



FLORIDA DEPARTMENT OF
EDUCATION
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Florida ACCESS for ELLs 2.0 Test Administration Manual Spring 2018



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This manual is intended for use by Test Coordinators and Test Administration and contains information on the coordination for administration of ACCESS for ELLs 2.0 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. In addition, information on the administration of these assessments can be found in this manual.

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Section 1: Introduction

1.1 How to Use This Manual

This manual includes Florida-specific instructions and responsibilities for the Test Administrator, School Test Coordinator, and District Test Coordinator. District Test Coordinators are considered those staff members who manage overall logistics and test administration at the district level. School Test Coordinators manage testing and Test Administrators within their schools, and Test Administrators administer and monitor tests.

This manual is designed to provide Florida's policies and procedures, while addressing the training needs of Test Administrators who deliver any of the assessments in the ACCESS for ELLs 2.0 suite. Test Administrators, School Test Coordinators, and District Test Coordinators are responsible for reading and becoming familiar with relevant information in this manual. It is organized into three parts:

Part One: ACCESS FOR ELLs 2.0 Test Administration Overview

- Section 1: Introduction
- Section 2: General Information

Part Two: Florida's Policies and Procedures

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

Part Three: Assessment-Specific Administration Guidelines

- Section 8: Kindergarten ACCESS for ELLs
- Section 9: ACCESS for ELLs 2.0 Paper (Grades 1–12)
- Section 10: Alternate ACCESS for ELLs

Due to changes in policy and administration processes, information can significantly change from one administration to the next. Please read this document in its entirety for important Florida-specific information regarding the administration of the 2017–2018 ACCESS for ELLs 2.0 suite of assessments.

This manual should be used with the *Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* and *WIDA AMS User Guide*. In addition, please refer to Florida's ACCESS for ELLs 2.0 checklist on Florida's WIDA webpage for a complete list of tasks that must be completed before, during, and after testing.

1.2 About the ACCESS for ELLs 2.0 Suite of Assessments

The ACCESS for ELLs 2.0 suite of assessments are comprised of secure, large-scale English language proficiency assessments administered to Kindergarten through 12th grade students who have been identified as English Language Learners (ELLs). The assessments are administered annually in Florida to monitor students' progress in acquiring academic English, and include Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0 Paper, and Alternate ACCESS for ELLs.

Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better target and measure younger students' language development, ACCESS for ELLs 2.0 suite of assessments are divided into grade-level clusters.



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

For each grade-level cluster, there is a test in each of the four language domains (Listening, Reading, Writing, and Speaking). The ACCESS for ELLs 2.0 suite of assessments are designed to allow English Language Learners (ELLs) the opportunity to show what they can do with academic English language. The test items are generally organized into “thematic folders” which are groupings of several items around a common theme, requiring fewer cognitive leaps between test items over the course of the test. Additionally, each of the assessments has some form of adaptivity built in to it, to allow a student to see items best suited for his/her ability. These and other defining features of each assessment in the suite are outlined in the following table:

Basics of ACCESS for ELLs 2.0 suite of assessments			
	Kindergarten ACCESS for ELLs	ACCESS for ELLs 2.0 Paper	Alternate ACCESS for ELLs
Audience	Kindergarten students who have been identified as English language learners.	Students in Grades 1–12 who have been identified as English language learners.	Students in Grades 1–12 who have been identified as English language learners with significant cognitive disabilities.
Grade-level Clusters	K	1, 2, 3, 4–5, 6–8, 9–12	1–2, 3–5, 6–8, 9–12
Language Domains Assessed	Speaking Listening Reading Writing		
Task Format	Selected response (Listening, Reading) Constructed response (Writing, Speaking)		

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Basics of ACCESS for ELLs 2.0 suite of assessments			
	Kindergarten ACCESS for ELLs	ACCESS for ELLs 2.0 Paper	Alternate ACCESS for ELLs
Standards	Social and Instructional Language Language of Language Arts Language of Mathematics Language of Science Language of Social Studies (Not applicable for Alternate ACCESS for ELLs)		
Tiers	Not Tiered	A, B, C	Not Tiered
ELD Levels Reported	Model Performance Indicators	Model Performance Indicators	Alternate Model Performance Indicators
Administration format	All domains are individually administered.	Reading, Listening, and Writing may be group administered. Speaking is individually administered.	All domains are individually administered.
Adaptivity	The Kindergarten assessment includes stopping rules for when a student hits his/her ceiling.	Tiered forms (A, B, C) are provided to allow students to see items best suited for his/her proficiency level. These forms are fixed.	Semi-adaptive testing includes multiple cues to allow students the opportunity to respond, and stopping rules for when a student hits his/her ceiling.
Anticipated Administration Time	About 45 minutes per student	Listening: up to 40 minutes Reading: up to 45 minutes Speaking: up to 35 minutes Writing: up to 65 minutes	Listening: 20 minutes Reading: 20 minutes Speaking: 20 minutes Writing: 20 minutes
Scoring	All domains are scored locally by the Test Administrator, with overall scores calculated by DRC.	Speaking scored locally by the Test Administrator. Listening, Reading, Writing, and Overall scores are scored centrally by DRC.	All domains are scored locally by the Test Administrator, with overall scores calculated by DRC.

About the WIDA English Language Development Standards

The ACCESS for ELLs 2.0 suite of assessments are grounded in the WIDA English Language Development (ELD) Standards for Kindergarten through Grade 12. The WIDA ELD Standards were developed with input from leaders in the field and from educators in WIDA member states. This process was also informed by the latest developments in both English language development research and states' content standards for college and career readiness.

The WIDA ELD Standards divide the continuum of language development into six proficiency levels. These six levels are described by the Performance Definitions, which outline the progression of English language development. For more information on the WIDA ELD Standards and Performance Definitions, visit the WIDA website (www.wida.us).

1.3 Who to Contact

If there are questions regarding the Spring 2018 administration of the ACCESS for ELLs 2.0 suite of assessments, School Test Coordinators and Test Administrators should initially contact the District Test Coordinator. Additional inquiry sources are available as follows:

Question or Concern	Contact
<ul style="list-style-type: none">WIDA Secure Portal AccountsACCESS for ELLs 2.0 Certification and Training CoursesTest Administration ProceduresScore Report Interpretation	WIDA Client Services help@wida.us 866-276-7735
<ul style="list-style-type: none">All WIDA AMS Functionality<ul style="list-style-type: none">User Administration (Adding and Editing Users in AMS)Additional Materials OrderingStudent Transfer FormAdding and editing students in Student ManagementViewing and Downloading Student ReportsMaterials Receipt, Inventory, and ReturnLabeling of test booklets (Pre-ID, District-School, and Do Not Process Labels)Unique situations regarding paper materials<ul style="list-style-type: none">Handling damaged materialsWhen to transcribe	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615
<ul style="list-style-type: none">State-specific policies and procedures<ul style="list-style-type: none">Administration scheduleAccommodations and Accessibility Policies/GuidelinesTesting Irregularities/ Breaches of Administration	Florida Department of Education Bureau of K–12 Assessment FLACCESS2.0@fldoe.org 850-245-0843

Section 2: General Information

2.1 ACCESS for ELLs 2.0 2017–2018 Schedules

Description	Start Date	End Date
Test Materials Ordering (FDOE to provide to DRC via data file)	11/28/2017	11/28/2017
Pre-ID files to DRC (FDOE to provide to DRC)	11/28/2017	11/28/2017
WIDA AMS Test Setup	1/2/2018	3/30/2018
Districts Receive Test Materials	1/12/2018	1/12/2018
2nd Pre-ID Upload (LEA to provide to DRC via WIDA AMS)	1/12/2018	1/12/2018
Additional Test Materials Ordering Window in WIDA AMS	1/12/2018	3/16/2018
Test Window	1/29/2018	3/23/2018
Districts Pack and Ship Test Material to DRC	1/30/2018	3/30/2018
Districts Receive Second Shipment of Pre-ID Labels	2/12/2018	2/12/2018
Deadline to Return All Completed Test Materials to DRC	3/30/2018	3/30/2018

2.2 What's New for 2018 ACCESS for ELLs 2.0

1. The Spring 2018 administration of the ACCESS for ELLs 2.0 suite of assessments is January 29–March 23, 2018.
2. The Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual has replaced the following manuals:
 - ACCESS for ELLs 2.0 Florida Department of Education (FDOE) Test Administration Manual Addendum
 - ACCESS for ELLs 2.0 District and School Test Coordinator Manual
 - ACCESS for ELLs 2.0 Test Administrator Manual
3. District Test Coordinators can order overage for the district office during the Additional Materials Ordering Window (January 12–March 16, 2018).
4. State-Specific Directions (goldenrod) will be posted to Florida’s WIDA webpage. These directions provide an overview of Florida’s policies and procedures.
5. For students who do not receive a Pre-ID Label, the numeric characters of the Florida Education Identification (FLEID) assignment must be hand-gridded on the test booklet. DRC will prepend an “FL” to each SSID that is bubbled.
6. If a student transfers to a new school/district prior to completing all test domains of ACCESS for ELLs 2.0, the Student Transfer Form in WIDA AMS now requires the District Test Coordinator to complete the following:
 - Sending and receiving site information
 - Student information
 - Completed/remaining domains
 - NEW – Student’s Tier
7. Alternate ACCESS for ELLs test materials will be packaged with ACCESS for ELLs 2.0 materials. Boxes that contain Alternate ACCESS test materials will have a blue label affixed.
8. The Recording Script for students with the appropriate accommodation has been renamed the Human Reader Accommodation Script.
9. When ordering additional Braille, Large Print, or Kindergarten kits, you will find that the kits now automatically include the Test Administrator’s Script and Listening and Speaking CD (as applicable). A separate order is no longer necessary.
 - ACCESS for ELLs 2.0 Grades 1–5 are available in United English Braille (UEB), contracted and uncontracted, only.
 - ACCESS for ELLs 2.0 Grades 6–12 are available in English Braille American Edition (EBAE), contracted and uncontracted, only.
10. The Nondisclosure and User Agreement (NDUA) and the Agreement to Maintain Confidentiality have now been combined into one test security document called the ACCESS for ELLs 2.0 Nondisclosure and User Agreement (NDUA), which can be found online through the training course.

2.3 Important Information

1. Districts and schools are required to follow the 2018 ACCESS for ELLs 2.0 schedules listed in Section 2.1 of this manual, unless a request for a change is made by the district and approved by the Florida Department of Education (FDOE).
2. **Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification.** Please carefully read the Test Security Policies and Procedures provided in Section 4 of this manual. District Test Coordinators must require that all school administrators, School Test Coordinators, and Test Administrators receive adequate training and certification prior to test administration and sign the *2018 ACCESS for ELLs 2.0 Test Administration and Security Agreement*.
3. Students may not have **any** electronic devices, including but not limited to, cell phones or smartphones. If a student is found with an electronic device during testing or during breaks within a test session, the student's test section **MUST** be invalidated.
4. Test Administrators must **not** administer the ACCESS for ELLs 2.0 suite of assessments to their family members. Students who are related to their assigned Test Administrator must be reassigned to an alternate Test Administrator. In addition, a student's parent/guardian should not be present in that student's testing room.
5. Test Administrators **MUST**:
 - complete training modules via the WIDA Secure Portal to become certified to administer the ACCESS for ELLs 2.0 suite of assessments
 - be knowledgeable of all ACCESS for ELLs 2.0 suite test materials
 - be proficient in English (listening, speaking, reading, and writing) to effectively apply the scoring rubric and evaluate students' responses in English, as required
 - read the Test Administrator's Script verbatim
 - ensure that all students are given sufficient time to complete the test
6. ACCESS for ELLs 2.0 (Grades 1–12) and Alternate ACCESS for ELLs (Grades 1–12) contain four sections—Listening, Reading, Writing, and Speaking—and students must take all four sections. Students are permitted to take the four sections on separate days; however, students must complete one test section within one school day and before continuing to the next test section.
 - Individual administration of the Speaking section for ACCESS for ELLs 2.0 is required for all students.
 - Individual administration of all test sections of Alternate ACCESS for ELLs is required for all students.
7. Kindergarten ACCESS for ELLs is divided into two sections, with six parts total, which together cover all four language domains (Listening, Speaking, Reading, and Writing).
 - Individual administration of the Kindergarten ACCESS for ELLs is required for all students.

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8. To use a Pre-ID label, the State ID (FLEID), district, and school information must be correct. When a Pre-ID label is affixed, the Date of Testing field must be completed on the student response booklet.
 - If information is available, complete the Language Instruction Education Program (LIEP) Classification field.
 - If applicable, complete the Accommodations and Do Not Score Code fields.
9. Per Section 1002.37(9)(c), Florida Statutes (F.S.), districts must make arrangements to test Florida Virtual School (FLVS) full-time ELL students in the district in which they reside.
10. District Test Coordinators should identify a date that secure materials are to be returned to the district office to ensure **all secure test materials are returned** to DRC after the ACCESS for ELLs 2.0 test administration.
11. All materials (used and unused, Listening/Speaking CDs, and test booklets) can be placed in any box. Alternate ACCESS for ELLs materials may be mixed with ACCESS for ELLs 2.0 materials. Condense materials whenever possible.
12. Florida-specific resources (i.e., administration forms, testing signs) for the 2018 ACCESS for ELLs 2.0 administration can be found at <https://www.wida.us/membership/states/Florida.aspx>.
13. District Test Coordinators ONLY are provided a user name and password to WIDA AMS (www.wida-ams.us) to:
 - create user accounts*
 - modify demographic information and accommodations
 - submit a WIDA AMS Materials Accountability Form to report missing materials
 - submit a Student Transfer Form (district-to-district transfers only)
 - retrieve Score Reports after test administration

**District Test Coordinators create WIDA AMS accounts and assign permissions to School Test Coordinators at their discretion. Test Administrators do not require access to WIDA AMS for the ACCESS for ELLs 2.0 administration..*
14. Listening, Reading, and Writing sections are provided in braille for eligible Grades 1–12 students taking the Tier B test form of ACCESS for ELLs 2.0. All braille test responses **must** be transcribed by the Test Administrator to a standard student response booklet that has a student Pre-ID label or District/School label applied within 48 hours of testing. **Note:** The Test Administrator **must** indicate the accommodation on the standard student response booklet.
15. ACCESS for ELLs 2.0 and Kindergarten ACCESS for ELLs are available in large print. The Test Administrator **must** transcribe the student's exact responses from the large print version of the test to a standard student response booklet that has a student Pre-ID label or District/School label applied within 48 hours of testing. **Note:** The Test Administrator **must** indicate the accommodation on the standard student response booklet.
16. If there are updates and/or changes for ACCESS for ELLs 2.0 district personnel, District Test Coordinators must provide notification via email to FLACCESS2.0@fldoe.org.

2.4 Testing and Training Resources

The following information outlines materials and resources frequently used during ACCESS for ELLs 2.0 test administration preparation:

Resource	Description
WIDA Secure Portal - Training Course (www.WIDA.us)	This course contains training tutorials and resources for the ACCESS for ELLs 2.0 suite of assessments. The training course is used by Test Administrators to become certified to administer the applicable assessment and by Test Coordinators to monitor certification progress.
Florida's WIDA webpage (https://www.wida.us/membership/states/Florida.aspx)	The purpose of this website is to provide Florida-specific information and resources regarding the administration of the ACCESS for ELLs 2.0 suite of assessments. These resources include frequently asked questions, links to webinars and other online trainings, and additional documents and handouts that may be useful for test preparation.
Florida's ACCESS for ELLs 2.0 Checklist	This checklist highlights all tasks that need to be completed before, during, and after testing within a school or district and outlines which tasks are assigned to Test Coordinators at the district and school level and Test Administrators. Florida's ACCESS for ELLs 2.0 Checklist can be found on the Florida's WIDA webpage.
WIDA Assessment Management System (WIDA AMS) (www.wida-ams.us)	The purpose of this online administrative portal is to order additional test materials, edit student demographic information, and download the ACCESS for ELLs 2.0 Score Reports. The primary users of WIDA AMS are Test Coordinators at the district and school level. Note: Florida's ACCESS for ELLs 2.0 checklist will include information about which tasks in WIDA AMS should be completed based on your role.
WIDA AMS User Guide	This guide covers the functionalities and capabilities of WIDA AMS, as well as detailed information on how to perform different tasks throughout testing. It is available on Florida's WIDA webpage under the <i>Assessment Materials & Training</i> tab.
Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual (this manual)	This manual explains all responsibilities and tasks related to the implementation and administration of the ACCESS for ELLs 2.0 suite of assessments in Florida. It is exclusively available on Florida's WIDA webpage under the <i>Assessment Materials & Training</i> tab.
State-Specific Directions	This document provides important reminders and an overview of Florida's policies and procedures for the Spring 2018 ACCESS for ELLs 2.0 administration. It is available on Florida's WIDA webpage.
Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement	This document highlights test administrative considerations, universal tools, and accommodations for individual ELLs. The supplement is intended for district and school-level personnel as well as decision-making teams, including Individualized Education Program (IEP) teams and 504 Plan teams. The information provided in the supplement applies to all ELLs who take ACCESS for ELLs 2.0 Paper, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. In addition, it includes Florida-specific accommodation policies for English language proficiency tests. It is exclusively available on Florida's WIDA webpage under the <i>Assessment Materials & Training</i> tab.

Summary of Testing Materials for Each Role

The following table outlines common testing roles and the key resources that are important for educators in these roles to reference. Florida's ACCESS for ELLs 2.0 checklist contains state-specific information on which resources to review based on user role.

Role	Materials Available
All Roles	Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual (this manual) Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement Florida's ACCESS for ELLs 2.0 Checklist Florida's WIDA webpage (including webinars and FAQs)
Test Coordinators	WIDA AMS User Guide Facilitator Toolkit via the WIDA Secure Portal
Test Administrators	Training Course and Quizzes via the WIDA Secure Portal <ul style="list-style-type: none"> • Paper test: training course tutorials, Speaking Scoring module and quizzes • Kindergarten test: training course, administration videos, and quiz • Alternate test: training course tutorial and quiz <p>Paper test: Listening and Speaking Sample Items for the Public are located at wida.us/ACCESSstudents</p>

Summary of Testing Forms and Signs Required for Each Role

The following table outlines testing forms and signs that are required for educators to complete based on their roles.

Role	Form	Location
All Roles	Non-disclosure and User Agreement (NDUA)	WIDA Secure Portal
District Test Coordinators	Materials Accountability Form (as applicable) ACCESS for ELLs 2.0 Breaches of Administration Form (as applicable) ACCESS for ELLs 2.0 District Security Checklist Human Reader Accommodation Script Ordering Form (as applicable) Student Transfer Form (as applicable)	WIDA AMS Florida's WIDA webpage WIDA AMS Florida's WIDA webpage WIDA AMS
School Test Coordinators	ACCESS for ELLs 2.0 School Security Checklist ACCESS for ELLs 2.0 Test Administration and Security Agreement Test Materials Chain of Custody Form Test Session Master Schedule Test Session Roster - Individual and Group Administration ACCESS for ELLs 2.0 Breaches of Administration Form (as applicable)	WIDA AMS Florida's WIDA webpage
Test Administrators	ACCESS for ELLs 2.0 Test Administration and Security Agreement Test Administrator Prohibited Activities Agreement Test Session Roster - Individual Administration: Speaking Test Session Roster - Group Administration Security Log Sign: Do Not Disturb Sign: No Electronic Devices Seating Chart, as required by your district	Florida's WIDA webpage

2.5 WIDA Secure Portal–Training Course

The WIDA Secure Portal provides an online training course for the ACCESS for ELLs 2.0 suite of assessments and proof of certification to district and school personnel. Here, educators can complete all requirements to become certified to administer ACCESS for ELLs 2.0. For each assessment tile, you will find additional materials and resources that will be valuable before, during, and after Florida’s testing window (January 29–March 23, 2018).

It is the responsibility of the District Test Coordinator to create WIDA Secure Portal user accounts for School Test Coordinators and Test Administrators. WIDA user accounts provide access to the training course and Facilitator Toolkit within the WIDA Secure Portal. Google Chrome is the preferred browser for viewing training modules.

All training course users are subject to the terms and conditions outlined in the Non-Disclosure and User Agreement (NDUA) agreed to on initial login. Please contact the WIDA Client Services Center at help@wida.us for assistance with account creation.

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



Figure 1. My Account and Secure Portal

Within the My Account and Secure Portal, you can do the following:

- Navigate to the various training course components
- Update personal account information, including your district and school information
- Access personal training records
- Access the Facilitator Toolkit for resources to be used by local trainers

Training for Test Coordinators

WIDA recommends that Test Coordinators are familiar with the training course associated with each assessment that will be given in their district or school. In addition, Test Coordinators who will also administer the test must complete applicable training course tutorials for each assessment they will administer. Please refer to Florida's ACCESS for ELLs 2.0 checklist for more detailed information on which tutorials and tasks should be completed.

Training for Test Administrators

Ideally, training should take place 2–3 weeks prior to test administration. The training course may be completed in one sitting or in as many sessions as necessary. Within the WIDA Secure Portal, there are several tiles labeled with the names of the different assessments (e.g., Kindergarten, Alternate ACCESS, Paper-Based Grades 1–12). Users select a tile to begin training.

The ACCESS for ELLs 2.0 Paper training course is made up of tutorials that outline important information to know before, during, and after testing. Florida's ACCESS for ELLs 2.0 checklist contains information on which roles should view which tutorials.

Each assessment's training course has a general administration quiz, which educators must pass with a score of 80% or higher to become certified to administer the assessment. WIDA recommends taking the quiz immediately after completing the training. There is no limit to the number of quiz attempts.

The following information outlines the requirements for the completion of each training course.

Kindergarten ACCESS for ELLs

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

Alternate ACCESS for ELLs

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

ACCESS for ELLs 2.0 Paper

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

Important: For the 2017–2018 administration, it is a district's decision whether previously certified Test Administrators must retake the quiz(es).

