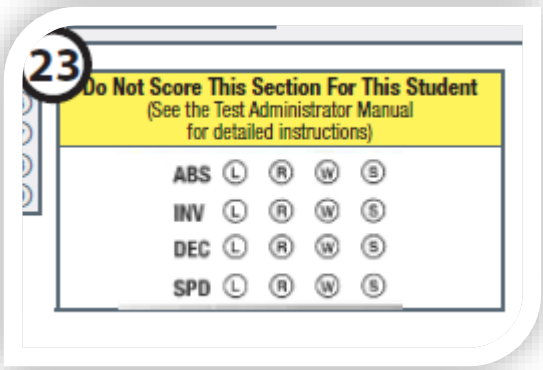
Test Invalidation

Remember that the main purpose of invalidation is to identify when the validity of test results has been compromised. A Test Administrator should discuss any situation involving possible invalidation with the School Test Coordinator, and the situation should be investigated immediately.



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.
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 example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices.
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 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).
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.

Note: A list of circumstances that may occur and require invalidations can be found in Section 4 of the Spring 2019 Florida ACCESS for ELLs Test Administration Manual.

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Reason Not Assessed Procedures

It is important to account for all students and their participation in statewide assessments. If a student is not assessed in one of the test sections (Listening, Speaking, Reading, or Writing), Test Administrators **must** bubble one of the following reasons in the Do Not Score This Section For This Student box 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 determined that the student should defer participation for one or more of the domains

Note: If a reason is not gridded on the student response booklet and the test section is blank, it will be processed and receive a blank score.

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Returning Test Materials

Return Dates: March 18 - March 22, 2019

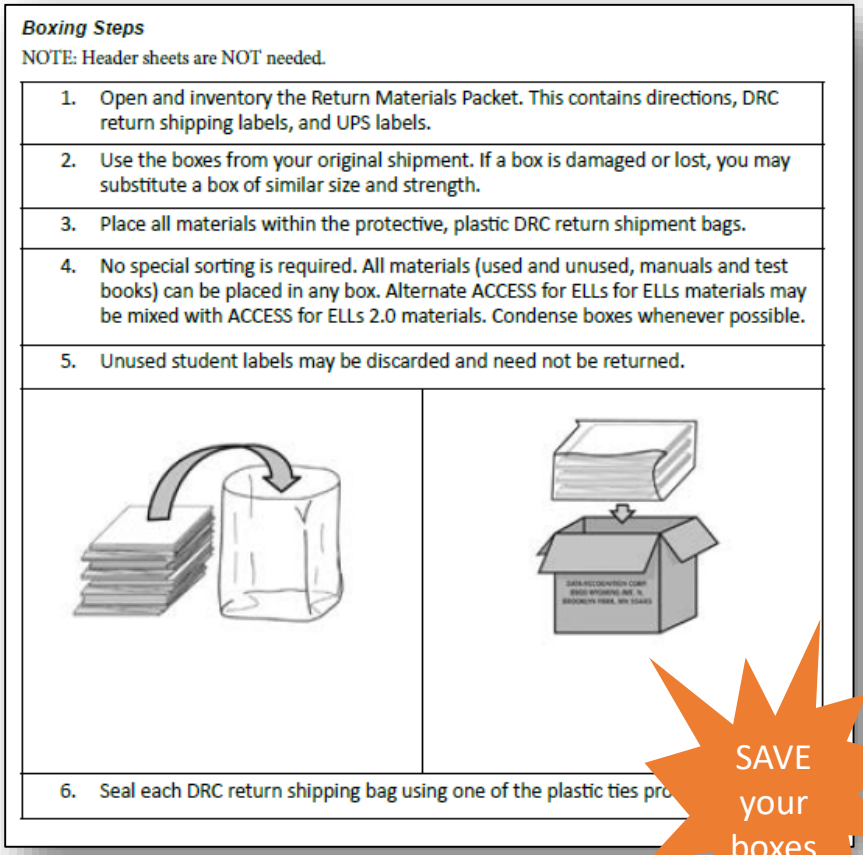
BROWARD follows Return-to-District Instructions from the District and Test Coordinator Manual, Section 7 (p. 57)

That means you will not receive UPS labels - ignore any reference to UPS labels

1.) Pack materials per the graphic found in the Test Administration Manual (p . 63)

2.) Place a white DRC label on each box you are returning, label the boxes 1 of n, 2 of n with n being the total number of boxes in black felt pen (on the outside of box).