Training Certificates

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

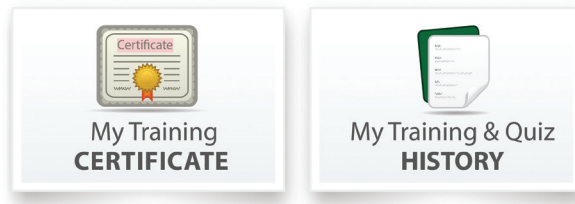


Figure 2. Training Certificate and Quiz Icons

District Test Coordinators can also view Test Administrators' completion of the training courses within the WIDA Secure Portal by clicking on the Account Management & Training Status tile.



Figure 3. Account Management & Training Status Tile

Within this tile, the District Test Coordinator can view training status and add permissions to school-level users accounts (i.e., Creating User Accounts). If an account should be deactivated, submit a request to the Bureau of K–12 Student Assessment via email at FLACCESS2.0@fldoe.org.

2.6 Accessibility and Accommodations

The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with Individualized Education Programs (IEP) or Section 504 Plans. These supports are intended to increase accessibility for the assessments for all ELLs.

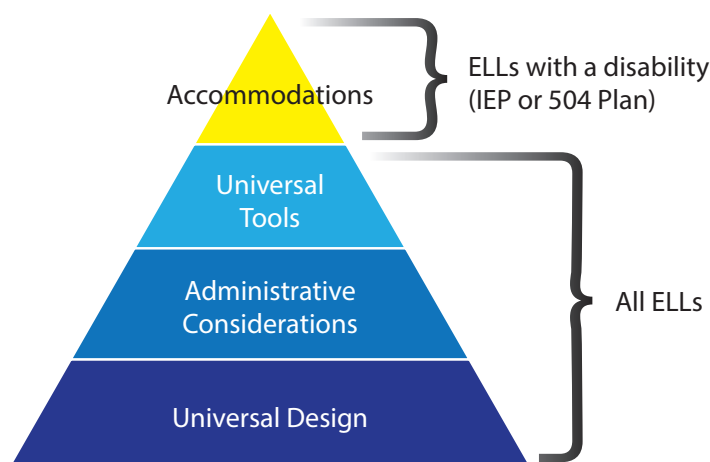


Figure 4. WIDA Accessibility and Accommodations Framework

Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement

To protect the validity of the ACCESS for ELLs 2.0 suite of assessments, only those accessibility supports explicitly identified in the *Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* may be used during test administration. This state-specific supplement is available on Florida's WIDA webpage.

The use of supports that are not included could compromise the validity of the assessment and invalidate students' results. Be sure to refer to the supplement for specific guidance prior to administering the English language proficiency test to students with disabilities.

Documenting Accommodations

All permissible test accommodations must be documented in the student's IEP or Section 504 Plan, and in the student's ELL plan. Test Administrators must also grid the accommodation(s) implemented on the student response booklet.

Detailed accommodations information for each assessment can be found in the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement.

Accommodations and Exemptions for ELLs Identified as Deaf or Hard-of-Hearing

Students who are deaf and unable to produce spoken language should be exempted from the Listening and Speaking sections. The IEP team of each deaf or hard-of-hearing student should make a determination regarding whether the student is able to participate in the Listening or Speaking sections. Once a determination is made, the student response booklet should be marked as “SPD” to reflect any exemptions.

The following paragraphs provide information about what accommodations are available for deaf or hard-of-hearing students:

Listening Section: Students who are deaf and receive language input only through signing should be exempt from the Listening section. For students who have some hearing ability, Test Administrators may use signing to clarify the directions to the Listening section, but they may NOT use signing to explain the content of the Listening section questions. An administrator may read from the Human Reader Accommodation Script (rather than playing the CD) for a hard-of-hearing student who is a proficient speech (lip) reader.

Speaking Section: Students who are not able to produce spoken language should be exempt from the Speaking section. Test Administrators may use signing to clarify the directions to the Speaking section, but they may NOT use signing to explain the content of the Speaking section questions.

Reading and Writing Sections: Test Administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain the content of the Reading or Writing section questions.

Accommodations and Exemptions for ELLs Identified with Blindness and Visual Impairments

ELLs with low vision should be able to participate in ACCESS for ELLs 2.0 by using assistive technologies such as a CCTV or document camera for enlarging a standard size test booklet. Large print test booklets are also available for Kindergarten ACCESS for ELLs and ACCESS for ELLs 2.0.

The Tier B ACCESS for ELLs 2.0 tests are available in braille for all grade-level clusters for the domains of Reading, Listening and Writing. The Speaking test cannot be provided in braille due to the visual nature of the test.

Tests are available in EBAE or UEB paper-embossed braille formats, depending on the grade-level cluster. WIDA does not recommend administering ACCESS for ELLs 2.0 in braille to students who are not proficient in English-based braille. If the student is not proficient in English-based braille, the “SPD” bubble should be filled in the Reading, Listening, and Writing domains on the back page of the standard test book. Additional information and guidance regarding braille tests can be located in the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement.

2.7 WIDA Assessment Management System (WIDA AMS)

WIDA AMS (www.wida-ams.us) is the interface that allows Test Coordinators to complete various administrative functions/coordination tasks for the ACCESS for ELLs 2.0 suite. The purpose of this online portal is to order additional test materials, edit student demographic information, and download ACCESS for ELLs 2.0 Score Reports. The primary users of WIDA AMS are District Test Coordinators, who may also create School Test Coordinator accounts. Florida's ACCESS for ELLs 2.0 checklist includes information about which tasks in WIDA AMS should be completed based on each user's role.

DRC INSIGHT WIDA ASSESSMENT MANAGEMENT SYSTEM

All Applications ▸

DATA RECOGNITION
DRC
CORPORATION

Welcome to the WIDA Assessment Management System!

Navigating the Site

This website supports your preparation for and administration of ACCESS for ELLs 2.0. Using the navigation menu above, you can order test materials, manage online test logistics, view reports, and more.

Support

Please contact DRC Customer Service at WIDA@datarecognitioncorp.com or 1-855-787-9615 for the following:

- All WIDA Assessment Management System (AMS) functionality, account setup, and forgotten passwords
- Materials receipt, inventory, and return
- Labeling of test booklets
- INSIGHT and Testing Site Manager (TSM) installation, functionality, and troubleshooting
- Processing paper test materials
- ACCESS for ELLs 2.0 data and reporting

For any other questions, please contact the WIDA Client Services Center who will route your inquiry to the appropriate personnel: help@wida.us or 1-866-276-7735.

For answers to the most common questions about testing, please see the [FAQs on the WIDA website](#).

Please Log In

Username

Password

[Forgot your username or password?](#)

[Log In](#)

Figure 5. WIDA Assessment Management System (WIDA AMS)

WIDA AMS is accessible with a login provided by DRC, which is separate from the WIDA Secure Portal user account login. Google Chrome is the preferred browser for accessing WIDA AMS.

- District or School Test Coordinators for ACCESS for ELLs 2.0 in 2016–2017 should already have a login and access to the current administration within WIDA AMS. If you already have access to WIDA AMS, when you receive permissions for the 2017–2018 administration, you will receive a notification email. No action is needed in response to the email.
- New District Test Coordinators who need access to WIDA AMS or returning District Test Coordinators who cannot access the 2017–2018 administration in WIDA AMS should contact the Florida Department of Education at FLACCESS2.0@fldoe.org or 850-245-0843.
- New School Test Coordinators who need access to WIDA AMS or returning School Test Coordinators who cannot access the 2017–2018 administration in WIDA AMS should contact their District Test Coordinator.

WIDA AMS Accounts and Permissions

If a District Test Coordinator is creating accounts for School Test Coordinators, please note only the following permissions should be assigned:

General Permissions

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

Edit Student Demographic Information Permissions

- Students – Search/View: Allows users to search/view student data and download search results.
- Students – Add/Edit: Allows users to edit students and student data.
- Students – Download Students: Allows users to download a list of student information for all students in a school.

View Score Reports Permissions

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

To avoid giving School Test Coordinators access to permissions for online testing in WIDA AMS, do not select the School Testing Coordinator permission set. For additional information regarding assigning permissions, please refer to pages 27–32 of the WIDA AMS User Guide.

WIDA AMS User Guide

To better understand the functionalities and capabilities of WIDA AMS, the WIDA AMS User Guide provides detailed information on how to perform different tasks throughout testing. This guide is available on Florida's WIDA webpage under the *Assessment Materials & Training* tab.

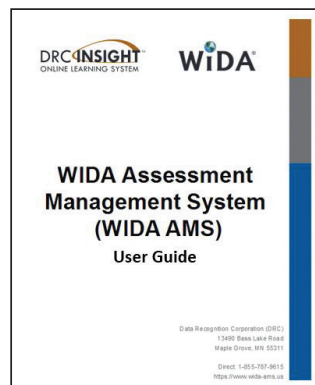


Figure 6. WIDA AMS User Guide

PART 2:

Florida's

Policies and Procedures

Section 3: Test Administration

3.1 Administration Schedule

The official test administration window for the 2018 ACCESS for ELLs 2.0 suite of assessments is January 29–March 23, 2018.

Any deviation from these dates must be requested in writing by the district and subsequently approved in writing by the Florida Department of Education (FDOE) prior to implementation. Districts may choose to administer the ACCESS for ELLs 2.0 suite of assessments at any time during the test administration window.

3.2 Students to be Tested

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

- Kindergarten ACCESS for ELLs
- ACCESS for ELLs 2.0 Paper
- Alternate ACCESS for ELLs

Home Education Program Students

Students who receive instruction at home, are registered appropriately with their district office as Home Education Program students, and meet the requirement for students to be tested for the 2018 ACCESS for ELLs 2.0 administration may participate in the administration for their grade level only, as directed by the District Test Coordinator.

Florida Virtual School Students

Per Section 1002.37(9)(c), F.S., students enrolled full-time in the Florida Virtual School and who meet the requirement for students to be tested for the 2018 ACCESS for ELLs 2.0 administration require accommodations for testing in the district in which they reside.

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

Students with Disabilities

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

- Kindergarten ACCESS for ELLs
- ACCESS for ELLs 2.0 Paper
- Alternate ACCESS for ELLs

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

Participation Criteria for Alternate ACCESS for ELLs

Approximately 1% to 3% of ELL students have significant cognitive disabilities that prevent their meaningful participation in state accountability systems (as required by ESSA [2015] and IDEA [2004]), which require all students with disabilities to participate in state- and district-wide assessment systems.

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

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 29, 2018).
- 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 2018 Florida Standards Alternate Assessment (FSAA). **Note:** Only applicable for students in grades 3–10.

3.3 Make-Up Administration Policies

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

Section 4: Test Security

4.1 Florida Statute and State Board of Education Rules

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

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

If students with current IEPs or Section 504 plans are permitted accommodations, Test Administrators may provide the accommodations as described in the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement.

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

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

Materials must be tracked using the security numbers described in Section 5.4 of this manual. Secure documents should never be destroyed (e.g., shredded, thrown in the trash) except for soiled documents, which must be destroyed in a secure manner.

District Test Coordinators must require that all school administrators, School Test Coordinators, Test Administrators, and proctors receive adequate training prior to test administration and that all personnel involved in test administration must sign and return the *ACCESS for ELLs 2.0 Test Administration and Security Agreement*. Additionally, any other person who assists the School Test Coordinator or Test Administrator must sign and return the agreement.

Furthermore, all Test Administrators must sign the *Test Administrator Prohibited Activities Agreement* located on Florida's WIDA webpage and return to the School Test Coordinator.

Each school is required to maintain an accurate ACCESS for ELLs 2.0 Security Log, provided on the Florida's WIDA webpage, for each testing room. Anyone who enters a testing room for the purpose of monitoring a test is required to sign the log. This applies to the Test Administrator or anyone who relieves a Test Administrator, even for a short break, regardless of how much time he/she spend monitoring a testing room.

Test Administrators must NOT administer the ACCESS for ELLs 2.0 suite of assessments to their family members. Students related to their assigned Test Administrator must be reassigned to an alternate Test Administrator.

Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations and/or loss of teaching certification.

4.2 Missing Materials/Breaches of Administration Procedures

The School Test Coordinator must verify that all secure materials listed on the packing list are received and should report any packing errors or any missing secure documents to the District Test Coordinator immediately. Every secure document will be scanned and tracked electronically. The District Test Coordinator and School Test Coordinator should track each secure booklet on the ACCESS for ELLs 2.0 Security Checklist (white). Individuals are responsible for the secure documents assigned to them. Test Administrators should report any missing secure materials to the School Test Coordinator immediately.

If, after a thorough investigation, a secure document is not found, the School Test Coordinator must inform the District Test Coordinator. The District Test Coordinator should complete the Materials Accountability Form in WIDA AMS. For additional information, please refer to pages 61–63 in the WIDA AMS User Guide.

If a security breach or test irregularity is identified, the School Test Coordinator must inform the District Test Coordinator immediately. The District Test Coordinator should call the Bureau of K–12 Student Assessment to discuss the concern, and then must submit a written report within ten working days after the irregularity or security breach has been discovered. The form designed to report test irregularities and security breaches can be found on Florida’s WIDA webpage under the *Assessment Materials & Training* tab. School personnel and District Test Coordinators must use this form to submit with a written report. Compile all pertinent information and submit the written report to the Bureau of K–12 Student Assessment via email at FLACCESS2.0@fldoe.org.

If there is reason to believe that a secure document has been stolen, photographed, or copied, the School Test Coordinator should contact the District Test Coordinator immediately. The District Test Coordinator must then call the Bureau of K–12 Student Assessment to discuss a plan of action. This action may involve local law enforcement.

A detailed report must be submitted to the Bureau of K–12 Student Assessment within 30 calendar days of the initiation of the investigation. The report must include the nature of the situation, the time and place of the occurrence, the names of the persons involved, a description of the communication between the District Test Coordinator’s office and school personnel, how the incident was resolved, and what steps are being implemented to avoid future irregularities or security breaches.

4.3 Managing Student Information

Depending on district and school policy, not all Test Administrators will be responsible for initially labeling and/or bubbling booklets. **However, it is the responsibility of all Test Administrators and Test Coordinators to ensure that correct and complete information is either labeled or bubbled on each student booklet.**

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

Prior to administration

- Review labels and/or bubbled information to ensure all student information is accurate.
- Complete labeling or bubbling if needed.

During administration

- Distribute the test booklets, as applicable, to the correct students.
- Verify that students have been given their assigned booklets.

Immediately following administration

- 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. Notify the School Test Coordinator of any concerns.
- Ensure all booklets are in proper condition to be returned with no loose or damaged pages.
- Return test materials to the School Test Coordinator, or store the booklets in a secure area until they can be handed over to the School Test Coordinator.

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

4.4 Test Booklet Labels

Three types of labels may be affixed to a student test booklet: Pre-ID, District/School, or Do Not Process. These arrive in the initial shipment that is delivered to the district on January 12, 2018.

Any booklet that contains student response information must have a Pre-ID Label affixed or a District/School Label affixed with student information bubbled. Failure to adhere a label with student information or a District/School Label with gridded student information will result in booklets being processed as unused and no score will be assigned.

Tier Placement

ACCESS for ELLs 2.0 Paper is provided in three tiered forms: A, B and C. It is important that educator determine the tier to administer to each student in grades 1-12 prior to testing and confirm the tier for each student before affixing labels to student response booklets. For more information on tier selection, see the following Tier Placement Protocol (Figure 7).

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
TIER A is most appropriate for English language learners who: <ul style="list-style-type: none">• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR• currently receive literacy instruction ONLY in their native language, OR• have recently tested at the lowest level of English language proficiency					
		TIER B is most appropriate for English language learners who: <ul style="list-style-type: none">• have social language proficiency and some, but not extensive, academic language proficiency in English, OR• have acquired some literacy in English though have not yet reached grade level literacy			
		TIER C is most appropriate for English language learners who: <ul style="list-style-type: none">• are approaching grade level in literacy and academic language proficiency in the core content areas, OR• will likely meet the state's exit criteria for support services by the end of the academic year			

Figure 7. Tier Placement Protocol

Important: Once the tier has been determined for a student, please note that the tier assignment cannot be changed unless the student requires a lower tier (i.e., Tier B to Tier A).

Pre-ID Labels (White)

The Pre-ID information provided by each district via Survey 2 is used to create student labels. **In order to use the Pre-ID Label, the State ID (FLEID), district, and school information must be correct.**

The barcode on the label indicates that the test booklet should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to complete the demographic pages on the front and back cover of the test booklet. **Please note that booklets with a Pre-ID Label must still have the date of testing *began* bubbled in on the front cover.**

20XX-20XX WIDA ACCESS for ELLs 2.0

Name: STUDENT, SAMPLE
District: <State>01 SAMPLE DISTRICT
School: 0010 SAMPLE SCHOOL
Grade: 11 Gender: M Birth Date: 10/09/1927
Student ID's- State: XXXXX0000X District: XXXXX0000X

140000 P519999 10150069 4 24/06/20XX

Figure 8. Sample Pre-ID Label

Correcting Inaccurate Student Demographic Information

If the student's name, grade level, gender, or birth date is not accurate on the Pre-ID Label, the District Test Coordinator and/or School Test Coordinator may correct the information in **WIDA AMS > Student Management** from January 2, 2018 through March 23, 2018.

If student information is corrected in WIDA AMS, the incorrect label for that student may still be used. Do not make any markings on or deface the Pre-ID Label.

District/School Labels (Yellow)

District/School Labels contain the district- and school-specific information only. If a student who needs to test does not receive a Pre-ID Label, a District/School Label must be affixed and the demographic pages on the front and back cover of the test booklet must be completed, as directed in Section 4.6 of this manual.

**Spring 2018 Florida ACCESS for ELLs
Test Administration Manual**

The District/School Label contains a barcode that indicates the test booklet should be processed and scored for the student whose information is bubbled on the demographics page. If the district and/or school information is incorrect on the label, the Test Coordinator should contact DRC Customer Service.

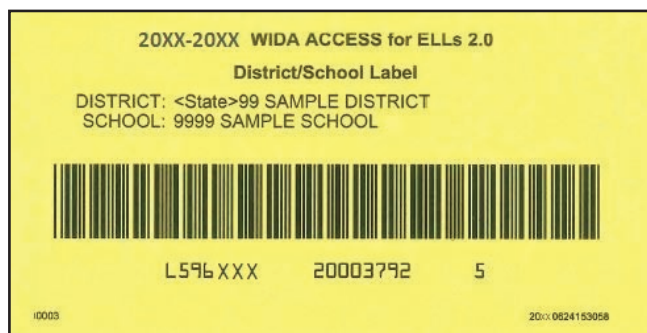


Figure 9. Sample District/School Label

Do Not Process Labels (White with Orange Stripe)

The Do Not Process Label contains a barcode that indicates the test booklet should **not** be processed. Do Not Process Labels are supplied for use on test booklets that are damaged or should not be processed. Test booklets that have a Do Not Process Label will be processed as blank even if there are student responses inside. **There is no need to place a Do Not Process Label on test booklets that haven't been used.**

In addition, this label should not be used for invalidation situations. A Do Not Process Label is not the same as Do Not Score Code (field on booklet cover). Student test booklets with a Do Not Score Code marked must be processed to receive a report without scores in the domain(s) marked. A Do Not Process Label prevents any processing of the booklet. As a result, the student will not receive a report.

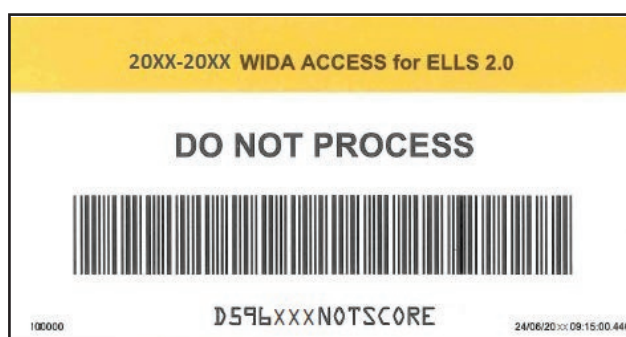


Figure 10. Sample Do Not Process Label

Florida Virtual School Labels

Florida Virtual School (FLVS) Pre-ID Labels and District/School Labels will be provided to the testing district. The District Test Coordinator will be notified by the FLVS District Assessment Coordinator if an ELL student is enrolled full-time in FLVS and requires accommodations for testing. In addition, student information will be provided to complete the student demographic pages when the FLVS District/School Label is applied to the test booklet.

Label Placement

The image shows the front cover of a WIDA Consortium ACCESS for ELLs 2.0 test booklet. The cover includes the following elements:

- WIDA Consortium logo and "20XX-20XX" text.
- Grades 4-5 and Tier A fields.
- ACCESS for ELLs 2.0 title and subtitle: "Listening, Reading, and Writing Form 401 Test Booklet".
- DATE OF TESTING grid.
- STUDENT'S LAST NAME and FIRST NAME grid.
- Barcode area on the left with "4-5 A" and "1520016" text.
- Barcode area on the right with "US9LXXXBLANK" text.
- Bottom left area with "596400 11/25010" and "B SERIAL#" text.

Labels A, B, and C are placed to indicate where to affix labels. Label A is in the top right box. Label B is at the bottom center. Label C is on the left side. Red X's are drawn over the student information grid and the bottom left area.

Figure 11. Test Booklet Cover Showing Where to Affix Labels

Please follow these steps:

- If using a Pre-ID Label, apply the label to the box marked **(A)**, and grid the Date of Testing.
- If not using a Pre-ID Label, apply a District/School Label to the box marked **(A)** and bubble in entire student name, Date of Testing, and complete the back cover.
- If a USED test booklet should not be processed, apply a Do Not Process Label to the box marked **(A)** and return to DRC.
- DO NOT apply any labels to areas marked **(B)** or **(C)**.
- If a document is UNUSED, do not apply any labels to the booklet.

4.5 Second Shipment of Pre-ID Labels

A second shipment of Pre-ID Labels will be provided on February 12, 2018 for newly arrived and transferred students. For students who did not receive a Pre-ID Label in the initial January shipment, staff should affix a District/School Label to a student response booklet, grid student demographic information, and begin testing. If a new Pre-ID Label is provided for these students on February 12, the new label must be placed over the District/School Label. For additional information, please refer to the Pre-ID Label Flowchart that is provided under the *Assessment Materials & Training* tab on Florida's WIDA webpage.

4.6 Completing Demographic Information on the Test Booklet

Bubbling on the front and back of the test booklet must be completed with a **Number 2 pencil**.

If Pre-ID Label information is incorrect, the District and/or School Test Coordinator can make updates in WIDA AMS. Incorrect information on an affixed label cannot be corrected by gridding the correct information.

WIDATM
20XX–20XX

Grade 1

Tier B/C

ACCESS for ELLs® 2.0

Writing Test Booklet
Form XXX

1

▼ ALIGN TOP OF LABEL HERE ▼

Place Bar Code Label WITHIN This Box

USPS #5-D-E-KNK-

2

DATE OF TESTING									
M	D	D	Z	0	Y	Y			
()	()	()	()	()	()	()	()	()	()
()	()	()	()	()	()	()	()	()	()
()	()	()	()	()	()	()	()	()	()
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3

STUDENT'S LAST NAME															FIRST NAME															MI																															
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	.	-	'	/	&	%	@	#	\$	*^&*&*

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

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The student response booklet captures student demographic information. Test Administrators may apply verified student labels and/or complete the demographic pages as soon as test materials are received from the School Test Coordinators. Student demographic information captured on the student response booklet is described below.

1. **TEST BOOKLET LABEL** Place the Pre-ID, District/School, or Do Not Process Label on the box. Leave blank if booklet remains unused.
If a student does not have a Pre-ID Label, a District/School Label must be used and school personnel must complete the fields on the front and back cover of the test booklet. Important: It is the responsibility of the District Test Coordinator to supply the correct District Code number and School Code number to the persons who will be responsible for recording this information on the student demographic pages of each test booklet.
2. **DATE OF TESTING** This field must be completed for all students, regardless of whether they use a Pre-ID Label or District/School Label. Starting at the left, bubble in the date testing *began* for this student (mm/dd/yyyy). (In situations where the student has transferred, bubble in the date testing *ended* in your school for this student.)

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

3. **STUDENT NAME** Starting at the left, print the student's last name in the appropriate area, putting one letter in each box. Completely fill in each of the corresponding bubbles below the letters of the student's last name. Repeat this process for the student's first name and middle initial. For a hyphenated name leave a blank space, and nothing bubbled below.
4. **DISTRICT NAME AND SCHOOL NAME** There are two different grids for District Name and School Name.
 - For District Name: starting at the left, print the district two-digit code number, putting one number in each box. Leave the 16 remaining boxes blank.
 - For School Name: starting at the left, print the school four-digit code number, putting one number in each box. Leave the 14 remaining boxes blank.
5. **NATIVE 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. Leave the two remaining boxes blank.
6. **STATE NAME ABBREVIATION** Print the two-letter (FL) state name abbreviation for Florida.
7. **GRADE LEVEL** Select the grade level for the student. **Important: Incorrect Grade level will impact reporting.**
8. **LENGTH OF TIME IN LEP/ELL PROGRAM** Starting at the left, fill in the number of years (rounded down) a student has been enrolled in an LEP or ELL program. If the student has been in the program less than a year, fill in 00; one year, 01; two years, 02; etc. Fill in one bubble in each column.

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4 DISTRICT NAME

5 NATIVE LANGUAGE

6 STATE NAME ABBREVIATION

7 GRADE LEVEL

8 LENGTH OF TIME IN LEP/ELL PROGRAM

9 GENDER

10 RACIAL/ETHNIC GROUP

11 BIRTH DATE

12 DATE FIRST ENROLLED U.S. SCHOOL

13 IEP STATUS

14 TITLE III STATUS

15 MIGRANT STATUS

16 504 PLAN

17 STATE STUDENT ID NUMBER

18 STATE DEFINED OPTIONAL DATA

19 DISTRICT STUDENT ID NUMBER

20 DISTRICT DEFINED OPTIONAL DATA

21 SCHOOL USE ONLY

22 LIEP CLASSIFICATION

23 ACCOMMODATIONS

24 DO NOT SCORE THIS SECTION FOR THIS STUDENT

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

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9. **GENDER** Fill in the M bubble if the student is male, or the F bubble if the student is female.
10. **RACIAL/ETHNIC GROUP** Part 1: If a student is Hispanic/Latino, fill in the Y bubble. Part 2: Select all races that apply for the student.
11. **BIRTH DATE** Starting at the left, bubble in the student's birth date. For example, if the student's birth date is March 15, 1999, bubble in 03151999 (03 for March [MM], 15 for the day [DD], and 1999 for the year [YYYY]).
12. **DATE FIRST ENROLLED U.S. SCHOOL** Starting at the left, bubble the date the student enrolled in a U.S. school. For example, if the student enrolled in a U.S. school on October 1, 2006, bubble 10012006 (10 for October [MM], 01 for the day [DD], and 2006 for the year [YYYY]).
13. **IEP STATUS** Fill in the Y bubble if the student has been identified as having an Individualized Education Program under the Individuals with Disabilities Education Act.
14. **TITLE III STATUS** Fill in the Y bubble if the student is part of the district's Title III, ESSA allocation.
15. **MIGRANT** Fill in the Y bubble if the student is defined legally as a migratory agricultural worker under ESSA 2015. Classification as a migratory child requires the National Certificate of Eligibility (COE) form to be on file.
16. **504 PLAN** Fill in the Y bubble if the student has been identified as having special educational needs as defined in the Rehabilitation Act and Americans with Disabilities Act.
17. **STATE STUDENT ID NUMBER** Starting at the left, print only the 12 numeric characters of the FLEID assignment for the student and fill in the corresponding bubble below each number.
Important: Do not include the "FL" in this field. For example, if the student's FLEID is FL123456789123, bubble 123456789123. Leave the remaining boxes blank.
18. **STATE DEFINED OPTIONAL DATA** Leave this field blank.
19. **DISTRICT STUDENT ID NUMBER** Leave this field blank.
20. **DISTRICT DEFINED OPTIONAL DATA** Leave this field blank.

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21. **LIEP CLASSIFICATION** Fill in the bubble next to the Language Educational Program (LIEP) Classification that best applies to the student. The following table provides a cross-walk of Florida instructional model/approach and the LIEP Classifications.

If a student is enrolled in the following instructional model/approach:	Then grid the following LIEP Classification code:
Dual Language	Mixed Bilingual (MBL)
Maintenance or 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.

22. **ACCOMMODATIONS** Fill in the bubble next to any accommodation that applies to the student even if a Pre-ID or District/School Label is affixed to the student response booklet.

For detailed information on the available accommodations for each assessment, please refer to the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement. The table below shows the accommodations and the associated codes.

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

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

Domains: L = Listening, R = Reading, W = Writing, and S = Speaking	
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 assistance identifying circumstances when invalidations in an appropriate course of action, please review section 4.7 of this manual
DEC	Declined indicates a student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. A student cannot opt out of the state's annual 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.

Alternate ACCESS for ELLs Student Response Booklet

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

- 1. DOES (OR WILL) THE STUDENT PARTICIPATE IN ANY STATE ALTERNATE ASSESSMENT(S)?** Fill in the Yes bubble if the student participates (or will participate) in alternate state content assessments. Fill in the No bubble if the student does not participate (or will not participate) in alternate state content assessments.
- 2. NUMBER OF YEARS STUDENT HAS BEEN EXPOSED TO ACADEMIC ENGLISH** Starting at the left, write in the number of years the student has been exposed to academic English as a two-digit number in the boxes (e.g., 01, 09, 10). Fill in the corresponding bubble below the written numeral.

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3. **STUDENT INFORMATION** Fill in the bubble next to the student's Primary Disability and Secondary Disability (if applicable). If the student's IEP indicates "Multiple Disabilities" as the disability category, fill in two bubbles in the appropriate column. The following table is provided for your reference:

Disability Category	Alt Page 3
Autism	AUT
Deaf-blindness	DB
Deafness/Hearing Impairment	D/HH
Developmental Delay	SDD
Emotional Impairment	EBD
Intellectual Disability	CD
Orthopedic Impairment	OI
Other Health Impairment	OHI
Specific Learning Disability	SLD
Speech or Language Impairment	S/L
Traumatic Brain Injury	TBI
Visual Impairment including Blindness	B/VI

4.7 Test Invalidation

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

A Test Administrator should discuss any situation involving possible invalidation with the School Test Coordinator, and the situation should be investigated immediately. For assistance identifying circumstances when invalidation is an appropriate course of action, review the guidelines below.

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

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

4. A student is given an accommodation not allowed on statewide assessments. If a student is given an accommodation that is not allowed on the statewide assessment and compromises the validity of the test, that student's test must be invalidated. Test Administrators who will administer tests to students who require accommodations should be familiar with allowable accommodations to ensure they are not offering classroom testing accommodations that are not allowed on statewide assessments.
5. A student is given an accommodation not indicated on the student's IEP or Section 504 Plan. Testing with accommodations not indicated on a student's IEP or Section 504 Plan may be cause for invalidation.
6. A student was NOT provided an allowable accommodation indicated on the student's IEP or Section 504 Plan. The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.

7. An error occurs in test administration procedures (e.g., Tier A and Tier B students were tested together in a single test session) that compromises the validity of test results. If the validity of the test results has been compromised, the test must be invalidated.
8. A disruption occurs during testing. If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.
9. A student is given unauthorized help during testing. If a student received unauthorized assistance or has been given an unfair advantage (e.g., a Test Administrator told a student to check the answer to a specific item), the student's test must be invalidated.

Gridding Do Not Score Code Procedures

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

Under the following circumstances, it is not necessary to invalidate a student response booklet if a Do Not Process label is affixed:

- The preidentified document belongs to a student who has withdrawn from the school prior to testing.
- The preidentified document belongs to a student who has been absent during the entire test administration window.
- The preidentification information is incorrect and the document is UNUSED.
- The preidentified document is USED and defective.

4.8 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 field and return the student response booklet to be processed:

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

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

Section 5: Materials Management (Before and During)

All test materials for the ACCESS for ELLs 2.0 suite are considered secure. Therefore, it is important to take the appropriate measures to maintain confidentiality of all testing materials. All users of the WIDA Secure Portal will be prompted to read and sign a Non-Disclosure and User Agreement (NDUA) upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) also requires users to agree with the test security policy upon their first login.

5.1 Ordering Materials


The preidentification (Pre-ID) information provided by each district via Survey 2 was used to generate test materials for the ACCESS for ELLs 2.0 suite of assessments. For the 2017–18 school year, District Test Coordinators can order additional test materials, if needed, via WIDA AMS. For additional information regarding ordering additional materials, please refer to Section 5.3 of this manual.

Materials Receipt and Inventory

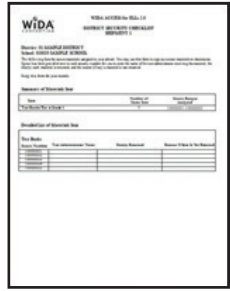
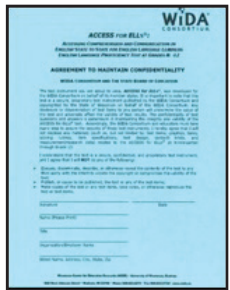
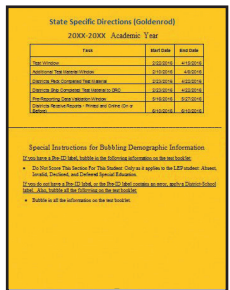
Test materials are delivered to districts by January 12, 2018. Overage of test materials is sent directly to each school. District Test Coordinators will also receive an overage of test materials in the last numbered box of the shipment. It is imperative that the School Test Coordinator and Test Administrator immediately inventory test materials and report any discrepancies to the District Test Coordinator.

Description of Paperwork


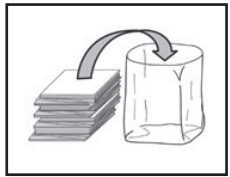

This table provides more information about the paperwork provided in the last numbered box in your shipment.

Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Packing List	<p>White sheet of paper</p> <p>Summary of materials and quantities shipped to the district or school</p> <p>Range of security barcode numbers for each test item</p> <p>District will receive:</p> <ul style="list-style-type: none"> District Packing List School Packing Lists-District Set <p>School will receive:</p> <ul style="list-style-type: none"> School Packing List 	<p>Inventory test materials</p> <p>Keep this document throughout the testing window so materials can be re-inventoried for return shipment</p>	Yes		No

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Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Security Checklist	<p>White sheet of paper</p> <p>A list of every security barcode number assigned to the district or school</p> <p>Districts will receive the District Security Checklist and a copy of the School Security Checklist</p> <p>Schools will receive the School Security Checklist</p>	<p>Inventory test materials</p> <p>Record the name of the Test Administrator who received and returned the test materials</p> <p>You may choose to track at the student level, and instead repurpose the column labeled Test Administrator for recording the name of the student assigned to the booklet.</p>	Yes		No
Agreement to Maintain Confidentiality	<p>Blue sheet</p> <p>Explains the test security rules that must be followed</p> <p>Keep any signed copies for your records</p>	<p>Use this form in cases where testing staff who will handle secure test materials are not able to sign the electronic version of this form from the WIDA Secure Portal</p>	Yes		No
State-Specific Directions	<p>Goldenrod sheet</p> <p>Loose in the last/highest numbered box</p>	<p>For quick reference of important dates and Florida-specific policies and procedures. Additional copies can be found on Florida's WIDA webpage.</p>	Yes		No

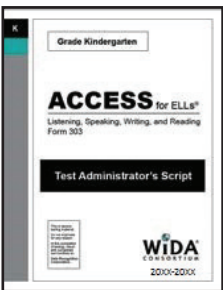
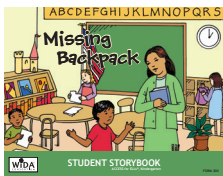
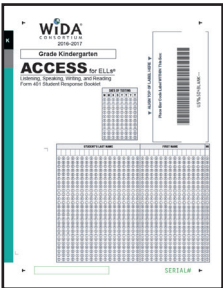


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Paperwork Title	Description	How to use this form	Can Be Copied?	Picture	Return to DRC?
Student Booklet Labels	<ul style="list-style-type: none"> Pre-ID Labels (white) District/School Labels (yellow) Do Not Process Labels (white/orange) 	To be applied to student test booklets for ACCESS for ELLs 2.0 Paper, Alternate, and Kindergarten ACCESS for ELLs.	No		No
Plastic Bags for Material Return	<p>Loose in the last/highest numbered box.</p> <p>Large, white, gusseted bags protect test books during return shipping.</p> <p>Plastic ties for sealing the bag are also included.</p>	For returning materials	N/A		Yes
Return Materials Instruction Packet	<p>Provided in the last/highest numbered box, may also be included in later boxes</p> <p>Contains Return Instructions and DRC Return Labels for school sites.</p> <p>Note: UPS Labels are provided in the district box.</p>	When time to return materials, follow the instructions in this packet and use the labels provided	N/A		Yes

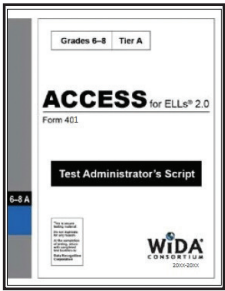

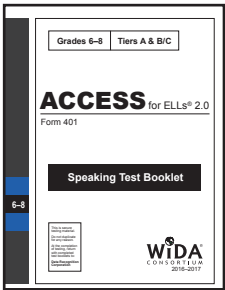
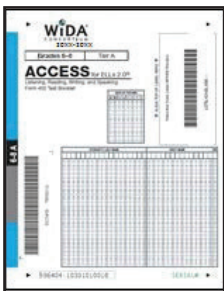
Description of Secure Test Materials

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

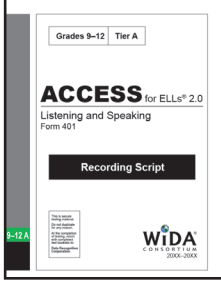
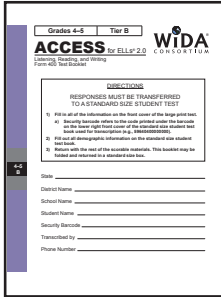
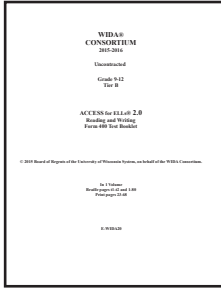
Please note that all materials listed are secure, and as such cannot be copied for any purpose. Any additional materials needed must be ordered by the District Test Coordinator during the Additional Materials Ordering window (January 12–March 16, 2018).

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

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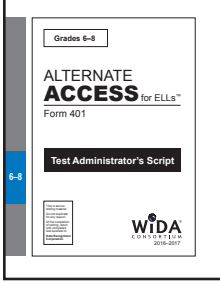
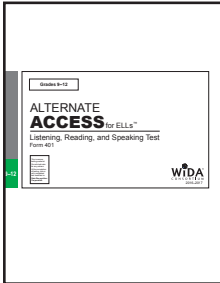
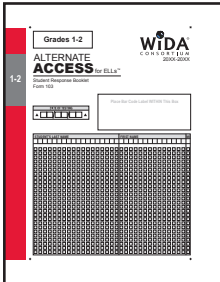
ACCESS for ELLs 2.0 Paper Secure Test Materials and Their Uses			
Image	Title	Content and Use	Return to DRC?
	Test Administrator's Script	<ul style="list-style-type: none"> Always in use by Test Administrator Contains everything the Test Administrator says for all four domains Must be followed exactly 	Yes
	Listening and Speaking CD	<ul style="list-style-type: none"> To be used in a CD player or Computer for Listening and Speaking administration (See Section 6.2 for minimal technical requirements) 	Yes
	Speaking Test Booklet	<ul style="list-style-type: none"> Used by the student during the Speaking administration to see the pictures and prompts This is a reusable test material; students should not write in this booklet 	Yes
	Student Test Booklet	<ul style="list-style-type: none"> Used by the student to record their responses during the Listening, Reading and Writing tests. The Test Administrator also records the ratings for the Speaking test in this booklet as well. To be labeled, bubbled as needed, distributed to students during test administration, collected, and returned to DRC. 	Yes

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ACCESS for ELLs 2.0 Paper Secure Test Materials and Their Uses			
Image	Title	Content and Use	Return to DRC?
Only if Ordered			
	Human Reader Accommodation Script*	<ul style="list-style-type: none"> Only for students with specific accommodations Accompanies the Listening and Speaking portions played on CD 	Yes
	Large Print Test Materials	<ul style="list-style-type: none"> Note that this must be pre-ordered in WIDA AMS for students with specific accommodations The kit now includes the Test Administrator's Script and Listening and Speaking CD 	Yes
	<p>Braille Test Materials (Contracted and Uncontracted)</p> <p>Unified English Braille (UEB) in Grades 1–3</p> <p>English Braille American Edition (EBAE) in Grades 4–12</p>	<ul style="list-style-type: none"> Note that this must be pre-ordered in WIDA AMS for students with specific accommodations The kit now includes the Test Administrator's Script and Listening and Speaking CD 	Yes

**The Human Reader Accommodation Script is intended for use only in cases where students have the specific Human Reader accommodation for ACCESS for ELLs 2.0 Paper. To order this document, District Test Coordinators should complete and send the ordering form to DRC Customer Service via email at wida@datarecognitioncorp.com. More information about the Human Reader accommodation can be found in the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement. The ordering form and supplement can be found under the Assessment Materials & Training tab on Florida's WIDA webpage.*

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

5.3 Additional Materials Ordering in WIDA AMS

Once inventory is complete, identify any test materials you will need in addition to the test materials already received. An overage of the test materials was shipped to the district and school sites. Check these sources for inventory before ordering additional materials.

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

If additional test materials are needed, the District Test Coordinator can order test materials from January 12–March 16, 2018 via WIDA AMS (www.wida-ams.us). All additional materials will be delivered to the district office within 2 to 4 days after placing the order. The following page provides additional materials ordering options by assessment.

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Additional Materials Ordering Options		
Assessment	Possible Materials to Order	Quantity
ACCESS for ELLs 2.0 Paper	Listening, Reading, and Writing Test Booklet(s) , Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B, and C	1 per student
	Test Administrator's Script(s) , Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B, and C	1 per administration, reusable, approx. 1 per 8 students
	Tiers A & B/C Speaking Test Booklet(s) , Grades 1, 2–3, 4–5, 6–8, 9–12	1 per student during each administration, reusable, approx. 1 per 8 students
	Listening and Speaking Tests CD(s) , Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B, and C	1 per administration, reusable
	Braille Kit , Tier B; contracted or uncontracted; Unified English Braille (UEB) in Grades 1–3 English Braille American Edition (EBAE) in Grades 4–12	1 kit per student; now includes the Test Administrator's Script and Listening and Speaking Tests CD
	Large Print Kit , Grades 1, 2, 3, 4–5, 6–8, 9–12; Tiers A, B, and C	1 kit per student; now includes the Test Administrator's Script and Listening and Speaking Tests CD
Kindergarten ACCESS for ELLs	Ancillary Materials Kit	1 per student during each administration, reusable, approx. 1 per 15 students; now includes the Test Administrator's Script
	Ancillary Materials Large Print Kit	1 per student with accommodation during each administration, reusable; now includes the Test Administrator's Script
	Student Response Booklet	1 per student
Alternate ACCESS for ELLs	Listening, Reading, and Speaking Test Booklet , Grades 1–3, 4–5, 6–8, 9–12	1 copy per student during each administration
	Test Administrator's Script , Grades 1–3, 4–5, 6–8, 9–12	1 per administration, reusable, approx. 1 per 4 students
	Student Response Booklet , Grades 1–3, 4–5, 6–8, 9–12	1 per student
Additional DRC Test Management Materials	District/School Labels (Sheet of 10)	1 sheet per 10 students
	Do Not Process Labels (Sheet of 10)	1 sheet per 10 students
	DRC Return Bags (Pack of 5)	Bags are designed to line the boxes provided by DRC. Estimate the same number of bags and boxes for return shipments.