3.) Pony or Hand Deliver materials to Student Assessment and Research (next page)



Boxing Steps

NOTE: Header sheets are NOT needed.

1. Open and inventory the Return Materials Packet. This contains directions, DRC return shipping labels, and UPS labels.
2. Use the boxes from your original shipment. If a box is damaged or lost, you may substitute a box of similar size and strength.
3. Place all materials within the protective, plastic DRC return shipment bags.
4. No special sorting is required. All materials (used and unused, manuals and test books) can be placed in any box. Alternate ACCESS for ELLs for ELLs materials may be mixed with ACCESS for ELLs 2.0 materials. Condense boxes whenever possible.
5. Unused student labels may be discarded and need not be returned.

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Return Test Materials

Return Date: March 18 - March 22, 2019

All schools can return early starting 03/18/19

Traditional Public Schools: Place all boxes of ACCESS test materials out for Pony pickup on March 22, 2019

Charter Schools: Deliver all boxes of ACCESS test materials to Student Assessment and Research by 3PM on March 22, 2019

SAR Warehouse Address: 4200 NW 10th Ave, Oakland Park, FL 33309

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What to Include in the Return Shipment

Secure Materials to return	Materials you do not need to return to DRC
• Student Response Booklets, by grade, in plastic bag packages • All Test Administrator's 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 • USED Planning Sheets	• Original signed 2019 ACCESS for ELLs Test Administration and Security Agreement(s)* • Original 2019 ACCESS for ELLs Security Log(s)* • Original signed 2019 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)
Unused Pre-ID and District/School Labels These labels may or may not be returned depending on your district's material security policy.	

** These documents can ONLY be destroyed in a secure manner after scores for the 2019 ACCESS for ELLs administration are reported.*

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Return of Special Test Documents

If a Large print or braille accommodated format has student responses, the Test Administrator **must** transcribe the student's exact responses into a standard version test booklet **within 48 hours of testing**.

- Affix assigned Pre-ID Label and grid the Accommodation in Box 20 of the student response booklet.
- Large print and braille test booklets can be folded to fit inside regular boxes.

Important: Student responses not transcribed into a standard booklet will NOT be scored.

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Return Shipping Methods

Test materials are returned to the District in Broward

Need Additional Return Shipping Labels?

Contact assessment.materials@browardschools.com

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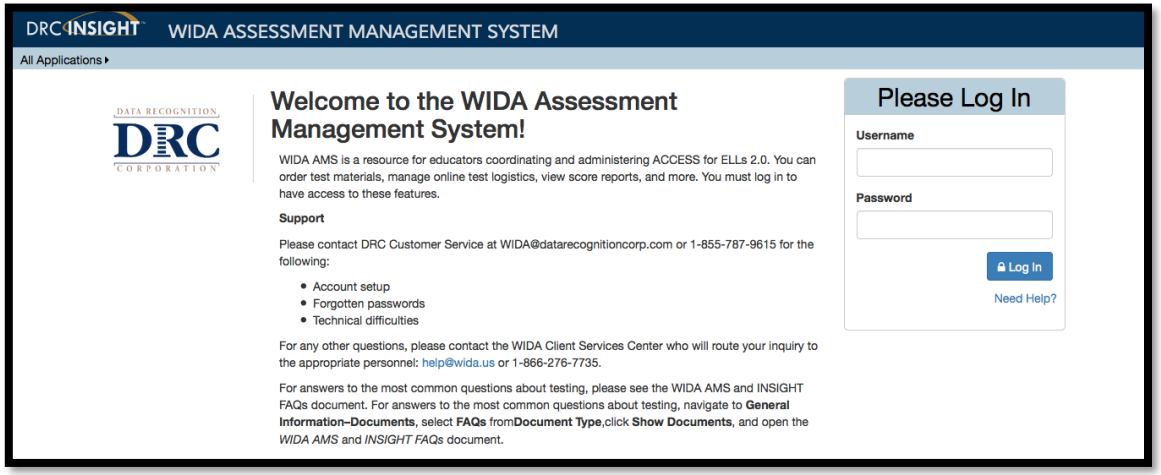
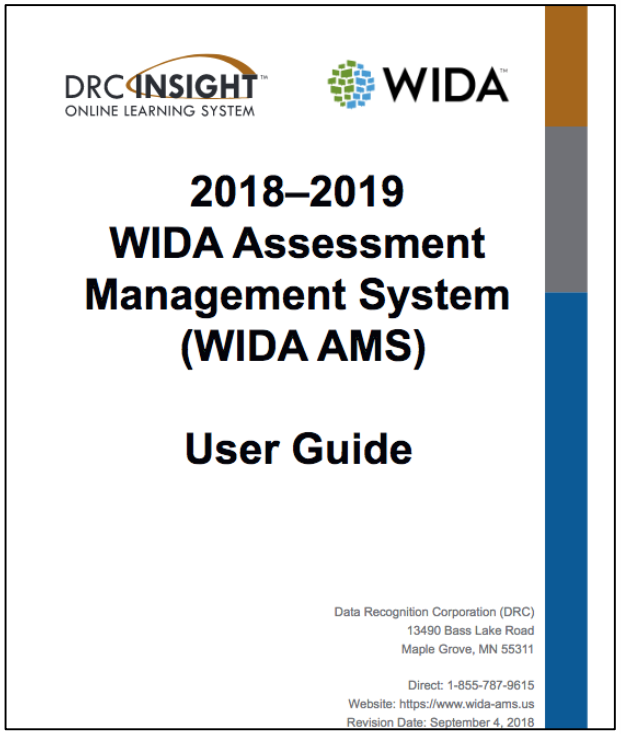
WIDA Assessment Management System (WIDA AMS)