5.4 Distributing and Tracking Secure Test Material

District Test Coordinators should keep security in mind when distributing all material to School Coordinators and Test Administrators. The School Test Coordinator should conduct a test briefing with Test Administrators to review all aspects of the ACCESS for ELLs 2.0 suite of assessments (e.g., materials, policies, and procedures) and remind Test Administrators of the importance of the following:

- Verifying the accuracy of student Pre-ID Labels (if provided) and tier placement before placing them on the test booklets
- Bubbling demographic information and applying District/School Labels on test booklets for students who did not receive a Pre-ID Label
- Signing out and signing in each secure booklet on the Security Checklist (white) each day of testing.

WIDA
CONSORTIUM

WIDA ACCESS for ELLs 2.0
DISTRICT SECURITY CHECKLIST
SHIPMENT 1

District: 01 SAMPLE DISTRICT
School: 010020 SAMPLE SCHOOL

The following lists the secure materials assigned to your school. You may use this form to sign out secure materials to classrooms. Sign out items, provide a date to each security number for you to enter the name of the test administrator receiving the material, the date(s) such as special occasions, and the reason (if any) a material is not returned.

Keep this form for your records.

Summary of Materials Sent

Item	Number of Items Sent	Secure Range Assigned
Test Book Tier A Grade 1		10000031-10000035

Detailed List of Materials Sent

Test Books

Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000031			
10000032			
10000033			
10000034			
10000035			

Detailed List of Materials Sent

Test Books

Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000031			
10000032			
10000033			
10000034			
10000035			

Figure 14. Security Checklist

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[illegible]

Figure 15. Security Code

Reviewing test materials prior to test administration

Prior to test administration, the Test Administrator may review and become familiar with test materials for each assessment to be administered as directed by the District Test Coordinator. Test booklets may not be distributed to students prior to the district's designated testing dates.

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

Test Administrators who receive materials in advance must have completed Test Administrator Training and return all secure materials to the School Test Coordinator within the same day.

Section 6: Managing Test Administration (Before and During)

6.1 Before Testing

Scheduling: ACCESS for ELLs 2.0 Paper

WIDA provides several resources to assist School Test Coordinators with planning and scheduling the paper-based testing at school sites: Test Session Master Schedule, Group Administered Test Session Roster, and the Individually Administered Test Session Roster. Detailed examples of how to schedule the paper test using these materials are found in the Test Scheduling tutorial in the ACCESS for ELLs 2.0 Paper training course. **Blank schedule and roster forms are available under *Assessment Materials & Training* tab on Florida's WIDA webpage. Feel free to duplicate these forms as necessary.**

Test Session Master Schedule

School Test Coordinators are responsible for scheduling test sessions and should complete and retain the Test Session Master Schedule (available on Florida's WIDA Webpage). WIDA recommends that ACCESS for ELLs 2.0 Paper be administered in three separate sessions, with Session 1 consisting of the Listening and Reading group administration. Session 2 should be the Writing group administration and Session 3 should be the individually administered Speaking test. Please note that for the group administered tests (Session 1: Listening and Reading and Session 2: Writing) you should allot about 15 minutes in addition to the times listed below to convene students and distribute and collect test materials.

ACCESS for ELLs 2.0 Paper Session 1 Listening and Speaking Administration (Group Administered)			
Grade-level Cluster	Tier	Domain	Time to Administer
ALL	ALL	Listening	25–40 minutes (higher Grade-level clusters and tiers take more time)
ALL	ALL	Reading	35–45 minutes (higher Grade-level clusters and tiers take more time)

ACCESS for ELLs 2.0 Paper Session 2 Writing Administration (Group Administered)		
Grade-level Cluster	Tier	Time to Administer
1	A	30 minutes plus five (5) additional minutes to finish writing if needed
	B&C	60 minutes plus five (5) additional minutes to finish writing if needed
2, 3, 4–5, 6–8, 9–12	A	45 minutes, plus fifteen (15) additional minutes (five minutes per task) to finish writing if needed
	B&C	60 minutes, plus five (5) additional minutes to finish writing if needed

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ACCESS for ELLs 2.0 Paper Session 3 Speaking Administration (Individually Administered)			
Grade-level Cluster	Tier	Domain	Time to Administer
ALL	ALL	Speaking	15-35 minutes per student

Note: While the sequence above is recommended for the ACCESS for ELLs 2.0 Paper administration, each domain test section may be administered in any order. For example, the Writing test can be administered before the Reading test. It is also possible for separate domains (e.g., the Reading test and the Listening test) to be administered on different days. **However, a single domain cannot be administered over multiple days.**

The Test Session Master Schedule allows School Test Coordinators to view all test sessions for group-administered tests for all grade-level clusters and tiers. Figure 16 shows an example of this schedule.

The following scenario illustrates how test sessions might be scheduled in one school:

Assume a middle school has to test 90 students, all in the same grade-level cluster (6–8) and evenly distributed across all three tiers: that is, 30 in Tier A, 30 in Tier B, and 30 in Tier C. The School Test Coordinator could set up the following sessions at the scheduled dates and times, preparing rosters for each session. In this plan, all 90 students could be tested in Listening/Reading and Writing for a total of 12 sessions. This schedule could reflect that there is a single Test Administrator in the school, so there would be no simultaneous sessions. If the school had multiple Test Administrators, simultaneous sessions (in different rooms) could be a possibility, in which case the Master Schedule would also indicate the name of the Test Administrator for each scheduled session.

ACCESS for ELLs 2.0 is designed to measure a student’s proficiency level in English at a specific point in time; therefore it is recommended that test administration sessions (Session 1, Session 2, and Session 3) are scheduled as close as possible to one another.

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Test Session Master Schedule (Paper Only)										
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	
1		Mon. 9 am	15			15				
2		Mon. 11 am		15		15				
3		Mon. 1 pm			15	15				
4		Tues. 9 am					15			15
5		Tues. 11 am						15		15
6		Tues. 1 pm							15	15
7		Wed. 9 am	15			15				
8		Wed. 11 am		15		15				
9		Wed. 1 pm			15	15				
10		Thu. 9 am					15			15
11		Thu. 11 am						15		15
12		Thu. 1 pm							15	15

Figure 16. Example of Test Session Master Schedule

If scheduling test sessions in a school that includes two or more grade-level clusters, School Test Coordinators should also indicate the grade-level cluster (e.g., 1, 2, 3, 4–5) of each test session.

Test Session Rosters

The Test Session Roster is a tool used by School Test Coordinators to assign students to test sessions scheduled on the Test Session Master Schedule. One roster template is provided for the group administered tests (Listening, Reading, and Writing) and another template is provided for the individually administered test (Speaking). School Test Coordinators should complete Test Session Rosters in this format, or in a format of their choice. They should distribute them to Test Administrators and the teachers of students to be tested at least two days prior to testing.

Please note that if a student is absent for a group and/or individual administration session, he or she will need to be rescheduled for a make-up session.

Group Administered Test Session Rosters

School Test Coordinators can use the Test Session Roster—Group Administration to create a roster of students for each Test Administrator giving the group administered sections of the test (Listening, Reading, and Writing).

When scheduling tests and creating rosters for Test Administrators, the main factors to consider are student tiers and daily schedules. Below are several guidelines for scheduling group administered test sessions and creating Test Session Rosters:

- WIDA recommends not including more than 22 students in a single group administered test session.
- **Schedule only one Tier (A, B, or C) in a single test session.** For example, students taking the Tier A test must not be tested with students taking the Tier B or Tier C test in the same room at the same time. Testing students in different tiers together is cause for invalidation.
- Schedule only one grade-level cluster in a single test session. **Do not mix grade-level clusters together.** You may split clusters into several test sessions if you choose.
- Although it is not required, students with very limited English proficiency may benefit from being tested in smaller groups. For example, you may test Tier A fourth-graders separately from Tier A fifth-graders, and Tier A sixth-graders separately from Tier A seventh- and eighth-graders.
- If possible, test the same students together across both test sessions (Session 1: Listening/Reading and Session 2: Writing). That is, do not change the roster of students from one session to another, as this will require reorganizing stacks of test booklets.

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

Individually Administered Test Session Rosters

Use the Test Session Roster—Individual Administration: Speaking to create rosters for administrations of the Speaking test. This test is individually administered, so the main consideration for scheduling is the student's schedule.

Plan for up to 35 minutes for Speaking test administration, and additionally allow several minutes between students so that the Test Administrator can reset the materials, return the student to his or her classroom as necessary, and prepare for the next student.

Scheduling: Kindergarten ACCESS for ELLs

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

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

Scheduling: Alternate ACCESS for ELLs

Placement into Alternate ACCESS for ELLs is not determined by grade level but rather by a student's Individualized Education Program (IEP). School Test Coordinators are responsible for ensuring that all students who qualify for this assessment are correctly assigned and scheduled.

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

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

Preparing the Room for Testing

Preparing the testing room in advance will facilitate smooth test administration. It will also help to ensure independent work on the part of the test takers. It is recommended that Test Administrators do the following:

- 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. Students may not have access to any unauthorized writing aids, such as word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, translation devices, or organizational patterns.
 - **Note:** Alternate ACCESS for ELLs Test Administrators ONLY have the option to leave material uncovered should covering the print on the walls be considered significantly disruptive for the student.
- "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. The Test Administrator's Script contains guidance on pacing the test.

6.2 During Testing

One-on-One Administration (Kindergarten ACCESS, Alternate ACCESS, and ACCESS for ELLs 2.0 - Speaking)

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

Group Administration (ACCESS for ELLs 2.0 - Writing, Reading, and Listening)

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

ACCESS for ELLs 2.0 Listening and Speaking CD

Make sure the speakers are loud enough for the student(s) to hear (applicable for the ACCESS for ELLs 2.0 Paper Listening and Speaking domains). Prior to administration, it is advised to test the CDs to confirm there are no issues that could impact actual test administration.

Minimal Technical Requirements for Playing a Listening/Speaking CD on a Computer		
	Mac	PC
1998 or Older	<ul style="list-style-type: none">• Mac LC III or higher• 25 MHz 68030 or faster• 8 Megabytes or more of RAM• System 7.1 or later• Double speed multi-session CD-ROM drive• Apple CD-ROM Extension 5.1.1.1 or later• SoundManager 3.0	<ul style="list-style-type: none">• IBM compatible 486 SX• 25 MHz or faster• 8 Megabytes or more of RAM• Microsoft Windows 3.1 or higher• Double speed multi-session CD-ROM drive• Enhanced CD compatible firmware• 8 bit sound card
1999 or Newer	<ul style="list-style-type: none">• 120 MHz PowerPC Mac• 32 MB or more of installed RAM• Mac OS 8.1 or later• CD-ROM drive (Blue Book/Multi-session) compatible firmware	<ul style="list-style-type: none">• 166 MHz Pentium PC processor or greater• 32 MB or more of installed RAM• Microsoft Windows 95 or higher 16 bit sound card• CD-ROM drive

Security Log

Maintain an accurate 2018 ACCESS for ELLs 2.0 Security Log for your testing room. Anyone who enters the room for the purpose of monitoring a test **must** sign the log. This applies to Test Administrators and anyone who relieves a Test Administrator, even for a short break, regardless of how much time he/she spends monitoring a testing room. **This document can be found under the *Assessment Materials & Training* tab on Florida's WIDA webpage.**

Electronic Devices

Students may not have any electronic devices at their desks, clipped to their belts, in their pockets, or anywhere they can reach them during testing or during a break, even if the device are turned off or the students do not use them. **If a student is found to be in possession of any electronic device(s) during testing or during a break, his or her test section must be invalidated/marked as INV in order to successfully enforce this policy.**

6.3 Managing Student Transfers

If a student transfers prior to or during the testing window, please refer to the guidelines below and consult with the District Test Coordinator.

Transfer Situation	What to do
Student transfers out of the state or district prior to the testing window	Destroy the Pre-ID Label. If the Pre-ID Label is already affixed to a student response booklet, place a Do Not Process Label over the Pre-ID Label and return to DRC. No further action is needed.
Student transfers out of school or district, but within the state, prior to testing	<p>Destroy the Pre-ID Label. If the Pre-ID Label is already affixed to a student response booklet, place a Do Not Process label over the Pre-ID Label and return to DRC. The new school or district will use the District/School Label and bubble in the student's information on both the front and back covers of the test booklet.</p> <p>Note: If a new Pre-ID Label is provided on February 12, place over the District/School label.</p>
Student transfers before completing any domains during the testing window	Destroy the Pre-ID Label. If the Pre-ID Label is already affixed to a student response booklet, place a Do Not Process Label over the Pre-ID Label and return to DRC. No further action is needed.
Student completes all domains in a school but transfers out of the school or the district (within the state)	Completed test booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student completes all domains in a school but transfers out of state	Completed test booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student transfers to a new school within the district during testing and has completed one or more domains. In addition, the district permits the secure transfer of partially completed booklet from the original school to the new school.	<p>It is a district's decision to securely transfer the partially completed booklet from the original school to the new school. The new school may proceed to administer ONLY domains that the student has not been previously assessed. At the new school, affix the District/School Label on a test booklet and bubble the student demographic information.</p> <p>Note: If a new Pre-ID Label is provided on February 12, place over the District/School Label.</p>

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Transfer Situation	What to do
<p>Student transfers to a new school within the district during testing and has completed one or more domains; however, the district <u>does not</u> permit the secure transfer of partially completed booklet from the original school to the new school.</p>	<p>If the district does not permit the secure transfer of the partially completed booklet, the original school should submit for scoring as-is.</p> <p>The new school may proceed to administer ONLY domains that the student has not been previously assessed. At the new school, affix the District/School Label on a new student response booklet and bubble the student demographic information. Submit the partially completed booklet for scoring.</p> <p>Important: If a new Pre-ID Label is provided on February 12, place over the District/School Label. If a Pre-ID Label is not provided, please note the student's name, SSID (FLEID), birth date, and grade must match in order to merge the two test booklets and generate a complete score report.</p>
<p>Student transfers outside the district, but within the state, during testing and has completed one or more domains</p>	<p>The District Test Coordinator should complete a Student Transfer Form in WIDA AMS. The original school should return the partially completed booklet for scoring. The new school should affix a District/School label to a new student response booklet and administer ONLY domains that the student has not been previously administered. A complete score report will be generated and provided to the new school.</p> <p>Important: If a Pre-ID Label is provided on February 12, place over the District/School label. If a Pre-ID Label is not provided, please note the student's name, SSID (FLEID), birth date, and grade must match in order to merge the two test booklets and generate a complete score report.</p> <p>For additional information regarding the Student Transfer form, please refer to pages 87–89 of the WIDA AMS User Guide.</p>
<p>Student transfers out of state during testing and has completed one or more domains</p>	<p>Grid "ABS" in the Do Not Score field for the domain(s) the student was not administered. Submit the student response booklet for scoring.</p>

6.4 Monitoring Test Completion at the End of the Testing Window

District Test Coordinators should check on testing progress at least two weeks prior to the end of the testing window to allow time for any additional materials orders to be shipped if necessary. **Remember, the last day for District Test Coordinators to order additional materials is March 16, 2018.**

It is the School Test Coordinator's responsibility, working in conjunction with the Test Administrator(s), to confirm all tests have been completed for all necessary students prior to the close of the testing window. School Test Coordinators should take the following steps to confirm that testing is progressing as scheduled and that all tests will be completed by the end of the district's testing window.

1. Using the Test Session Master Schedule, or using the scheduling system your school or district elected to use, confirm with Test Administrators that all scheduled test sessions have been completed for all students.
2. Ensure that all Kindergarten through 12th grade students who were classified as ELL with a code "LY" on January 29, 2018, within your school have been tested. Those unable to test in two or more domains must have the Do Not Score field completed on the back cover of the student response booklet.
 - Depending on the district's policy, this may include any students who transferred to the school during the testing window. If directed to test, ensure that these students have a District/School Label and accurate demographic information completed on their Student Response Booklets.
3. For any students who have yet to complete testing, ensure all necessary test sessions are scheduled prior to the end of test administration.

Any questions or concerns regarding the student transfer procedures or managing test administration, please contact the Bureau of K–12 Student Assessment.

Returning Materials (After)

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

7.1 Test Materials Handling and Return

All used and unused test materials must be shipped to DRC by **March 31, 2018**. This deadline is also outlined on the State-Specific Directions. Only materials shipped to DRC on or before the final materials return date will be processed in time for reporting. If materials are returned late, the district and/or school will not receive reports or data files during on-time reporting.

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

Collecting All Test Materials

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

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

WIDA ACCESS for ELLs 2.0
DISTRICT SECURITY CHECKLIST
SHIPMENT 1

District: 01 SAMPLE DISTRICT
School: 010000 SAMPLE SCHOOL

The following table lists the secure materials assigned to your school. You may use this form to sign out secure materials to administrators. Please have your principal or administrator with security numbers for the year to enter the name of the test administrator receiving the material, the date(s) returned, and the reason (if any) a material is not returned.

Keep this form for your records.

Item	Number of Items Sent	Secure Range Assigned
Test Books Tier A Grade 1	100	10000010 - 10000019

Detailed List of Materials Sent

Test Books	Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000010				
10000011				
10000012				
10000013				
10000014				
10000015				

Detailed List of Materials Sent

Test Books	Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000010				
10000011				
10000012				
10000013				
10000014				
10000015				

Check materials out to Test Administrators Using the Security Checklist.

Figure 17. Security Checklist

What to Include in the Return Shipment

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

Secure Materials to return	Materials you do not need to return
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Original signed 2018 ACCESS for ELLs 2.0 Test Administration and Security Agreement(s)* • Original 2018 ACCESS for ELLs 2.0 Security Log(s)* • Original signed 2018 ACCESS for ELLs 2.0 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 2018 ACCESS for ELLs 2.0 administration are reported.*

7.2 Preparing Materials for Return

Use the following steps when preparing all test booklets for return:

1. Ensure all booklets that contain student responses have the Pre-ID or District/School Label in the box located in the upper right-hand corner on the front of the test booklet. **There should not be a label anywhere else on the booklet.** If a completed test booklet does not have a Pre-ID or District/School Label affixed, the student will not receive a score.
2. Ensure all booklets with a yellow District/School Label have completed demographic pages on the front and back cover of the test booklet.
 - a. Use a number 2 pencil.
 - b. Make sure the student name on the front of the booklet has been bubbled correctly.
 - c. Make sure the date of testing has been filled in.
 - d. Make sure the information on the back of the booklet has been bubbled correctly using the Completing Demographic Information section of this manual.
 - e. Make sure the correct grade has been bubbled.
3. Remove any staples, paper clips, or sticky notes from test booklets unless otherwise indicated by customer service at DRC.
4. If a student used a Planning Sheet for the Writing domain, it **must** be returned with secure materials.
5. If a booklet is unused, do not place any labels on the booklet. **Important:** If a Pre-ID or District/School Label is placed on an UNUSED booklet, it will be processed.

Use the following procedures when returning large print and braille test booklets:

1. Verify that student responses have been transcribed into a standard test booklet. (See the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for guidelines on transcription.)
2. Verify that a student Pre-ID Label has been applied to the standard test booklet or that demographic information has been bubbled if a District-School Label was used. Grid the accommodation field on the back of the student test booklet.
3. Return large print and/or braille booklets with the rest of the test materials when testing is complete. No special sorting is needed; however, large print test booklets should be folded to fit into a standard sized box.

Preparing Damaged and/or Soiled Test Materials for Return

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

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

1. Transcribe the student's responses into a new test booklet. (See the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for guidelines on transcription.)
2. Apply a yellow District/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the Completing Demographic Information section of this manual.
4. Place an orange Do Not Process Label on the damaged booklet.
5. Include both the damaged booklet and the transcribed booklet in the return materials shipment to DRC.

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

1. If possible, transcribe student responses to a new test booklet. (See the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for guidelines on transcription.)
2. Apply a yellow District/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the Completing Demographic Information section of this manual.
4. Document the security barcode of the soiled booklet.
5. Securely destroy the soiled booklet; do not return to DRC. The District Test Coordinator must document the destruction of the soiled booklet in the Materials Accountability Form in WIDA AMS and notify the Bureau of K-12 Assessment.

Common Errors and Unique Situations When Preparing Materials for Return

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

Issue	Solution
No student label on booklet	Obtain a label from the Test Coordinator and ensure it is correctly affixed to the front of the student test booklet. Bubble in student demographic information as needed when a District/School Label is affixed. Every used student booklet must have a Pre-ID or District/School Label or it will not be processed for scoring.
District/School Label affixed, but demographic information not bubbled	Use a number two pencil to complete student demographic information on the front and back of the test booklet. If a District/School Label is used, the demographic pages on the front and back cover of the test booklet must be completed. Incorrect labels, student names, student IDs, dates of birth, or grades could directly result in incorrect, late, or no reporting of scores for those affected students
Pre-ID Label crossed out	If the barcode is crossed out, obtain a yellow District/School label and place it over the Pre-ID label. Information on the Pre-ID Label cannot be edited by writing on it. Use a number two pencil to complete student demographic information on the front and back of the test booklet. If the barcode has no marks on it and it is able to be scanned, any incorrect information must be corrected in the WIDA AMS by the District and/or School Test Coordinator in order to use the Pre-ID Label.
Pre-ID Label applied and demographic information bubbled	The demographic information embedded in the Pre-ID label supersedes student information bubbled on the booklet. If the Pre-ID Label has the correct student name, State ID, District, and School information, you may still use the label. Any incorrect information should be edited in the WIDA AMS by the District and/or School Test Coordinator. If the information on the Pre-ID Label is correct, return document as is. It is not necessary to erase bubbled demographic information.
Do Not Process Label placed incorrectly	The Do Not Process Label should be applied in the box on the upper right-hand corner of the front of the test booklet. If a Pre-ID or District/School Label is already in that box, apply the Do Not Process Label directly over the top of it. If a Do Not Process Label has been placed on a booklet that should be scored, affix a Pre-ID or District/School Label over the incorrect Do Not Process Label, and bubble in demographic information as applicable. Note: Do Not Process is not the same as Do Not Score (field 23 of booklet cover). A Do Not Process Label prevents any processing and the student will not receive a report. Students with a Do Not Score code marked in field 23 must have a Pre-ID or District/School Label affixed in order to receive a report with a score of "NA" in the domains marked.
Student mistakenly completes domains in multiple booklets	Transcribe responses as necessary to create a single test booklet for the student. (See the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for guidelines on transcription.) The new booklet must have a Pre-ID or District/ School Label affixed. If a District/School Label is affixed, complete all student demographic information. The partial booklet(s) should have a Do Not Process Label applied after transcribing the student's responses. Document the issue and resolution on the ACCESS for ELLs 2.0 Security Checklist; keep a copy for your records.
Student mistakenly responds in another student's test booklet	Please contact DRC Customer Service at 855-787-9615 or WIDA@datarecognitioncorp.com for direction.