www.wida-ams.us





Available on Florida's WIDA webpage

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WIDA AMS Tasks by Role

School Contact:

- Login is assigned to Principal. Any changes to login must be requested to Student Assessment and Research or Bilingual/ESOL
- Update student demographic information
- View/print Score Reports

Note: For additional information on how to complete certain tasks within WIDA AMS, please refer to Florida's ACCESS for ELLs Checklist for specific sections that should be reviewed within the WIDA AMS User Guide.

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Student Transfers

If a student transfers prior to or during the testing window, please refer to Section 6.3 of the Spring 2019 Florida ACCESS for ELLs Test Administration Manual.

District-to-District Transfers:

- If a student transfers to a new school/district prior to completing all test domains of ACCESS for ELLs, the Student Transfer Form in WIDA AMS requires the Student Assessment and Research Dept. to complete the following:
  - Sending and receiving site information
  - Student information
  - Completed/remaining domains
  - NEW – Student's Tier

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Late and Undocumented Missing Materials

- Materials returned after March 29, 2019, will not be processed with on-time materials.
- Two weeks after the deadline, a missing materials report is distributed to the districts who have undocumented missing materials. **Student Assessment and/or Bilingual/ESOL will be calling your school if you have missing materials outstanding.**
    - If the materials cannot be accounted for, schools must submit the written report to the ESOL and SAR departments that will be then shared with the DOE, Bureau of K–12 Student Assessment.

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Practice Completing Demographic Information

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Incorrect or Blank Student Demographic Information

Student Information	# of Cases 16-17 SY	# of Cases 17-18 SY	Impact
DATE OF TESTING		2,950	**Student Identification/School Location**
FIRST NAME	137	104	**Student identification**
LAST NAME	284	223	**Student identification**
FLEID	652	402	**Student identification**
HOME LANGUAGE CODE	472	175	**Language of Parent Report**
BIRTH DATE	188	183	**Student identification**
GRADE LEVEL	91	44	**Student identification/Grade level cluster placement**

- Student names: first and last names switched or misspelled.
- FLEID: 185 left blank and 166 had Broward District ID instead of FLEID.
  - FLEID has 14 characters, including FL. Example: **FL000006179543**
- Birth date: left blank or birth year reported as 2018.

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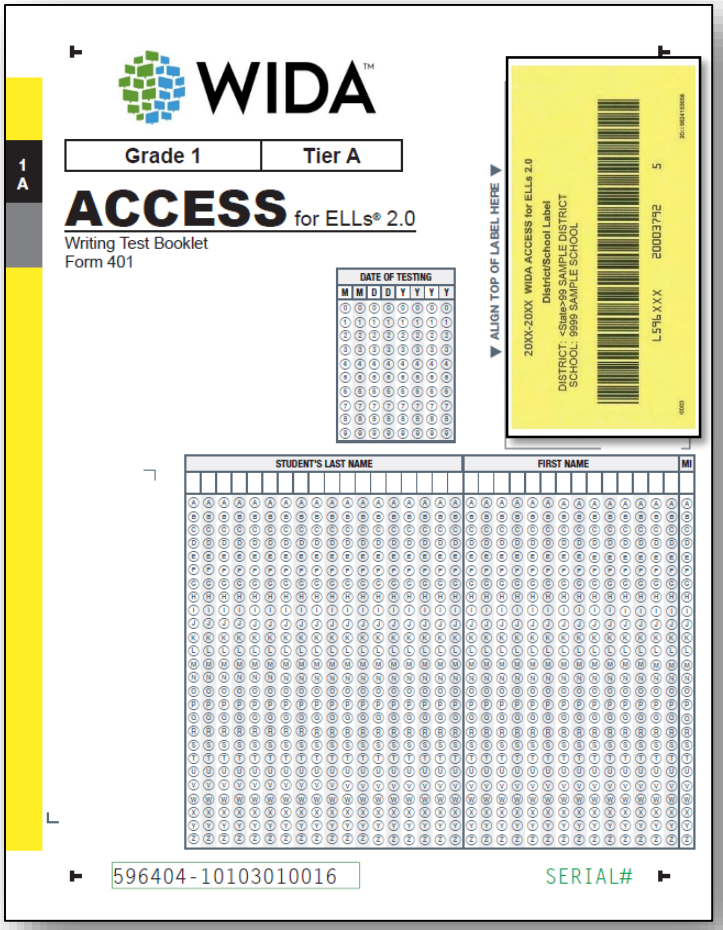
Completing Demographic Information



- Completion of all demographic information is only required for test booklets with a District/School Label.
- **Use a #2 Pencil**

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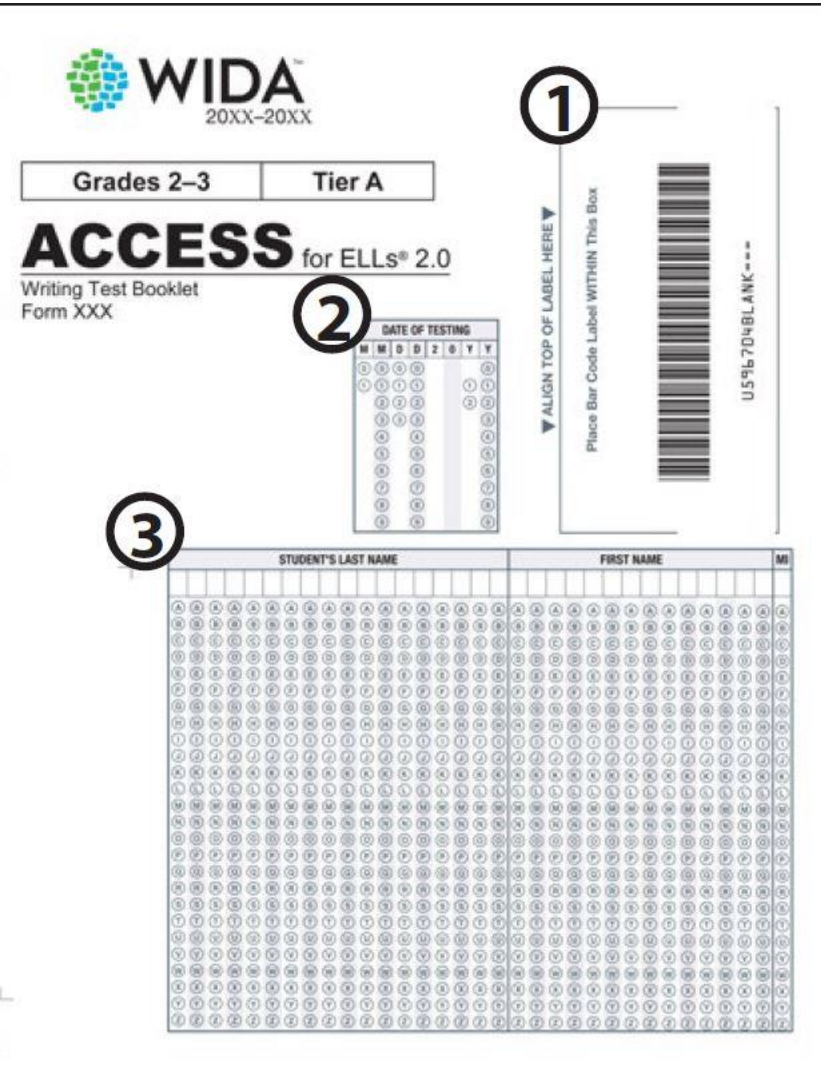