7.3 Missing Material Procedures

Materials Accountability Form

All District Test Coordinators have access to the Materials Accountability Form in WIDA AMS. The District Test Coordinator is responsible for assigning permissions to School Test Coordinators, if needed.

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

The Materials Accountability Form only documents materials sent out during the original materials shipment. Any materials ordered via Additional Materials will not be listed in WIDA AMS; however, the loss or destruction of additional materials ordered via WIDA AMS should still be documented here. The Materials Accountability Form is available throughout the testing window, but it must be completed by March 31, 2018 when all materials have been returned to DRC. Complete instructions for using the Materials Accountability Form can be found in the WIDA AMS User Guide.

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

For testing irregularities and security breaches, please complete the 2018 ACCESS for ELLs 2.0 Breaches of Administration Form located on Florida's WIDA webpage. Compile all pertinent information and submit the written report to the Bureau of K–12 Student Assessment via fax at 850-245-0771 or via email at FLACCESS2.0@fldoe.org.

Late and Undocumented Missing Materials

Materials returned after March 30, 2018, will **not** be processed with on-time materials. Late materials will not have a data validation window and reports for late materials will not be issued until the Late Returns Report window in the middle of summer.

Two weeks after the deadline, a missing materials report is generated for the Florida Department of Education and then distributed to the districts who have undocumented missing materials. The report shows the barcodes that have yet to be checked in by DRC. At that time, District Test Coordinators have three weeks to return secure materials to DRC.

- If the materials cannot be accounted for, districts must complete the Materials Accountability Form and submit the written report to the Bureau of K–12 Student Assessment.
- If the district finds the materials, additional DRC Return Labels and UPS labels can be requested by contacting DRC Customer Service at WIDA@datarecognitioncorp.com.

7.4 Bagging and Boxing Materials

The District Test Coordinator should identify a date when ACCESS for ELLs 2.0 test materials should be returned to the district office from school sites. To prepare your return shipment, you need the following materials. These return materials were packaged in the last box of the test materials shipment.

Plastic Bags	Use the bags to line the return boxes. This protects the test from moisture and keeps them together in the event that box breaks in transit.
Plastic Ties	Plastic ties for sealing the bags.
Return Materials Instruction Packet	Contains return directions and DRC return shipping labels. UPS shipping labels may be provided by the District Test Coordinator to school sites.
Please note that header sheets do not need to be included when packing materials for return.	

Alternate ACCESS for ELLs materials do not need to be returned in the same box (with the blue label) that they were shipped in. Alternate ACCESS for ELLs materials can be combined in boxes with ACCESS for ELLs 2.0 test materials for shipping; no special labeling is needed.

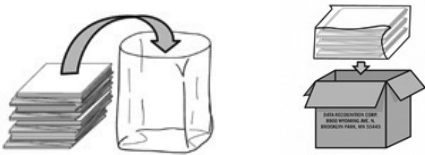


When packing materials for return, it is recommended that To-Be-Scored materials are grouped and on top of Not-To-Be-Scored materials. The following is a suggested order for packaging materials that must be shipped to DRC by **March 30, 2018**:

- USED student response booklets with Pre-ID Labels, District/School Labels, or Do Not Process Labels
 - **Note:** Do Not Process Labels should ONLY be affixed to USED student response booklets that are damaged and/or when student responses were transcribed to a replacement booklet.
- Test Administrator's Scripts
- ACCESS for ELLs 2.0 Speaking Test Booklets
- ACCESS for ELLs 2.0 Listening/Speaking CDs
- ACCESS for ELLs 2.0 Human Reader Accommodation Scripts (if ordered)
- ACCESS for ELLs 2.0 Braille Contracted and Uncontracted Kits (if ordered)
- Large Print Kits (if ordered)
- Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets
- Kindergarten Ancillary Materials Kits
- USED Planning Sheets
 - **Note:** Verify that Planning Sheets are not enclosed inside the student response booklets.
- UNUSED student response booklets
 - **Note:** Do not affix a label to UNUSED student response booklets. If a Pre-ID Label or District/School Label is affixed to an UNUSED student response booklet, affix a Do Not Process Label over the Pre-ID Label or District/School Label to ensure it is not processed.
- Defective Materials (if applicable)

**Spring 2018 Florida ACCESS for ELLs
Test Administration Manual**

Packaging Steps

The following table shows instructions for how to package materials:

How to Package Materials for Return to DRC	
1.	Open and inventory the Return Materials Instruction Packet. This contains directions and DRC return shipping labels. UPS labels are provided in the district box, which may be distributed to schools.
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 in the plastic DRC return shipment bags.
4.	All materials (used and unused, manuals and test books) can be placed in any box. A suggested order of packaging is outlined on the previous page. Alternate ACCESS 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, depending on the district's material security policy.
	
6.	Seal each DRC return shipping bag using one of the plastic ties provided.
7.	Fill any empty space in the box with crumpled paper or bubble wrap to ensure that material does not shift during transit.
8.	Fold the box flaps with the old shipping labels first to expose the A and B flaps.
	
9.	Affix a DRC return shipping label to flap A and verify that the label has the correct district/ school name and address. Contact DRC immediately if the address is incorrect. Affix a UPS label to flap B of each box.
10.	Seal the boxes securely using heavy duty shipping tape. Note the number of boxes and notify the District Test Coordinator that materials are ready for pick-up.
	

7.5 Return Shipment Methods

Depending on the district's size, test materials are returned to DRC either via King Solutions or UPS. District Test Coordinator should contact DRC Customer Support via email at WIDA@datarecognitioncorp.com if additional return shipping labels are needed to return test materials.

Request Materials Pick-up Through King Solutions

King Solutions is only used for the following districts to return materials palletized to DRC: Brevard, Broward, Collier, Lake, Lee, Marion, Orange, Osceola, Polk, Santa Rosa, Seminole, and Volusia. King Solutions will contact the District Test Coordinator prior to May 30, 2018, to schedule a pickup time. King Solutions can be reached at 866-237-6503 or DRCGroup@kingsolutionsglobal.com.

King Solutions requires only the DRC return label (orange) on Flap A for the return of district and school boxes. Ensure the appropriate return label is affixed to each box. If UPS labels were received, please disregard. Prior to pick up, King Solutions will email the District Test Coordinator a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

Request Materials Pick-up Through UPS

UPS permits the district to return shipments to DRC from January 30, 2018 through March 30, 2018. As soon as the District Test Coordinator receives individual boxes from a school, a UPS pick-up must be scheduled. UPS will not be able to pick up pallets of test materials. District Test Coordinators can either provide the UPS labels to participating schools OR the district can affix the labels when schools return test materials to the district office.

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

Make a note of the UPS Tracking number for each package. Your UPS Tracking number serves as a record of your on-time materials return. **Please keep the number(s) for future reference to document the materials returned to DRC. Materials that are not returned on or before March 30, 2018, will not be scored and reported on time.**

Data validation and score reporting are separate windows that take place after materials have been returned. For more information on the procedures related to these steps in the testing process, please contact the Bureau of K–12 Student Assessment.

Part 3:

Assessment-Specific Administration Guidelines

Kindergarten ACCESS for ELLS

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Section 8: Kindergarten ACCESS for ELLs

Section 8: Kindergarten ACCESS for ELLs

8.1 Test Design

Test Design

Kindergarten ACCESS for ELLs is an individually administered, adaptive assessment designed to take an **average of 45 minutes per student**. Test items are thematically centered around two sections, each based on a particular type of text, either narrative or expository.

- **Both sections of the test must be administered, and the narrative section (Parts A–C) must come before the expository section (Parts D–F).**
- Within each section, there are three parts, for a total of six parts, each part assessing one or more of the language domains.
- Each part is divided into five levels, which correspond with the first five WIDA English language proficiency levels. The tasks at each level are designed to appropriately assess language at the specific proficiency level. For example, Part D, Level 3 includes the Listening and Speaking questions aimed at Proficiency Level 3.

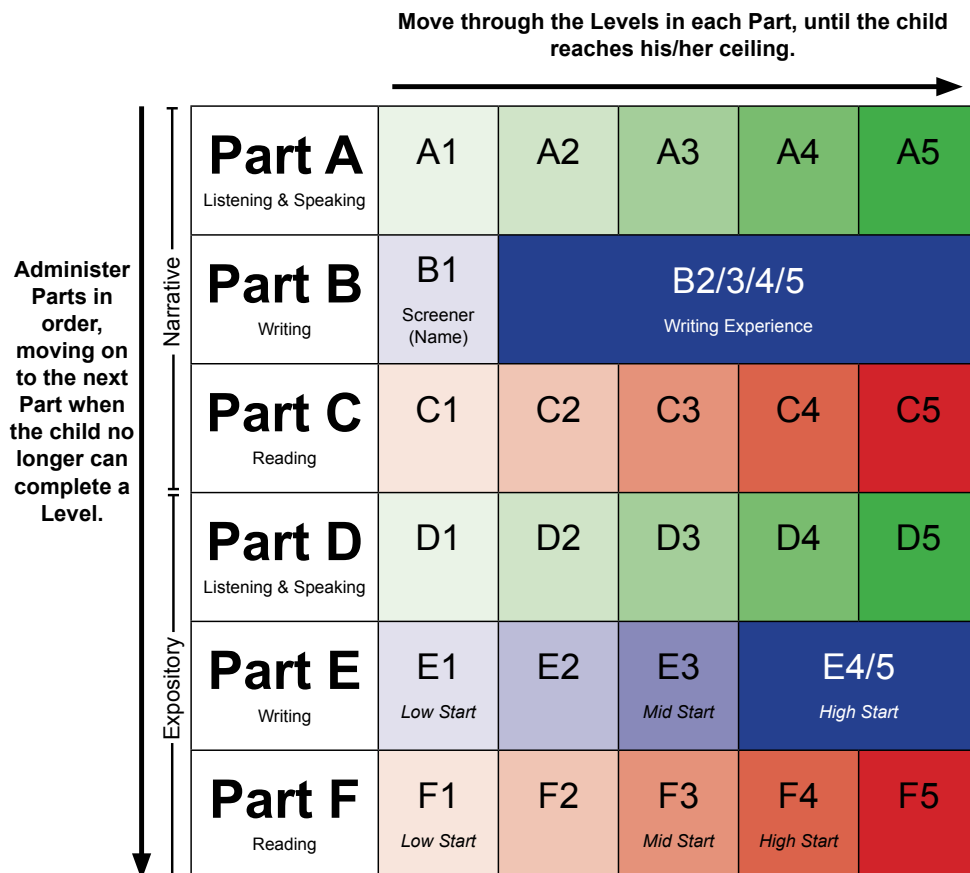


Figure 18. Test Parts and Proficiency Levels

Kindergarten ACCESS for ELLs is an adaptive assessment. This means that a student is presented only with questions that the Test Administrator reasonably expects the student will be able to understand and respond to, based on the student's response to questions in the previous level. Additionally, the Writing and Reading tasks in the second half of the assessment, the expository section (Parts D and E, respectively), have low, mid, and high starting points for students depending on their performance on the previous Writing and Reading tasks (Parts B and C).

As a result, each student is tested in all parts, although each student may or may not be administered all levels in each part.

The test is composed of performance-based tasks for all four language domains. The Test Administrator presents the items to the student using pictures in the Student Storybook and Activity Board, as well as manipulatives (cards). For the Listening, Speaking, and Reading tests, the Test Administrator records student responses in the Student Response Booklet. For the Writing test only, Kindergarten students record their responses themselves directly in the Student Response Booklet.

Test Materials

For a complete list of Kindergarten ACCESS for ELLs test materials and their uses, please refer to Section 5.2 of this manual. Test Administrators should discuss reviewing the Kindergarten Kit prior to testing with the School Test Coordinator.

8.2 Test Set Up

Test Timing

The Kindergarten assessment takes an average of 45 minutes per student. However, due to the adaptive nature of the assessment, high proficiency students will likely take longer than 45 minutes, while low proficiency students may take less than 45 minutes.

Keep in mind that an average of 45 minutes per student does not include breaks during the test administration session, which may be appropriate for Kindergarten students. See the subsection on breaks within Section 8.3 for more information on breaks during the test.

Setting up Materials

Test Administrators should sit at a right angle to the student, rather than across from or next to the student. The student should sit on the Test Administrator's right-hand side. The Student Storybook and the Student Activity Board should be oriented so the student can see both easily. (Refer to Figure 19 for an example of how to set up on a table.)

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

Test Administrators must:

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

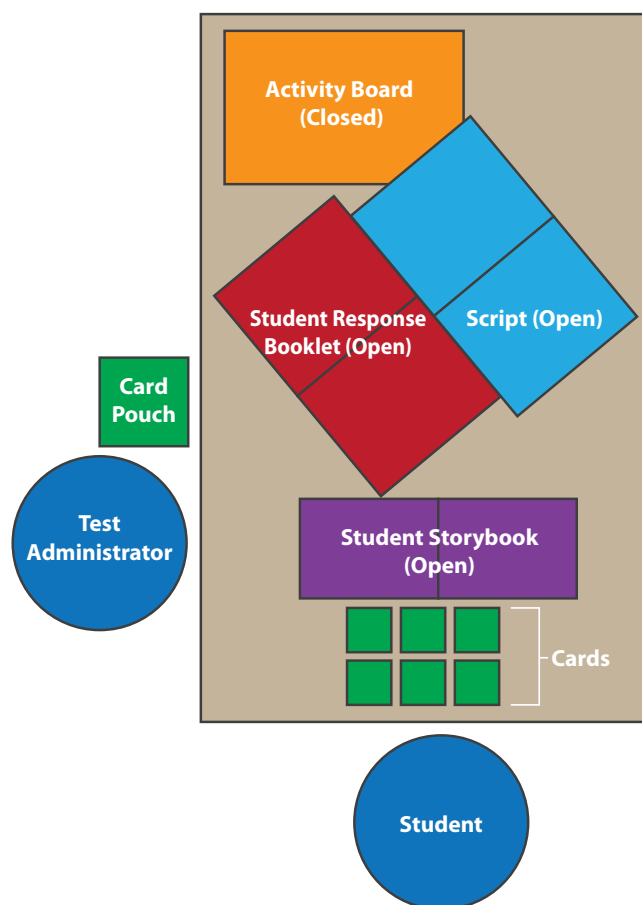


Figure 19. Setting up Materials

8.3 Administration Procedures During Testing

Turning Pages

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

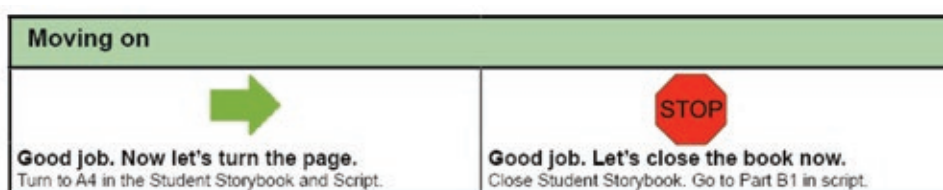


Figure 20. An Example of a “Moving on” Box from the Script

Using Manipulatives

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

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

Demonstrating Sample Items

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

I'm going to turn over a card. Flip over sample card. (turkey)
Now I'm going to look for the shape of this word. Look at the word formation cards and find the match for "Turkey."
Here it is! Pick up card with turkey shape. I'm going to put these two cards over here. Put cards together and put off to the side.
Now it's your turn. Turn over a card and find the shape that matches the word.

Figure 21. Sample Item Script

Providing Instructions

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

Scoring

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

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

Giving Feedback

It is important to give Kindergarten students some mild, positive reinforcement on the test, especially if students look to the Test Administrator for confirmation. Examples of appropriate feedback are provided in the Test Administrator's Script and should not depend on the accuracy of the student's response. Although the Test Administrator's Script consistently uses the phrase "Good job," other acceptable phrases indicating praise, such as "Very good," "Nice job," and "Okay," may be substituted.

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

Encouraging Students

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

Breaks

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

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

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

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

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

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

Figure 22. Part D in the Student Response Booklet

Winding Down

It is important that students leave feeling positive about their test-taking experience. If a student ends the test unable to respond to a task, Test Administrators should mark the item incorrect and may help the student answer the question without scoring the response. For example, if the student is becoming frustrated while attempting to read words, it is okay to say, “I’ll help you.” Model the item together with the student as you did with the practice items. Sound out the word and allow the student to point to the appropriate picture. In this way, you help the student feel a bit more successful. When rehearsing the script, think about how you might phrase such questions for winding down. The principle here is that no task presented to Kindergarten students should be a source of frustration, which could affect performance in other areas of the test. Remember that the item should be marked incorrect, and that any questions not administered are not scored.

8.4 Listening and Speaking Test

Parts A and D of the Kindergarten assessment include the Listening and Speaking test. **The Kindergarten test differs from the other grade levels in that the Speaking tasks are administered *in conjunction* with the Listening tasks and together are considered the Listening and Speaking test.**

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

Because the test is adaptive, Test Administrators must score student responses as they are given, at the end of each level of a task. To record the students’ responses, fill in the bubbles completely in the Student Response Booklet.

Administering the Listening and Speaking Test

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

Reading the Script

- When administering the Speaking tasks, read aloud any text that appears in **boldface** type in the script.
- Read the script exactly as printed. Test administration is standardized and all test parts are scripted. Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as “If necessary.” Words that are underlined should be emphasized, and you should adjust your intonation accordingly.
- When the script presents alternative readings for an item, these alternatives will be linked using the notation “(OR)”: for example, “Can you tell me anything else?” (OR) “Can you give me more

details?” In these cases, choose the reading that flows best given the student’s previous responses. You may also use more than one of these alternatives as the occasion demands.

- Some tasks allow you to customize an item. For instance, if the student responded to an item, “Are these the same or different?” with “Same,” then you would fill in the blank in the following item of the script with, “How are they the same?”
- An item marked “If necessary” should be asked only if the student’s responses to previous items leave some doubt about what score to give. That is, ask an “If necessary” item only if you need more information to assign a rating. Do not ask “If necessary” items if there is no doubt about what score the student earned from the responses to previous items in the task.
- Never use a language other than English when administering the test, and never write out scripted parts of the test for the student.

Repeating Items

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

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

“Moving on” Criteria for the Listening and Speaking Test

As long as a student continues to score “Meets” on the Speaking tasks and/or correctly answers more than one Listening task, proceed to the next level of the part and continue to administer items in that part.

According to the stopping criteria established in the Student Response Booklet, if a student scores “Approaches” on a Speaking task and scores zero (0) or one (1) on a Listening task for that particular level, move to the next part of the test. “Moving on” scripts and a sample wind-down are provided in the Test Administrator’s Script.

Important: The Listening and Speaking tasks stop only when students reach their ceiling in **both** domains, as established using the stopping criteria in the Student Response Booklet. When the ceiling is reached in **both** domains, wind down that part of the Listening and Speaking test and move to the next part of the test. Figure 23 contains an example of the guidance for stopping contained in the Student Response Booklet.

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

Figure 23. Stopping Criteria Contained in the Student Response Booklet

Scoring the Listening and Speaking Test

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

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

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

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

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

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

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

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

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

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

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

Test Administrators should be familiar with the expectations at each proficiency level prior to giving the test. For extra assistance, a short description of the language you should expect from the student is included in the Test Administrator's Script. At the end of the Speaking task questions, a box labeled "EXPECT" provides general guidance as to the speech you should expect Kindergarten students to produce at a given level of the test (see Figure 26). The EXPECT box contains a short summary; if more information is needed, refer to the complete task-level expectations in the Speaking Rubric. Criteria for stopping a part of the Speaking tasks are provided in the Student Response Booklet.

EXPECT	Comprehensible single words
--------	-----------------------------

Figure 26. Sample Speaking Task "Expect" Guidance

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

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

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

When returning to a previous level to change a score from the question-mark column, educators should erase the mark in the question-mark column before marking the revised score (Meets or Approaches).

For practice rating Kindergarten student responses, please refer to the Kindergarten training course within the WIDA Secure Portal.

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

Figure 27. Meets or Approaches

8.5 Writing Test

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

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

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

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

Tips for Reading the Writing Script

- When administering items on the Kindergarten Writing test, read aloud any text that appears in **boldface** type in the script.
- Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as, “If necessary.”
- A prompt or direction marked “If necessary” should be read only if the student needs additional information, directions, or help from the Test Administrator. Do not read an “If necessary” prompt or follow an “If necessary” direction if the student does not need additional encouragement, help, or clarification.
- You may scaffold the open-ended writing tasks (B2-5 and E4/5) as appropriate to the student's proficiency level. The script includes some suggested prompts. If a student copies text that appears in the picture(s), you may say, “Can you write anything else about the story?” **It is important to note that the Writing Experience is not a Speaking task.** You should not persist in prompting the student to continue giving oral output. As soon as the student says something and there is a pause in speech, the student should be encouraged to try to write that down.

- B2-5 and E4/5 require that you record what the student tells you he/she has written. Follow the script exactly and record a transcription of the language the student has produced. This is done to help the Test Administrator understand the sound-symbol correspondence in the students' responses that may not have been obvious otherwise.

Administering Part B of the Writing Test

1. At the beginning of each part of the Writing test, hand the student the Student Response Booklet and read the scripted sections from the Test Administrator's Script.
2. Following the script, start with B1.
 - a. If the student writes a name, proceed to B2/3/4/5.
 - i. Work with the student to produce a sample of writing associated with a retelling of the narrative text.
 - ii. Follow the script and record a transcription of the language the student produces.
3. After the student completes B1 and (if applicable) B2/3/4/5, you must score the Writing sample using the rubric to determine where to start the student in Part E (e.g., E1, E3).
 - a. Using the student's writing from Part B, make a judgment of high, mid, or low, with each rating corresponding to a different entrance point in Part E.
 - b. Mark the appropriate box in the Student Response Booklet. You must fully complete the Writing Test Score page at the end of Parts B and E in the Student Response Booklet by filling in the bubbles completely after the student finishes the Writing test. Guidance for identifying the appropriate level at which to start Part E is included in the "EXPECT" box in Part B of the Test Administrator's Script.
 - c. More details are included in the following subsection called "Scoring the Writing Test." Figure 28 shows a segment of the Test Administrator's Script for Part B of the Writing test.
4. After determining the student's entrance point, fill in the "Started Here" box in the Student Response Booklet (see Figure 29) next to the corresponding entrance point.


B2/3/4/5	B2/3/4/5	B2/3/4/5	B2/3/4/5	B2/3/4/5
				
1	<p>Invite student to write sentences.</p> <p style="color: blue;">Let's look at the pictures again. What do you remember about the story? Pause.</p> <p style="color: blue;">Now try to write that here. Point to box.</p> <p>If necessary, invite student to write words.</p> <p style="color: blue;">What do you see in the pictures? Pause.</p> <p style="color: blue;">Can you write some of those words here? Point to box.</p> <p>(If necessary) Can you write another?</p> <p>If necessary, invite student to write sounds.</p> <p style="color: blue;">What sounds do you hear in that word? Pause.</p> <p style="color: blue;">Can you write the sounds you hear? Point to box.</p> <p>(If necessary) Do you hear any other sounds? Can you write them?</p> <p>When student finishes writing, say:</p> <p style="color: blue;">Good job. Please give me your pencil. I'm going to write what you wrote. What did you write here? Point to student's writing. Pause to listen to what the student says. Write it in the box on Part B of the Student Response Booklet.</p>			
	HIGH	MID	LOW	
EXPECT	<p>"word and letter/sound knowledge"</p> <ul style="list-style-type: none"> Two or more recognizable words with some evidence of word boundary knowledge Words can be independent or in a list, phrase, or sentence Inventive spelling expected 	<p>"letter/sound knowledge"</p> <ul style="list-style-type: none"> Separated words not clear, but there are multiple examples of knowledge of letter/sound correspondence At least one example of two sounds from a single word Inventive spelling expected 	<p>"no letter/sound knowledge"</p> <ul style="list-style-type: none"> Might include the student's name, but writing does not provide multiple examples of knowledge of letter/sound correspondence 	
MARK	E4/5, High	E3, Mid	E1, Low	

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

	Started Here	Writing Level 3	STOP IF:	Stopped Here																				
E3 Mid	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="width: 10%;"></th> <th style="width: 40%;">Key</th> <th style="width: 15%;">Correct</th> <th style="width: 15%;">Incorrect</th> </tr> <tr> <td style="text-align: center;">1</td> <td>g</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">2</td> <td>m</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">3</td> <td>t</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">4</td> <td>n</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>		Key	Correct	Incorrect	1	g	<input type="radio"/>	<input type="radio"/>	2	m	<input type="radio"/>	<input type="radio"/>	3	t	<input type="radio"/>	<input type="radio"/>	4	n	<input type="radio"/>	<input type="radio"/>	Correct = 0 or 1	<input type="checkbox"/>
	Key	Correct	Incorrect																					
1	g	<input type="radio"/>	<input type="radio"/>																					
2	m	<input type="radio"/>	<input type="radio"/>																					
3	t	<input type="radio"/>	<input type="radio"/>																					
4	n	<input type="radio"/>	<input type="radio"/>																					

Figure 29. Started Here and Stopped Here Check Boxes

Administering Part E of the Writing Test

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

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

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

Scoring the Writing Test

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

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

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

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

Figure 30. Writing Rubric of the WIDA Consortium

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

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

Analyzing Inventive Spelling

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

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

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

Partial Word	Single sounds from a word or two sounds from the reported word are represented by letters	<div>BF</div> <div>“butterfly”</div> <div>B</div> <div>“bookbag”</div>
Word	At least the initial, middle, and final sounds of the reported word are represented by letters	<div>babak</div> <div>“backpack”</div> <div>afes</div> <div>“office”</div> <div>Tak</div> <div>“talk”</div>
Phrase	A word (as defined in the row above) and at least one modifying word, with evidence of word boundaries	<div>BONE preDE</div> <div>“bunny pretty”</div>
Sentence	A phrase (as defined in the row above) including a subject and verb. A sentence may or may not have punctuation, capitalization, or accurate inflection.	<div>OUT DLY OVIN</div> <div>LOZ HIZ PAK BKC</div> <div>“One day David lost his backpack.”</div>

Figure 31. Examples of Inventive Spelling

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	Initial Sound	Middle Sounds (s)	Final Sound
dog	"d"	"aw" or "a"	"g"
bike	"b"	"ai"	"k"
tree	"tr" or "ch"	"ee"	--

Figure 32. Sounds

Scoring Part B (Quick Score)

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

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

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

Figures 33–35 show scoring examples.

Kindergarten Part B (Quick Score) Examples

LOW Score in Part B – Starting Point: E1

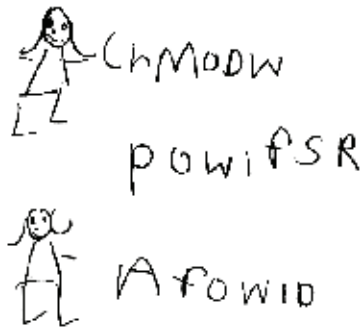


Sample	Transcription	Explanation
	Teacher, backpack, doctor	This student has written a string of letters that does not correspond to what he or she says was written. This student does not appear to be able to write sounds he or she hears.
	Girl	This student has not written any words, only drawn a picture.
	Bookbag	The student only recognizes the first sound of one word. This student may be able to start at Level 3, but to check and to build the student's confidence, start at E1.

Figure 33. Low Score in Part B

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MID Score in Part B – Starting Point: E3

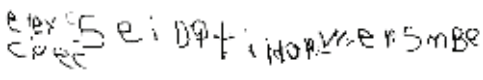


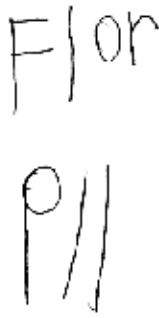
Sample	Transcription	Explanation
	Alex says to the teacher where you see my backpack?	This student appears to have some sound-symbol correspondence, but no word boundaries. In some cases, the student uses one letter to represent a word (example: “see” = “s”)
	Nurse	Although this student has written the beginning and ending sound for the word “nurse,” this was the only word the student produced. We can assume that the student will perform well at E3 but might not at E4/5, and so to decrease the student’s frustration, begin at E3.
	Teacher	This student successfully produced the beginning and middle sounds of the word “teacher,” but it is unclear if the student wrote a “u” or an “n” as the final sound. In either case, those sounds are not correct, and this student has not produced enough language to comfortably start him at E4/5.
	Flower, boy	The student does a good job of identifying beginning, middle, and end sounds in the word “flower,” but the word “boy” is not as clear. It appears that this student has inverted the “b” so that it looks like a “p” (which is fine for our purposes of beginning /b/ sound), but the student writes “ll” for the /oy/ sound. This may be evidence of the inter-language effect, but since this is a test of English writing, it is not accepted at this level.

Figure 34. Mid Score in Part B

HIGH Score in Part B – Starting Point: E4/5



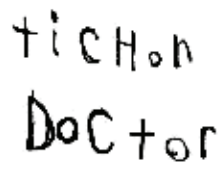

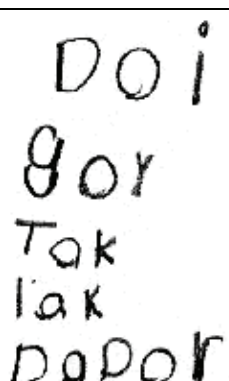
Sample	Transcription	Explanation
	Backpack, teacher, nurse	This student can clearly identify beginning, middle, and end sounds.
BOY CAN FIND BACKPACK	Boy can find backpack	This student is writing high frequency words (boy, can), and has identified beginning, middle, and end sounds in her writing.
	One day, David lost his backpack.	This student is making attempts at beginning, middle, and end sounds. He writes a "Z" for an "S" in "lost" and "his." The second letter in the first word may be an inverted "n." This student appears to be learning word boundaries as well.
	Teacher, doctor	This student has very good sound-symbol correspondence, and recognizes beginning, middle, and ending sounds. Start this student at E4/5.
	When he lost his backpack	This student clearly can write sentences in English, so this student should start at E4/5.
	Boy, girl, talk, clock, doctor	At this age, it is normal for a student to confuse the "B" and the "D." This student also used "Oi" to represent the "oy" sound in boy. In the other examples, this student understands beginning, middle, and end sounds.

Figure 35. High Score in Part B

HIGH Score in Part B – Starting Point: E4/5

Continued

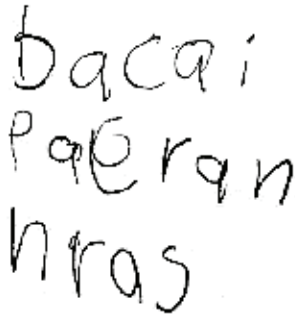
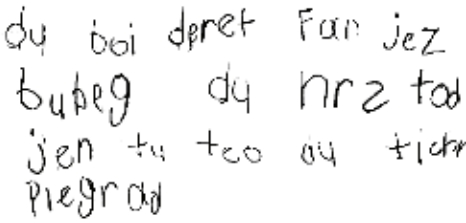

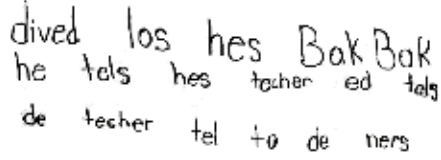

Sample	Transcription	Explanation
	Bookbag, playground, nurse	“G” in “playground” is backwards, but this is acceptable at the kindergarten level. The student recognizes beginning, middle, and end sounds, so begin at E4/5.
	The boy didn’t find his book bag. The nurse told him to tell the teacher playground.	This student shows a good example of writing what he hears. The word “the” is written as “du.” This student has good word spacing. He recognizes beginning, middle, and ending sounds.
	Nurse, office, teacher	Good sense of beginning, middle, and ending sounds.
	David lost his backpack. He tells his teacher and tells the teacher to tell the nurse.	This student is writing “stories” with spelling that approximates standard spelling. This student would easily complete E3, and so begin at E4/5.
	Backpack, teacher	This student has a clear knowledge of beginning, middle, and ending sounds. Although he has represented the /t/ sound as “ch,” it is acceptable according to inventive spelling rules.

Figure 35. High Score in Part B (Continued)

Scoring Part E

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

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

E1—Tracing Task




Correct		The student has traced on the lines.
Correct		Although this student has not traced on the lines, still mark this as correct. This student is beyond the tracing stage and can successfully copy a word.
Incorrect		This student was unable to stay on the lines.

Figure 36. E1 Task

E2—Copying Task






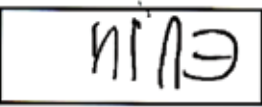


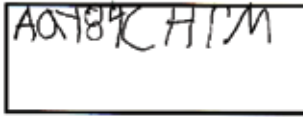
Correct	  	The student clearly copied the word “rock.”
Correct	  	The student inverted the “v” and the “e,” which is normal for children at the PreK/K levels. Still mark as correct.
Incorrect	  	This student has written a random strand of letters that do not spell “rock.”

Figure 37. E2 Task

E3—Initial and Final Sounds Task

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

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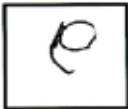

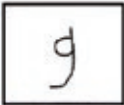

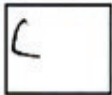

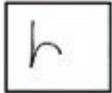
Correct	 	This student has inverted a “g,” which is the correct initial sound in “goose.”
Correct	 	This student has correctly demonstrated both knowledge of the appropriate initial sound and correct letter formation.
Incorrect	    <small>© 2008 Board of Regents of the University of Wisconsin–Rus</small>	The student is asked to produce the /g/ sound for “goose” and the /m/ sound for “mouse.” The student writes a “c” and an “r” or what may be interpreted as an “h.” Neither of these answers is acceptable.

Figure 38. E3 Task

E4/5—Story Writing

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

8.6 Reading Test

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

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

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

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

Administering the Reading Test

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

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

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

Many tasks are preceded with a sample modeled by you, the Test Administrator.






- The cards used in the sample are indicated with an asterisk (*).
- The script directs you to set aside the pair of cards used to model the item. Those cards are not to be included in the set of cards the student has the option of picking from as a correct answer.

- Additionally, the student may give you both the word card and the picture card after completing subsequent items. In these cases, collect only the word card and be sure to replace the picture card for future use as a response option.

C3 C3 C3 C3 C3 C3 C3 C3

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

Here are something things he wants to bring to show.

*water

bike

bug

nuts

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

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

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

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

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

Figure 39. Directions on cards within the script

Adaptivity in Reading

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

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

Figure 40. Part F Starting Point

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

Scoring the Reading Test

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

Ending the Reading Test

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

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

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

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

Section 9:
ACCESS for ELLs 2.0
Paper
(Grades 1–12)

Section 9: ACCESS for ELLs 2.0 Paper (Grades 1–12)

9.1 Test Design and Materials

Test Design

ACCESS for ELLs 2.0 Paper is a paper-based assessment for students in Grades 1–12. Like other ACCESS assessments, it tests four domains: Listening, Reading, Writing, and Speaking.

ACCESS for ELLs 2.0 Paper is divided into grade level clusters that depend on the domain students are taking.

ACCESS for ELLs 2.0 Paper Listening, Reading, and Writing Domain Clusters



ACCESS for ELLs 2.0 Paper Speaking Domain Clusters



ACCESS for ELLs 2.0 Paper is administered in three sessions. Only the Speaking test is scored locally; other domains are returned to DRC for scoring.

Session	Domain(s)	Description	Scoring
Session 1, group administered	Listening	The Test Administrator plays the prerecorded passages with a CD and students respond in a test booklet. If a student requires a human reader as an accommodation, the Test Administrator reads the passages from the Human Reader Accommodation Script.	Scored by DRC
	Reading	Students read passages on a paper test form and select a response from multiple choice options in the test booklet.	Scored by DRC
Session 2, group administered	Writing	Students handwrite responses in the test booklet.	Scored by DRC
Session 3, individually administered	Speaking	The Test Administrator plays the prerecorded questions with a CD and scores student's responses in the Student Test Booklet. If a student requires a human reader as an accommodation, the Test Administrator reads the questions from the Human Reader Accommodation Script.	Scored by the Test Administrator and reported back to DRC to compute overall scores

Test Materials

For a complete list of ACCESS for ELLs 2.0 test materials and their uses, please refer to Section 5.2 of this manual. The Test Administrator should discuss reviewing the Test Administrator's Script prior to testing with the School Test Coordinator.

9.2 Test Set Up

Test Timing

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

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.

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

Test Scheduling

Please refer to Florida's ACCESS for ELLs 2.0 checklist to determine who in your school or district is responsible for scheduling test sessions. Detailed information about scheduling test sessions is available in Section 6.1 of this manual and in the tutorials within the training course.

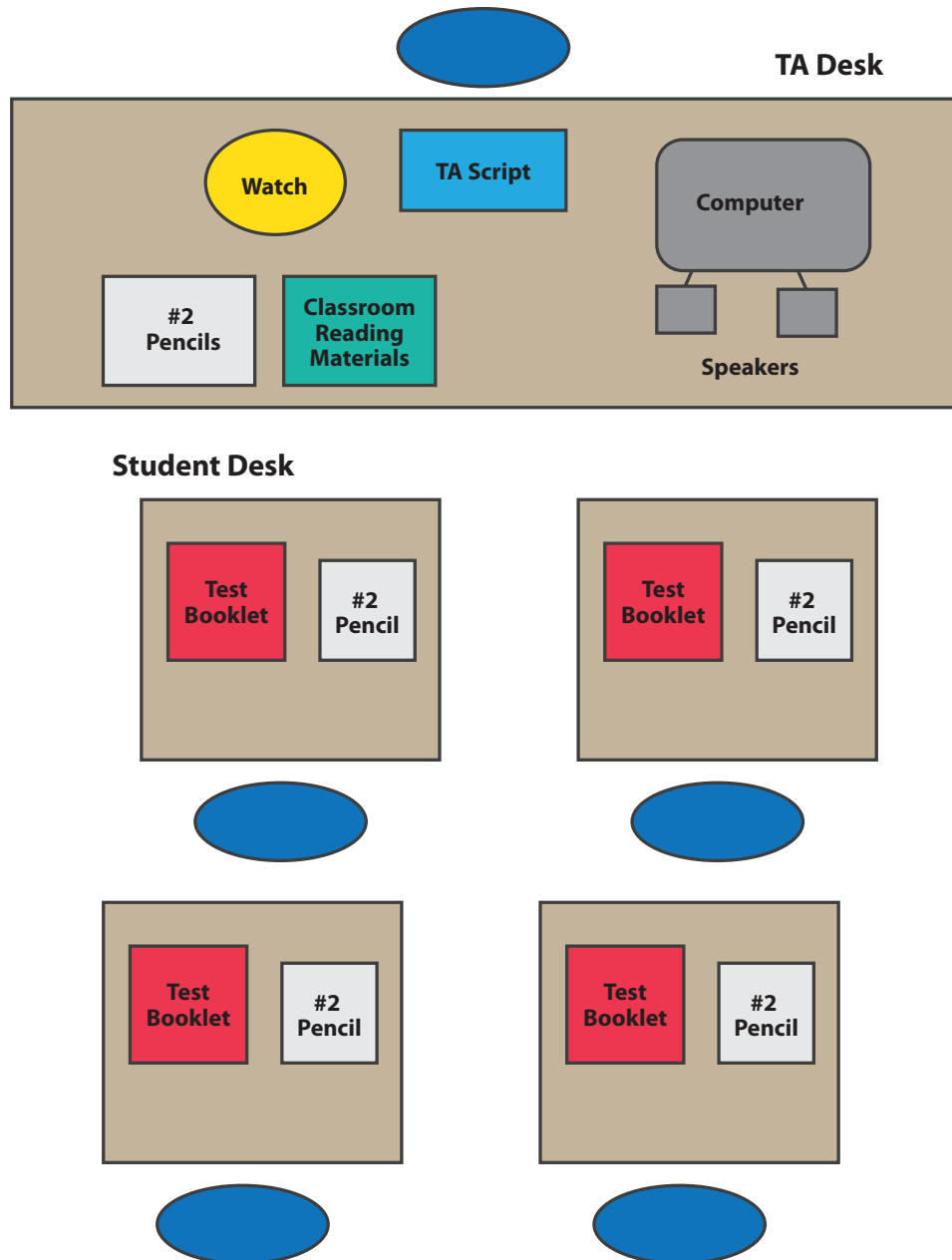
General Guidelines for Administering the Test

Scripted instructions for administering each section of ACCESS for ELLs 2.0 Paper are contained in the Test Administrator's Script. Adhere to the following procedures:

- Do not pass out test materials until all students are seated. See Figure 41 for room setup for group administration.
- When distributing the test booklets, ensure that the name of the student to whom you are giving the test matches the name on the test booklet.
- Make sure each student has a least one sharpened number 2 pencil.
- Ensure students answer questions by marking directly in the test booklet with a number 2 pencil, with the exception of the Speaking domain, during which students respond orally.
- Students should completely fill in the circles indicating their answers to the Listening and Reading domains. You should encourage students to fill in their answers properly in their test booklet.
- Ensure students do not make marks in the test booklet other than in the specified places. Stray marks could cause errors in scanning and scoring the test booklet.
- When reading the Test Administrator's Script, stand in front of the class where all students can see and hear you clearly.
- Follow the Test Administrator's Script exactly. In the Test Administrator's Script, read only the parts that are printed in bold font on a white background. The instructions students hear are black and bold, while the test questions are blue and bold. Anything that is in regular (not bold) font should not be read aloud; non-bold text is there to help guide you through the test session.
- Answer all students' questions before beginning the test (as indicated in the Test Administrator's Script). Let the students know that you will not be able to answer questions once the test begins.
- Please note that there is no penalty for guessing on ACCESS for ELLs 2.0, though guessing should never be encouraged by the Test Administrator.
- At all points before, during, and after test administration, you should ensure that test materials are stored and handled following the test security guidelines. For more information, please refer to Section 4 of this manual.
- A Planning Sheet should be distributed to each student for the Writing test. For the Listening and Reading tests, students can request to use this as needed. Use of the Planning Sheet during the Speaking test is permissible in specific situations with the professional judgement of the Test Administrator. However, use of the Planning Sheet during the Speaking test is discouraged, as students writing a draft of their spoken responses may compromise the validity of the test.

Implementing Accommodations

ACCESS for ELLs 2.0 Paper offers several different types of accommodation and accessibility features. Please refer to the *Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* for more information on these features. Please note that Alternate ACCESS for ELLs is a separate assessment that is also paper-based. You can find more information on this assessment in Section 10 of this manual.