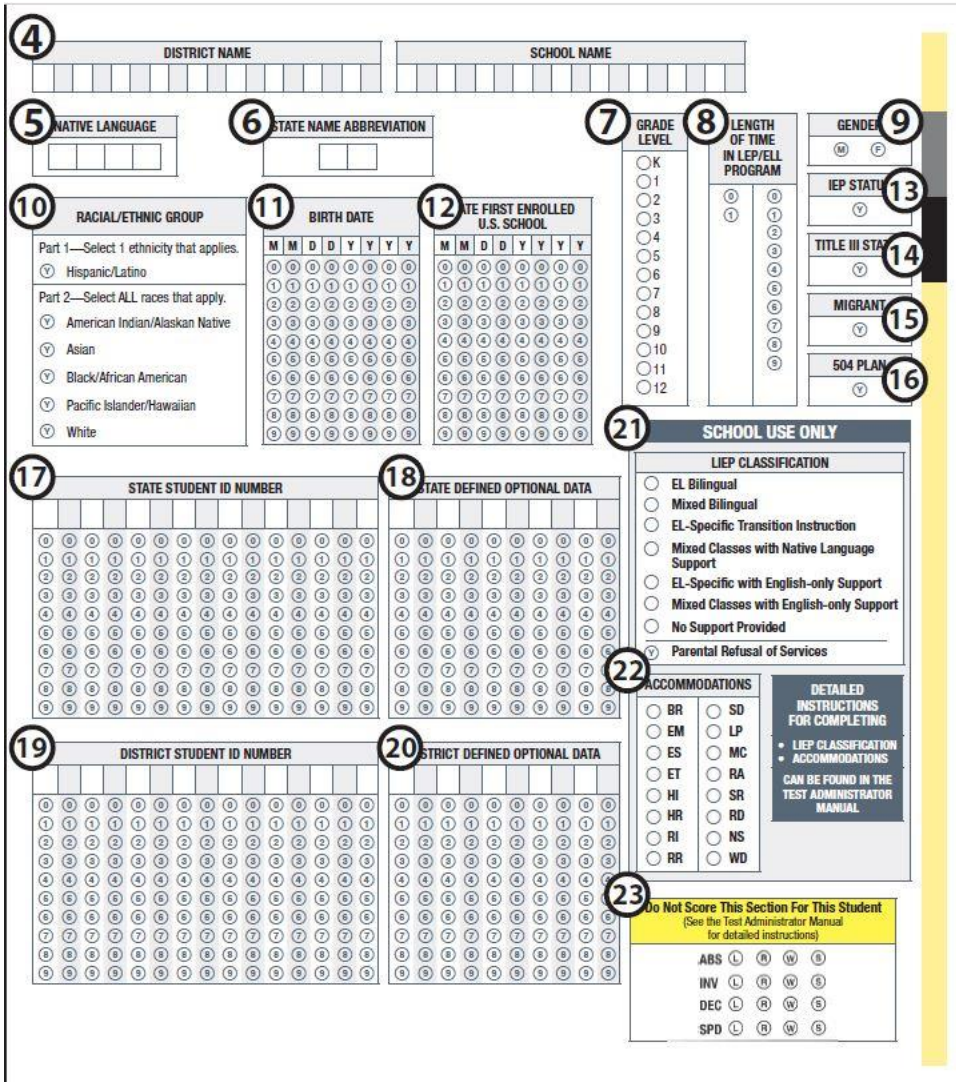

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