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

Figure 41. Room Setup for Group Administration

Test Dos and Don'ts

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

Test Dos and Don'ts	
Do	Don't
<ul style="list-style-type: none"> ✓ Answer students' procedural questions. ✓ Monitor student progress and be proactive in helping students if they are having difficulty progressing through the test. ✓ Rephrase, explain in English, or, if specifically requested, translate the directions into the student's native language. ✓ Assist with adjusting the volume for students for Listening and Speaking. ✓ Assist students with turning the page, especially during the Speaking test and/or for younger grades. 	<ul style="list-style-type: none"> × Interrupt students who are working independently. × Translate the test item prompts and/or responses into the student's native language. × Answer questions about content or language. Instead, remind students to try their best. × Confirm correct or incorrect responses. × Rephrase, explain, or read aloud the test item prompts. × Provide or change a response for the student.

Practice Items

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

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

Test Practice Items Dos and Don'ts	
Do	Don't
<ul style="list-style-type: none"> ✓ During practice items only, answer content questions. ✓ Rephrase, explain in English, or, if specifically requested, translate the directions into the student's native language. ✓ Assist with adjusting the volume for students for Listening and Speaking. 	<ul style="list-style-type: none"> × Interrupt students who are working independently. × Confirm correct or incorrect responses.

Coordinating Breaks

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

What to Do Under Unusual Circumstances and Unique Situations

Every attempt should be made to administer each test (Listening, Reading, Writing, and Speaking). While it is not recommended, Test Administrators may find rare situations when it may be appropriate to pause administration and allow the student to try again at a later time or to discontinue administering the domain altogether.

If it becomes apparent that a student is having an unusually difficult time (e.g., not responding/writing in the test booklet) during the administration of one domain, the Test Administrator may discontinue that test domain for the student and attempt to administer the test again at a later time on the same day. If it is apparent that a second attempt may also need to be discontinued, you may discontinue the administration of the domain and move on to the next domain.

When discontinuing a test after administration has already begun, please leave the remaining items and response options in that section blank. **Do not mark the Do Not Score Code on the back cover of the test booklet for that domain, as this will result in the student not receiving a score for that domain.** Likewise, do **not** affix a Do Not Process Label to the test booklet, as this will result in the booklet not being processed for scoring.

While each of the ACCESS for ELLs 2.0 domains (Listening, Reading, Writing, or Speaking) should be completed in one session, there are rare situations when it may be appropriate to stop or pause the test. It should be noted that while Listening and Reading are recommended to be administered in one session, it is appropriate to take a break between the two domains, according to the Test Administrator's professional judgment (see the earlier table).

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

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

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

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

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

9.3 Listening Test Administration

The ACCESS for ELLs 2.0 Listening test is media-delivered. Listening test items are delivered via CD. If clarification is needed on administering the Listening test using a CD beyond what is explained in the following sections, Test Administrators should contact the School Test Coordinator.

Listening Test Materials

Test materials include the following items:

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

When playing the CD, keep the following in mind:

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

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

- The contents of the grey shaded boxes in the Listening Script should not be read aloud (see Figure 42).
- The grey shaded boxes contain the transcript of the recorded practice items to allow the test administrators to follow along with the recording.
- The Listening Script provides the transcript text for practice items only. None of the text for test items is included in the script.

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

Organization and Timing of the Listening Test

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

To further assist with scheduling, the following table provides the run times for the Listening test audio on each CD:

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	21:00
Grade 1, Tier C	26:00
Grade 2, Tier A	16:00
Grade 2, Tier B	21:00
Grade 2, Tier C	26:00
Grade 3 Tier A	19:00
Grade 3, Tier B	27:00
Grade 3, Tier C	30:00
Grades 4–5, Tier A	19:00
Grades 4–5, Tier B	27:00
Grades 4–5, Tier C	30:00
Grades 6–8, Tier A	22:00
Grades 6–8, Tier B	30:00
Grades 6–8, Tier C	32:00
Grades 9–12, Tier A	18:00
Grades 9–12, Tier B	27:00
Grades 9–12, Tier C	32:00

Administering the Practice Items

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

Play and pause audio at certain points when indicated in the Test Administrator's Script. In the script, Test Administrators will see "PRESS PAUSE" or "PRESS PLAY" when the recording needs to be paused or resumed. See Figure 42 for a sample of the pausing and resuming directions. When directed to pause the recording, make sure to press the Pause button rather than the Stop button. Pressing Pause allows the Test Administrator to resume the recording from the correct point.

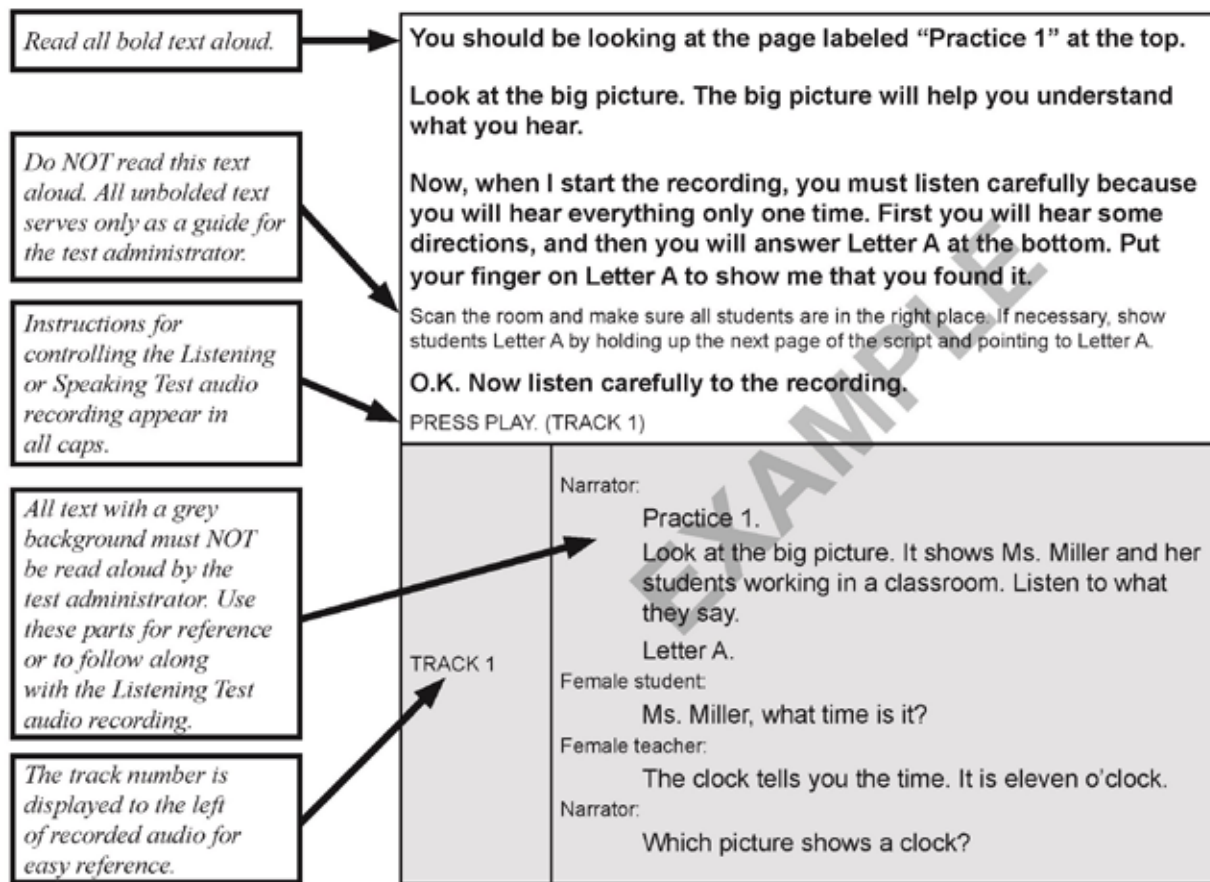


Figure 42. Directions for Reading the Test Administrator's Script for Listening

Administering the Listening Test

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

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

Once the Listening test has begun, do not stop or pause the audio. If a student raises his or her hand for a nonemergency issue during test administration, attend to him or her quietly without stopping or pausing the audio or disturbing other students who are taking the test.

Once the Listening test audio has played in its entirety, stop the Listening and Speaking test CD. Because the Listening and Speaking test audio is on the same CD, it is important not to let the Speaking test audio play during the Listening test.

Important Reminders for the Listening Test

- The Listening Test lasts approximately 25 to 40 minutes after students go through the practice items; the Tier C test will take longer than the Tier A test.
- During the test, there is no need to pause or stop audio files to allow students to respond.
- Response time is included in the audio files.
- Practice the Test Administrator's Script ahead of time.
- Play each track only one time. Only in the case of a significant interruption should a track be replayed one time.

9.4 Reading Test Administration

The ACCESS for ELLs 2.0 Reading test is completed within the Student Test Booklet after a scripted introduction by the Test Administrator. Stop signs in the Student Test Booklet indicate check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins, as detailed later in this section.

Reading Test Materials

Reading test materials include the following items:

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

Organization and Timing of the Reading Test

The Reading test is designed to take no more than 35 to 45 minutes. **Note that, in addition to the approximate test administration time, Test Administrators should allot 15–30 minutes for convening students, taking attendance, distributing and collecting test materials, explaining test directions, and completing practice items.**

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

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

- Are students working productively?
- Will extending the testing session over the recommended 45 minutes benefit students?
- Is the amount of extra time reasonable?

Administering the Reading Test

1. When administering the Reading test, be sure to follow the Test Administrator's Script exactly.
2. Stand in front of the class where all students can see and hear you clearly.
3. After completing the practice items, note the time. Allow for 35–45 minutes for students to complete the test.
4. Circulate through the testing room at appropriate intervals and when doing individual check-ins. Stop signs in the Student Test Booklet indicate check-ins.
5. The testing session is complete when all students have completed the Reading test.

Using Check-ins

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

A	How many notebooks are on the table?		
	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

B	What is the total number of scissors on the table?		
	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

C	There are 2 pencils, 4 scissors, and 5 rulers. Which number is the largest?		
	2 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>




Figure 43. Stop Sign Representing a Check-in

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

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

9.5 Writing Test Administration

The ACCESS for ELLs 2.0 Writing test encourages ELLs to demonstrate their academic English language proficiency in writing. Students respond to a set of tasks, writing their responses in their Student Test Booklets. Stop signs in the Student Test Booklets indicate check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins.

Writing Test Materials

Writing test materials include:

- Test Administrator's Script
- Student Test Booklet(s)
- At least one sharpened number 2 pencil for each student to write his or her responses
- Planning Sheet (available on Florida's WIDA webpage)

Organization and Timing of the Writing Test

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

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For grade-level cluster 1, the Tier A Writing test has recommended timing guidelines for Parts A, B, C, and D of 5, 5, 10, and 10 minutes, respectively, with up to an additional 5 minutes if needed for students to finish writing, for a total allowable time of 35 minutes.

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

For grade-level clusters 2, 3, 4–5, 6–8, and 9–12, the Tier A Writing tests have recommended guidelines for Parts A, B, and C of 15 minutes each with up to 5 additional minutes for each part, if needed, for students to finish writing, for a total of 60 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			

For all grade-level clusters, the Tier B and Tier C Writing tests have recommended timing guidelines for Parts A, B, and C of 10, 20, and 30 minutes, respectively. Sixty minutes is still the time allocation for the entire Writing test in these tiers, with up to an additional 5 minutes if needed for students to finish writing, for a total allowable time of 65 minutes.

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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			

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

Administering the Writing Test

1. Follow the Test Administrator's Script exactly.
2. Make sure that students begin the Writing test on the appropriate page. Test Administrators may need to assist students in locating the beginning of the test.
3. The sample writing contained in certain writing tasks presents students with an example they can follow to complete the task. Instructions on guiding students through the sample writing are scripted in the Test Administrator's Script. The time it will take to guide students through the sample writing is included in the time allocated for each task.
4. Stand in front of the class where all students can see and hear you clearly when reviewing the sample writing or doing whole-group check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins.
5. Keep track of time. For the exact amount of time for each grade-level cluster and tier, refer to the tables in the earlier section on organizing and timing the Writing test.
6. When students raise their hands, check with each student individually to make sure that they have done their best to respond to the writing task.
 - a. Students taking the Grades 1–3 Tier A, Tier B, or Tier C tests and the Grades 4–12 Tier A tests will move on as a group after the Test Administrator checks in with everyone individually.
 - b. Each student taking the Grades 4–12 Tier B or Tier C tests can move on independently after you check in with him or her. To prompt students to move on, you may say: "Okay, you may go on. Turn the page."
7. For students taking the Grades 4–12 Tier B or Tier C tests, circulate through the room to monitor students' progress after Parts A and B.
8. If students are still working on the part to be completed within the time period listed in the previous

tables, gently ask each student “Are you close to finishing this part?” If necessary, you can prompt students who are lagging by saying: “Make sure you save enough time for the other parts.”

- If a student seems surprised by the amount of space provided for writing, advise the student to follow the directions regarding the amount of writing he/she needs to produce, and assure the student that the space is there only if needed.
9. Collect all test materials. If all students are finished before the allowable time has elapsed, Test Administrators may end the Writing test according to the Test Administrator's Script.
- If students have extra time after completing a writing task, they can go back to check, revise, or add to their response on any Writing task. If all students finish earlier than the allotted hour and cannot be dismissed from the session, assign them supplementary materials to read.

Using the Check-ins

“Check-ins,” represented by stop signs in the test booklet, are intended to help guide students through the parts of the Writing test and are scripted at appropriate points in the Test Administrator's Script. Check-ins also allow for Test Administrators to give continual encouragement to students to do their best.

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

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

Important Reminders for the Writing Test

- The Writing test is designed to take approximately 30 minutes in Tier A in Grade 1, 45 minutes in Tier A in Grades 2–12, and 60 minutes in Tiers B and C in Grades 1–12. If needed, Test Administrators may allow students additional time to finish writing.
- Follow the Test Administrator's Script exactly.
- Whole-group and individual check-ins are indicated by stop sign symbols in the test booklets.
- For tasks that contain a sample, the time it takes to explain the sample writing is included in the overall time allocated for the Writing test.
- Monitor students periodically, encouraging them to keep pace so they have the opportunity to do their best on the longer task at the end (Tier B and Tier C). Responses are scored for the student's academic English language proficiency in writing. Student responses are considered first drafts when scored.
- Students should address each task completely; however, the number of sentences or paragraphs written is not a scoring criterion.

9.6 Speaking Test Administration

The ACCESS for ELLs 2.0 Speaking test is an individually administered test. Speaking test items are media-delivered. Speaking test audio is provided on the same Listening and Speaking test CD. The Test Administrator monitors the student as he or she takes the test and scores the student's responses during the test administration.

The Speaking test is the only portion of ACCESS for ELLs 2.0 Paper that the Test Administrator scores. **Anyone who administers the ACCESS for ELLs 2.0 Speaking test must complete the Speaking Scoring Module and the Speaking quiz.** The purpose of the ACCESS for ELLs 2.0 Speaking Scoring Module is to prepare educators to confidently and accurately rate students' speaking test performances by applying the scoring scale and scoring rules.

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

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

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

Audio Format on the Speaking Test

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

The audio recording includes two voices: a Model Student and a Virtual Test Administrator.

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

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

Organization and Timing of the Speaking Test

For ACCESS for ELLs 2.0 Paper, the Speaking test tiers are grouped differently as A and combined B/C. More information about tier placement can be found in Section 4.3 of this manual. Speaking tasks are contained in three parts—A, B, and C. As in other domains of ACCESS for ELLs 2.0, tasks on the Speaking test are grouped thematically. Each part addresses one or more of the WIDA ELD Standards. Each part contains two tasks. The following tables show the breakdown of tasks and levels assessed on each part of the Speaking test.

In all, the Speaking test contains six individual tasks across the three parts. Each task is associated with a Proficiency Level (1, 3, or 5) and includes one or two questions to which the student responds. Student questions are indicated by a blue speech bubble in the test booklet. Figure 44 shows an example of the blue speech bubble from the Directions and Practice.

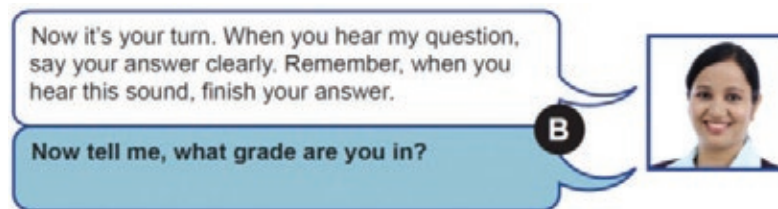


Figure 44. Blue Speech Bubble in the Speaking Test Booklet

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

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

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

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

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To further assist with scheduling, the following table provides the run times for the Speaking test audio on each CD.

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	18:00
Grade 3	A	11:00
	B/C	18:00
Grades 4-5	A	11:00
	B/C	19:00
Grades 6-8	A	13:00
	B/C	21:00
Grades 9-12	A	12:00
	B/C	23:00

Speaking Test Materials

Speaking test materials include the following items:

- Test Administrator's Script
- Speaking Test Booklet (contains test graphics and prompts)
- Student Test Booklet (contains Speaking Test Scoring Sheet and Scoring Scale)
- Listening and Speaking Test CD (A separate CD is provided for each grade-level cluster and tiered test form). **Note:** If a student requires a human reader as an accommodation, the Human Reader Accommodation Script is required to administer the Speaking section.
- A CD player or desktop/laptop computer (to play the CD)
- Speakers (Do not use headphones to administer the Speaking test).

Speaking Test Room Setup

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

The computer speakers/CD player should be placed where both the Test Administrator and the student can clearly hear the audio and where the Test Administrator can control the audio as needed. It is important that the Test Administrator can clearly hear the Speaking test audio to monitor and score the test

effectively. Thus, the Test Administrator must always use external speakers to administer the Speaking test and must not use headphones or built-in speakers (on a computer) to administer the Speaking test.

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

Administering the Speaking Test

Follow these directions to administer the Speaking test:

1. Prepare the Listening and Speaking Test CD to begin at the appropriate track number. Refer to the Speaking Test Recording Track List in the Test Administrator's Script to determine which track of the CD marks the beginning of the Speaking test.
2. Read the Test Administrator's Script aloud to the student to begin the practice items.
3. Press "Play" when indicated in the script to begin the Directions and Practice. The Virtual Test Administrator guides the student through this section.
4. Follow along with the student as he or she goes through the Directions and Practice. Use the guidelines for monitoring the test provided in the Test Administrator's Script.
5. Press "Pause" after the end of the Directions and Practice.
6. Read the Test Administrator's Script aloud to begin the test.
7. Press "Play" when indicated in the script to begin administration of the test.
8. Follow along with the student as he or she goes through the test. Monitor the test according to the guidelines provided in the Test Administrator's Script.
9. Evaluate and score student responses immediately after the student gives a response to each task.
10. Record the score on the Speaking Test Scoring Sheet before the next audio track begins.

While administering the test, adhere to the following procedures:

- Do not pause any audio.
- Allow each track to play only one time. The student may not listen to tracks again or look back at previous pages of his or her test booklet.
- Allow the response time to play and do not fast forward or skip to the next track even if the student has finished his or her response.
- Help the student if he or she needs assistance navigating the test or understanding what to do (e.g., turning pages; understanding when to respond). The Test Administrator should not help the student with any test content (e.g., rephrasing questions).
- The Test Administrator may prompt the student to respond or to provide more extended answers. Use the scripted language provided in the Test Administrator's Script to assist the student.

Scoring the Speaking Test

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

Criteria for Scoring Responses

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

In some cases, a Speaking task may contain two questions. For example, a student may be asked to give an answer and then explain why his or her response. In these cases, the two responses should be scored together, taking into account the whole performance across both response opportunities. These questions are grouped together on the scoring sheet and receive a single score.

Test Administrators must complete the training modules for Scoring Speaking for the grades they will score and the relevant certification quiz before scoring the Speaking test.

Task-Level Expectations

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

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

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

Expectations at Level 1: Entering

Tasks on the Speaking test targeted at Level 1 require students to identify items in a picture. Tasks require students to produce responses that consist of words or short phrases.

Expectations at Level 3: Developing

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

Expectations at Level 5: Bridging

Tasks on the Speaking test targeted at Level 5 require students to explain, recount, or argue using elaborated and sophisticated language. Responses to Level 5 tasks at the *Exemplary* score point include elaboration using multiple complex sentences in which each idea is joined appropriately to the last thought. These responses are well-formed internally and expressed clearly in grade-level speech. In addition, the response must be clear, automatic, fluent, and use precise vocabulary.

Using the Scoring Scale

The WIDA Speaking Scoring Scale (Figure 45) presents the possible ratings of the student's response: *Exemplary*, *Strong*, *Adequate*, *Attempted*, and *No Response*. Test Administrators do not assign numeric scores to a student's speaking performance. Instead, you assign a descriptive rating from the Speaking Scoring Scale as discussed below.

To administer and score the ACCESS 2.0 Paper Speaking test, it is crucial to internalize the 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	<ul style="list-style-type: none"> • Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent deliver • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none"> • Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none"> • Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none"> • Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none"> • Does not respond (in English)

Figure 45. Speaking Scoring Scale

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

For a student's response to be awarded a score point on the scale, that response must meet all of the criteria outlined in the response characteristics column. If the response does not meet all three criteria at a score point, review the score point below. The Speaking Scoring Scale also contains additional scoring rules, which include guidance and directions for scoring off-task and off-topic responses (see Figure 46).

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

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

Figure 46. Additional Scoring Notes and Rules

Speaking Test Scoring Sheets

Test Administrators should apply the scoring procedures outlined in this subsection to rate student responses on the Speaking test. To mark student responses, use the ACCESS for ELLs 2.0 Speaking Test Scoring Sheet located at the back of the Student Test Booklet. Also provided with the Scoring Sheet is the Speaking Scoring Scale.