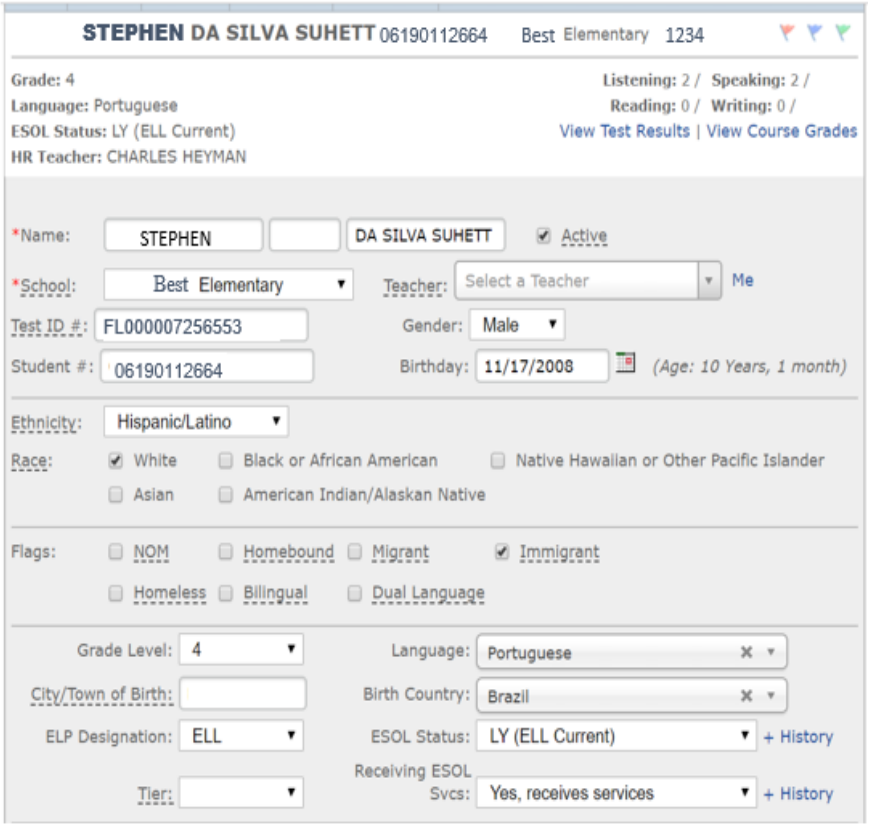
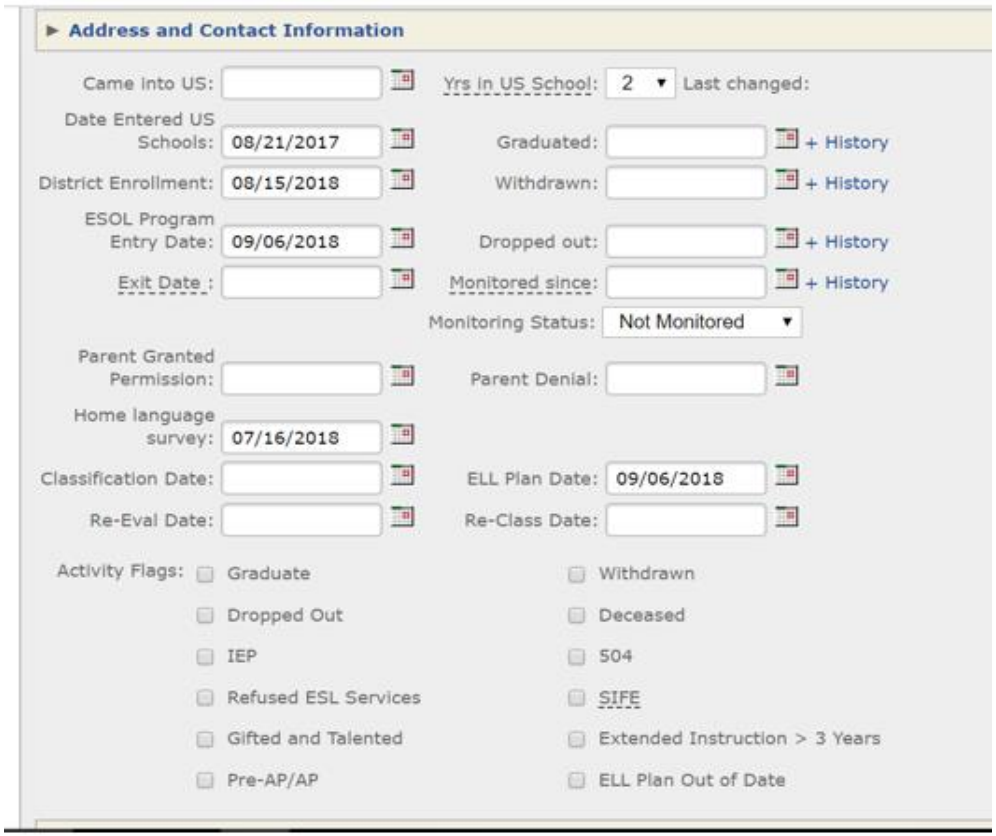
Sample Student from ELLevation





Date of Testing: January 28, 2019
Student is in a mainstreamed class

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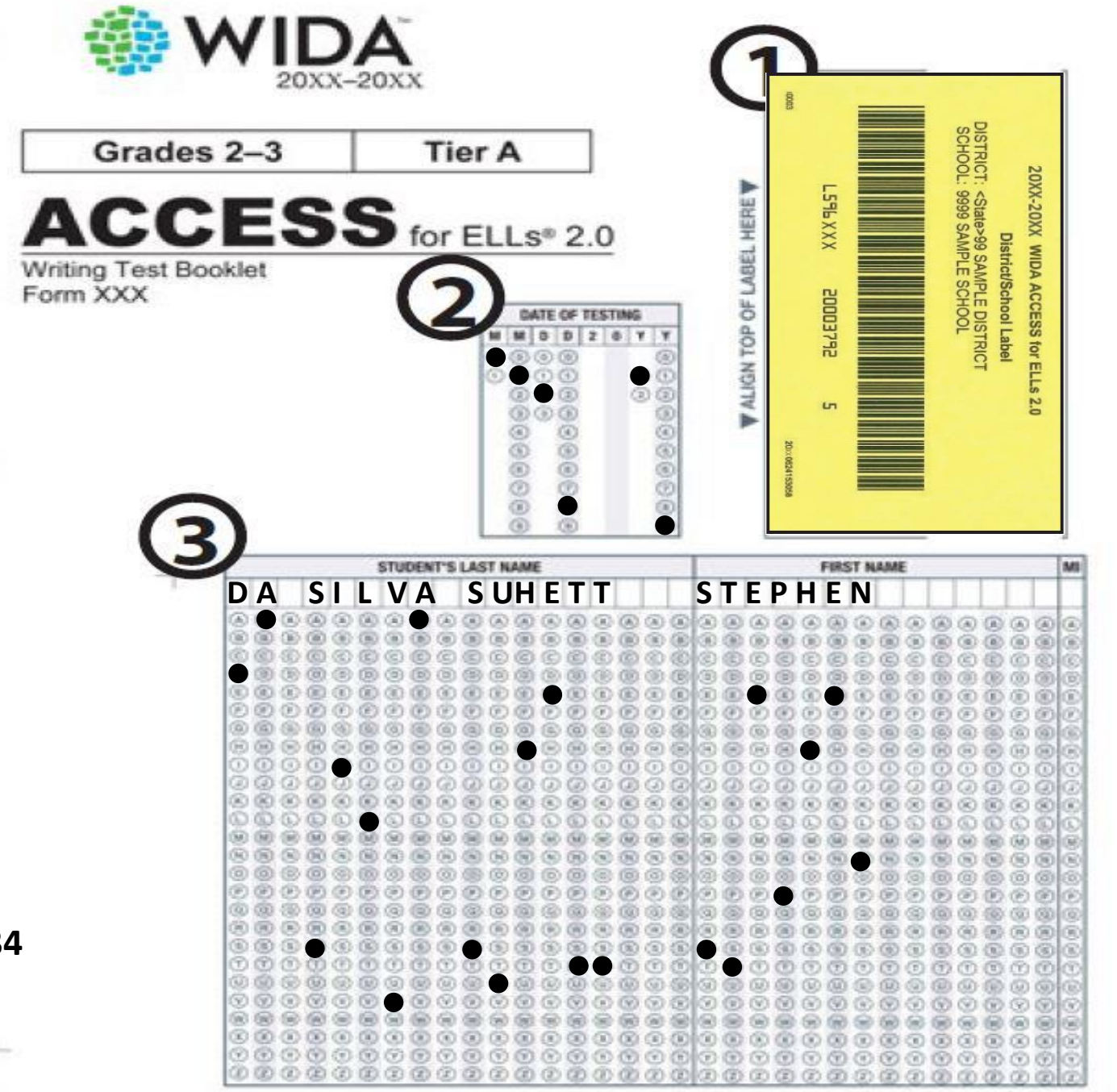
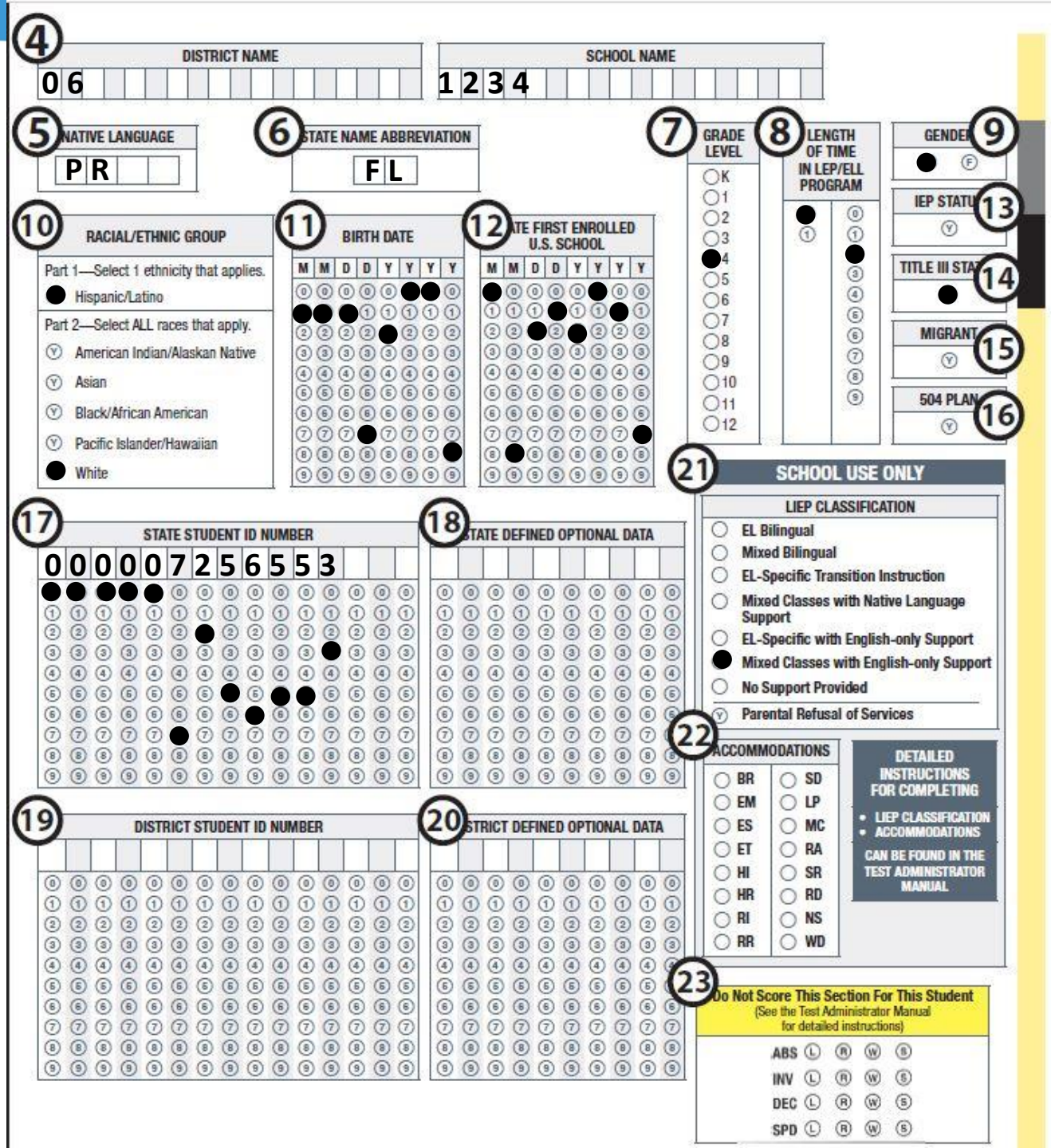
FL TAM pp. 29-34



FL TAM pp. 29-34

WIDA



FL TAM
pp. 29-34

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Tier Reports

- Download report “0000_ELL_Students_Tier_Placement 2019.xls” from DWH Reports Folder (Please ask Admin at your school).

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Questions or Comments About…

ACCESS Certification Requirements & Test Administration

Bilingual/ESOL

754-321-2590

Alternate ACCESS

Exceptional Student Learning Support

754-321-3400

Testing Materials & Labels

Student Assessment and Research

754-321-2500

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