The task number on the Scoring Sheet corresponds to the task number printed in the Speaking Test Booklet. The Model Student question and part of the model response for each task are also printed on the Scoring Sheet to support Test Administrators in attending to and remembering the model when scoring the corresponding student response. The Scoring Sheet should be completed after the completion of each task.

Section 10: Alternate ACCESS for ELLs

Section 10: Alternate ACCESS for ELLs

10.1 Test Design and Materials

Alternate ACCESS for ELLs¹ is a large-scale test of English language proficiency intended for ELLs with the most significant cognitive disabilities who participate, or who would be likely to participate, in their state's alternate content assessment(s). Alternate ACCESS for ELLs is divided into the following grade-level clusters.



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

Components of Alternate ACCESS for ELLs				
Test Section		Standards	Number of Tasks	Range of Levels
Listening		SIL, LoMA, LoSC, LoLA	9	A1–A3 and P1–P2
Reading		SIL, LoMA, LoSC, LoLA	9	A1–A3 and P1–P2
Speaking	Part A	LoMA, LoSC	8	A1–A3 and P1–P2
	Part B			
Writing	Part A	SIL, LoSC, LoLA	10	A1– 3 and P1–P3
	Part B			
	Part C			

Test Materials

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

¹ The Alternate ACCESS for ELLs was initially developed by a team led by Craig A. Albers, Ph.D., at the University of Wisconsin-Madison in collaboration with the District of Columbia Office of the State Superintendent of Education (OSSE) on behalf of the WIDA Consortium. Funds for this assessment development were made available through a 2007 U.S. Department of Education Enhanced Assessment Grant award to OSSE and the WIDA Consortium.

10.2 Test Set Up and Scheduling

- Test in a quiet, familiar space with enough room to comfortably accommodate the student, yourself, and the test materials.
- Arrange the space so that the Test Administrator is either facing the student, sitting at a forty-five degree angle from the student, or sitting on the same side of the table as the student.
- If the student uses assistive technology devices, have them available in the testing room.
- Obtain at least one sharpened number 2 pencil for yourself. Ensure the student's preferred writing instrument is available for the Writing test.
- Obtain from your Test Coordinator the “Do Not Disturb” and “No Electronic Devices” signs to be placed on each door to the testing room on test days.
- Have a table on which to lay out test materials.
- Test Administrators have the option for Alternate ACCESS for ELLs ONLY to leave material uncovered should covering the print on the walls be considered significantly disruptive for the student.

Test Scheduling

Alternate ACCESS for ELLs is not a timed test. Approximate administration times for each individual section are provided for scheduling purposes only; there likely will be variation in testing times based on the students' grade levels, abilities, and behaviors.

It is recommended that Alternate ACCESS for ELLs be administered in four separate administration sessions.

Test Section	Number of Tasks	Time	Range of Proficiency Levels	Standards
Listening	9	20 minutes	A1 – P2	SIL, LoMA, LoSC, LoLA
Reading	9	20 minutes	A1 – P2	SIL, LoMA, LoSC, LoLA
Speaking	8	20 minutes	A1 – P2	LoMA, LoSC
Writing	10	20 minutes	A1 – P3	SIL, LoSC, LoLA

Note: The approximate test administration times listed do not include the time that may be needed to set up the testing space, bring the student to the testing space, and distribute the testing materials.

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

10.3 Accessibility and Accommodations

Implementing Accommodations

Alternate ACCESS for ELLs offers several different types of accommodation and accessibility features. Please refer to the *Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* for more information on these features.

Adapting Materials

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

The Writing test is the only section that requires the student to interact directly with the Student Response Booklet. The student can be given a separate piece of paper, or whatever medium they typically use during instruction to write for this domain. See the Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement for transcription guidance.

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

Instructional Supports Used During Assessment

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

Augmentative Communication Devices

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

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

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

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

10.4 General Test Administration Procedures

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

Distributing Test Materials

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

Testing Considerations

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

While it is important for Test Administrators to follow the standardized test procedure, it is also important that they pay close attention to the student throughout the test. Test Administrators should be particularly attentive to both a student's responses and attitude throughout the entire duration of the test. For example, if a student is having a bad day, he or she may not be able to truly demonstrate his or her linguistic abilities. If time allows, Test Administrators may decide to suspend administration of that domain and re-administer from where the student left off on a different day within the allotted testing window. The main goal of Alternate ACCESS for ELLs is to produce the most valid results of students' abilities as possible. Therefore, it is important for Test Administrators to exercise their professional judgment while administering the test to ensure that students accurately demonstrate their abilities and leave the test feeling positive about their experiences.

Breaks During Testing

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

Using the Test Administrator's Script

The Test Administrator's Script includes all of the text to be read aloud to the student during administration, as well as directions that should be read silently to help guide the Test Administrator. Following the Test Administrator's Script exactly ensures consistent administration of Alternate ACCESS for ELLs and reliable and valid results. Figure 47 shows an example of the script. Follow these instructions when using the script:

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

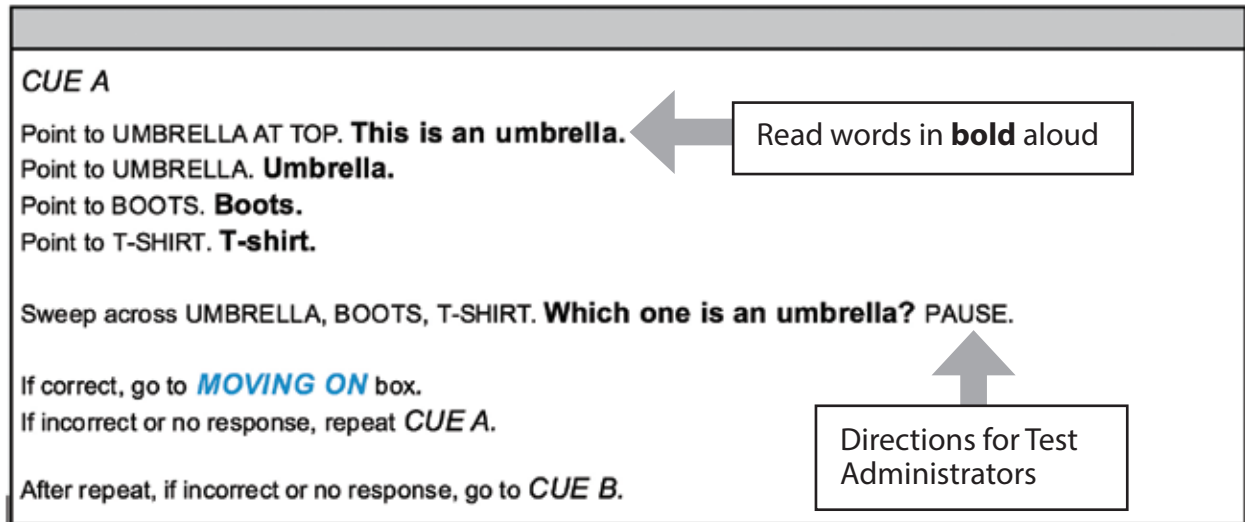


Figure 47. Sample Test Administrator's Script

About the Moving On Box

After each task there is a Moving On box, which gives directions to the Test Administrator, and scripts for either moving on or stopping. Figure 48 shows a Moving On box from the Listening Section. As with the rest of the script, only read aloud the text that is in bold.

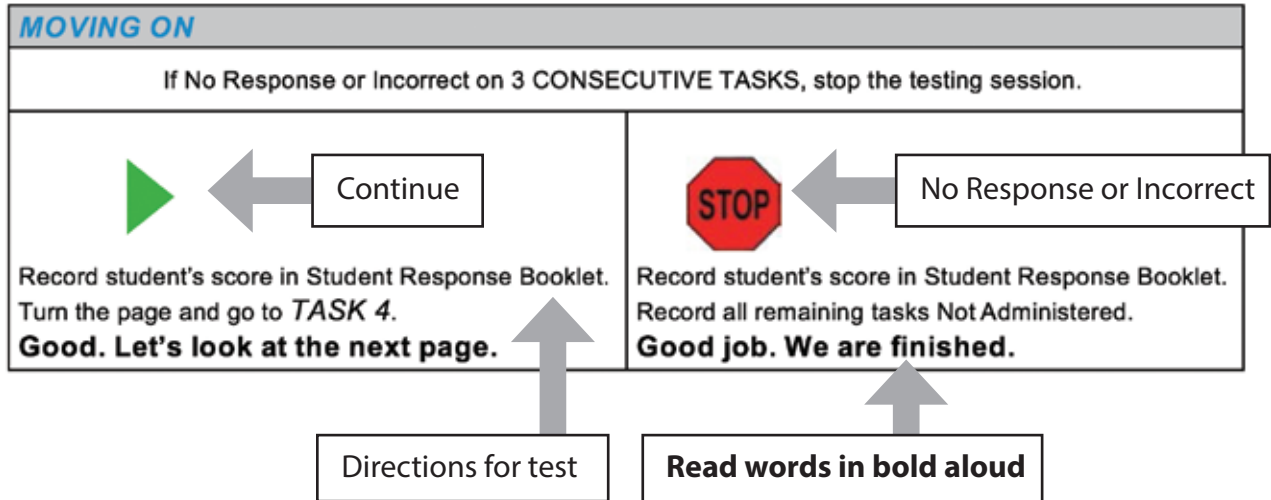


Figure 48. Moving On Box

Stopping Criteria

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

Stopping Criteria EXAMPLE in Listening		
Task	Student Score	Stopping Criteria
1	Cue A	
2	Incorrect	
3	Incorrect	Student received a score on Task 1, so testing continues.
4	Cue C	Student answered correctly, counting begins again.
5	Incorrect	
6	Incorrect	
7	Incorrect	Three “incorrect” in a row, testing ends.
8	Not Administered	
9	Not Administered	

If an entire domain is not administered for any reason, do not mark the Not Administered bubbles inside the Student Response Booklet. If an entire domain is not administered, use the Do Not Score code on the back of the test booklet after a discussion with the School Test Coordinator.

10.5 Listening Administration and Scoring

Materials

- Test Administrator’s Script
- Test Booklet
- Student Response Booklet
- At least one sharpened number 2 pencil to mark student scores

Listening Administration

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

1. Point to the appropriate graphic.
2. Read and follow the directions for CUE A (initial prompt and question of the task). If the student answers correctly, mark the Student Response Booklet and move on to the next task.
3. If the student answers **incorrectly** or **does not respond**, the Test Administrator will repeat CUE A again. If the student answers correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
4. If the student answers **incorrectly** or **does not respond** to CUE A (even after repeating the prompt), the Test Administrator will read CUE B. CUE B simplifies the initial prompt and asks the question again. If the student answers correctly mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.

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5. If the student responds **incorrectly**, or **does not respond** at all after the Test Administrator reads CUE B, the Test Administrator will read CUE C. CUE C provides the answer to the question, restates the prompt, and asks the question again.
6. Mark the Student Response Booklet after CUE C and follow the directions in the Moving On box.

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

Sample Listening Task

In Figure 49, you will find a sample Test Administrator's Script for a Listening task for grade-level cluster 3–5. Please remember Test Administrators will only read out loud the text that appears in **boldface** type in the script.


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

Figure 49. Sample Listening Task

Scoring Listening

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

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

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

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

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

Fill in one bubble per task (i.e., per row).
Mark all tasks that were not administered **Not Administered**.

Figure 50. Sample Listening Scoring Sheet

10.6 Reading Administration and Scoring

Materials

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

Reading Administration

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

1. Point to the appropriate graphic.
2. Read and follow the directions for CUE A (initial prompt and question of the task). If the student answers correctly, mark the Student Response Booklet and move on to the next task.
3. If the student answers **incorrectly**, or **does not respond**, the Test Administrator will repeat CUE A again. If the student answers correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
4. If the student answers **incorrectly** or **does not respond** to CUE A (even after repeating the prompt), the Test Administrator will read CUE B. CUE B simplifies the initial prompt and asks the question again. If the student answers correctly mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.

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5. If the student responds **incorrectly**, or **does not respond** at all after the Test Administrator reads CUE B, the Test Administrator will read CUE C. CUE C provides the answer to the question, restates the prompt, and asks the question again.
6. Mark the Student Response Booklet after CUE C and follow the direction in the Moving On box.

Sample Reading Task

In Figure 51, you will find a sample Test Administrator’s Script for a Reading task for the grade-level cluster 3–5 in the Standard of Language of Mathematics for Level A3. Please remember Test Administrators will only read out loud the text that appears in **bold** in the script.


SAMPLE READING TASK		
<p>CUE A Point to THREE CUPS. There are three cups. Point to QUESTION. Which shows the number of cups?</p> <p>Point to NUMBER 1. Number one. Point to NUMBER 3. Number three. Point to NUMBER 4. Number four.</p> <p>Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups?</p> <p>PAUSE. If correct, go to MOVING ON box. If incorrect or no response, repeat CUE A. After repeat, if incorrect or no response, go to CUE B.</p>		
<p>CUE B Point to THREE CUPS. There are three cups. Point to QUESTION. Which shows the number of cups?</p> <p>Point to NUMBER 1. One. Point to NUMBER 3. Three. Point to NUMBER 4. Four.</p> <p>Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups?</p> <p>PAUSE. If correct, go to MOVING ON box. If incorrect or no response, go to CUE C.</p>		
<p>CUE C Point to THREE CUPS. There are three cups. Point to QUESTION. Which shows the number of cups?</p> <p>Point to NUMBER 3. This is the number 3. There are three cups. PAUSE.</p> <p>Point to NUMBER 1. One. Point to NUMBER 3. Three. Point to NUMBER 4. Four.</p> <p>Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE. Go to MOVING ON box.</p>		
 <p style="margin-top: 10px;">Three cups</p> <p style="margin-top: 10px;">Which shows the number of cups?</p>		
1	3	4

Figure 51. Sample Reading Task

Scoring Reading

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

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

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

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

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

Fill in one bubble per task (i.e., per row).
Mark all tasks that were not administered **Not Administered**.

Figure 52. Sample Reading Scoring Sheet

10.7 Speaking Administration and Scoring

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

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

Materials

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

Speaking Administration

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

1. Point to the appropriate graphic.
2. Read and follow the directions for QUESTION 1 (initial prompt and question of the task). If the student **meets** the scoring expectation, mark the Student Response Booklet and move on to the next task.

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3. If the student **approaches** the scoring expectation or **does not respond**, the Test Administrator will repeat QUESTION 1 again. If the student "**Meets**" the scoring expectation, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
4. If the student **approaches** the scoring expectation or **does not respond** after the repetition of QUESTION 1, read and follow the directions for QUESTION 2. If the student **meets** the scoring expectation, mark the Student Response Booklet and move on to the next task.
5. If the student **approaches** the scoring expectation or **does not respond**, the Test Administrator will repeat QUESTION 2 again. If the student **meets** the scoring expectation, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.
6. If the student **approaches** the scoring expectation or **does not respond** after the repetition of QUESTION 2, read and follow the directions for QUESTION 3. If the student **meets** the scoring expectation, mark the Student Response Booklet and move on to the next task.
7. If the student **approaches** the scoring expectation or **does not respond**, the Test Administrator will repeat QUESTION 3 again. Mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task.

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

The student may occasionally ask the Test Administrator to repeat a question. Repeating the question is acceptable and does not count as "Repeat" for moving onto the next cue.

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

Sample Speaking Task

In Figure 53, you will find a sample Test Administrator's Script for a Speaking task.


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

Figure 53. Sample Speaking Task

Scoring Speaking

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

- **Meets:** Mark the "Meets" bubble when the student produces a response that meets or exceeds task level expectations as indicated in the following table (e.g., if a student produces a word on a task where only a part of a word is expected, the response should be scored as "Meets"). The response must be related to the task. Refer to the table below for more information on marking meets in accordance with the EXPECT box.

Expect box	Mark the Meets bubble when:
Vocalize	Student must be able to vocalize in response to a question (e.g., communicative vocalizations, which may be incoherent, such as grunts). There is no requirement at this level for students to use complete words.
Repeat sound related to task	Student must be able to repeat a part of a word (e.g., initial sound) given orally by the Test Administrator that is supported with a visual representation. There is no requirement at this level for students to use complete words.
Repeat word related to task	Student must be able to repeat names of objects that are presented visually through illustrations. Tasks at this level require students to use chunks of language or single words, but there is no requirement at this level for students to give elaborate or extended responses.
Produce word related to task	Student must be able to respond to simple WH- questions. Students respond directly to questions that are tied to a visual stimulus. Tasks at this level require students to use complete words , but there is no requirement at this level for students to give elaborate or extended responses.
Produce phrase related to task	Student must be able to give short responses that are generally longer than one word (e.g., set phrases). There is no requirement at this level for students to produce sentences and give elaborate or extended responses.

- **Approaches:** Mark the "Approaches" bubble when the student provides a response and there is clear evidence that the demands of the task are too challenging for the student's currently available linguistic resources (e.g., the student produces a sound for a task that requires a production of a word).
- **No Response:** Mark the "No Response" bubble when the student provides no verbal response in English (e.g., vocalization).
- **Not Administered:** Mark the "Not Administered" bubble if the task was not administered to the student for any reason.

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

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

Figure 54 shows a sample scoring sheet for the Speaking Section.

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

Fill in one bubble per task (i.e., per row)
Mark all tasks that were not administered **Not Administered**.

Figure 54. Sample Speaking Scoring Sheet

10.8 Writing Administration and Scoring

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

Materials

To administer the Writing Section, Test Administrators will need each of the following:

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

Writing Administration

The Test Administrator will take the following steps to administer tasks in the Writing section:

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

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

Sample Writing Task

In Figure 55, you will find a sample Test Administrator's Script for a writing task.


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

Figure 55. Sample Writing Task

Scribing Student Responses

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

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

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

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

Scoring Writing

Parts A and B

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

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

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Expect box	Mark the Meets bubble when:
intentional mark	Student uses his or her finger, writing instrument or other tool to mimic the model. There is no requirement at this level for students to use recognizable letters.
trace	Student uses his or her finger, writing instrument or other tool to trace the model letter. The tracing does not have to be concise. There is no requirement at this level for students to use complete words.
copy	Student uses his or her finger, writing instrument or other tool to copy the model word. All or part of the word may be copied. There is no requirement at this level for the student to produce original text.
write word related to task	Student uses his or her finger, writing instrument or other tool to write an original word related to the task. There is no requirement at this level for students to give elaborate or extended responses.
Produce phrase related to task	Student must be able to give short responses that are generally longer than one word (e.g., set phrases). There is no requirement at this level for students to produce sentences and give elaborate or extended responses.

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

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

At the "write word related to task expectation," if the student copies the word that was modeled, turn to the next page in the Student Response Booklet and prompt the student to produce a different word, as indicated in the Test Administrator's Script.

It is possible that a student may provide a response that **approaches** expectations on a given task and then **no response** on the other questions. In this case, score the task as "**Approaches**." For example, if during the administration of a Writing task a student does not provide a response after the first time the task is modeled, and produces a response that **approaches** expectations after the second time the task is modeled, but provides **no response** when seeing the task modeled for the third time, mark the "**Approaches**" bubble on the Writing scoring sheet.



Task	Expect	Meets	Approaches	No Response	Not Administered
1	intentional mark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a

Figure 56. Excerpt from Part A Task 2 with Scoring Box

Part C

Part C of the Writing test is scored using the Writing Rubric, shown in Figure 57.

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

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Level	Text Features
P3–Developing	One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task.
P2–Emerging	One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
P1–Entering	One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.
A3–Engaging	Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A2–Exploring	Common single-digit numbers, letters, symbols, or syllables. All or part of text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A1–Initiating	Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.

Figure 57. Alternate ACCESS for ELLs Writing Rubric

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

Part C

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

Figure 58. Excerpt from Part C Task 9 with Scoring Box

Frequently Asked Questions About Writing Scoring

What is the difference between copied, adapted, and original text?

Copied Text: Text that is copied from a word box, model, or other written source material provided in the Student Response Booklet. When a student copies the text and uses that language appropriately within the context of the response, it should be scored as adapted text.

Adapted Text: Text that is primarily copied from a word box, model, or other written source material provided in the Student Response Booklet but may have words, phrases, or chunks of language that are original. The core of the word, sentence, or phrase has been copied, but some parts within the text have been replaced by the student's own text. Adapted text is minimally communicative in that the student has attempted to create his or her own message. For example, if the word box contains the word "bike" and the student writes "biking," this would be adapted text. Adapted text is typical of Proficiency Level P2, although it may be found at other levels as well. Adapted text shows that the writer has a basic understanding of the meaning of the text.

Original Text: Text that the student has produced that is not copied or adapted from a word box, model, or other written source material provided in the Student Response Booklet. Original text may appropriately contain some words or phrases from the source material, but the vast majority of the writing is the student's own wording. This writing is considered original because it shows the student's own thoughts and message and addresses the writing task.

What is the difference between a general content word and a phrase?

Examples of general content words

Plant, boy, park, green, run, like

Examples of phrases

Ride bike, has kite, kick (soccer) ball

Examples of short sentences

The kite is flying; Boy ride bike; There are trees and children.

Should spelling be considered in scoring of the Writing Section?

In Part C, student responses are not penalized for incorrect spelling as long as the errors do not impede comprehension. When comprehension is impeded, a text consists of arbitrary letters or made-up written marks to indicate meaning. For example, "bLv" or "KD" would not be considered a word, but "plnt" instead of "plant" or "bo" instead of "boy" would be.

Phonetic Spelling: In some cases, a text may contain phonetic spelling. This is when the text is made up of representations of vocal sounds that express pronunciations of words. There is a one-to-one relation between the written form and the spoken form. For example, the student wanted to write "ball" but wrote it as it is spoken, "bal." Additionally, a student may have meant to write "backpack" but wrote "bakpac." This would be acceptable.



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