WIDA™

UNIVERSITY OF WISCONSIN–MADISON

2024-2025
Test Administrator Essentials
ACCESS for ELLs

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

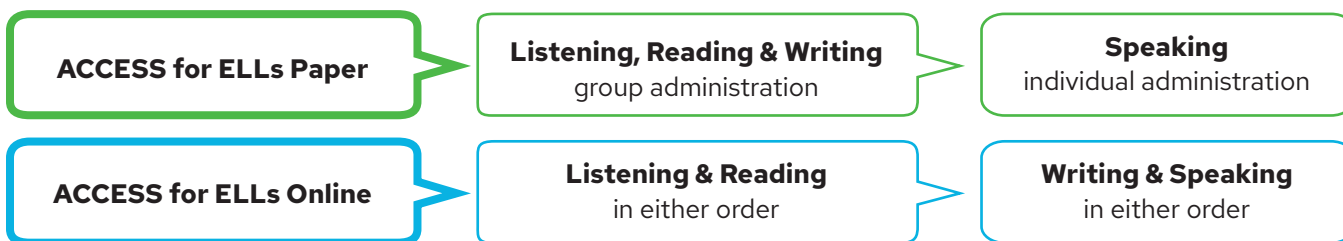**SEE THE TEST ADMINISTRATOR MANUAL FOR FULL GUIDANCE**

About ACCESS for ELLs

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

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

Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Grade 1	Grade 2 / Grade 3 — Grades 2–3		Grades 4–5	Grades 6–8	Grades 9–12
	ACCESS for ELLs Online	Grade 1	Grades 2–3		Grades 4–5	Grades 6–8	Grades 9–12
	WIDA Alternate ACCESS	Grades K–2		Grades 3–5		Grades 6–8	Grades 9–12

RECOMMENDED ORDER OF ADMINISTRATION

ACCESS for ELLs Paper →	**Listening, Reading & Writing** group administration →	**Speaking** individual administration
ACCESS for ELLs Online →	**Listening & Reading** in either order →	**Writing & Speaking** in either order

WIDA
UNIVERSITY OF WISCONSIN–MADISON

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

YOUR STATE

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

Get Ready for Testing

- Complete the appropriate assessment training courses in the WIDA Secure Portal.

- Need a WIDA Secure Portal account or a list of the requirements for becoming a certified TA? Visit your member/state page of the WIDA website.

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

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

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

TEST DAY PREP

- Cover any posters that might help or distract students.
- **Make sure you have the script specific to the grade-level cluster and tier of your testing session.**
- Confirm booklets are correctly labeled and any required information is correctly completed.

ACCESS for ELLs Paper

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

ACCESS for ELLs Online

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

TEST SCHEDULING

- **WIDA does not recommend administering all four domain tests in one day.** However, scheduling test administration days as close as possible to one another lets students do their best while you get a snapshot of their abilities at a specific point in time.

- Plan breaks between domain tests. Avoid breaks within testing sessions.

- Avoid scheduling close to lunch, recess, the end of the school day, scheduled assemblies, or other activities that could interrupt testing that runs long.

- Testing sessions must be domain specific. For example, no testing group should include both students taking the Writing test and students taking the Speaking test. Typically, students test in groups specific to an individual tier and grade-level cluster. See the domain-specific pages below for details.

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

See the test-specific pages below for detail.

Get to Know the Test

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

To prepare students for the online test, show the demo and have them complete the practice. The interactive sample items are recommended as time allows. To prepare for the paper test, read the sample items and decide how best to share the sample items with your students. Remember, while administering the test:

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

ACCESS Online

Completing the pre-test practice can be especially helpful for students who are new to the Speaking test, but keep in mind that the first thing students do when they test on testing day is complete the same practice that is available in advance.

Test Demo: 15 minutes to watch

Sample Items: 5–10 minutes to review

Practice Items: 5–10 minutes to complete

For demos, sample items, and pre-test practice, see ACCESS Test Practice and Sample Items.

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

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

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

  Tools and accommodations allowed during testing are detailed in the Accessibility and Accommodations Manual.

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

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

Kindergarten ACCESS for ELLs

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

Keep in Mind

- Use pencil to mark the test booklet and fill in all ovals completely. Slashes, check marks, or dots can prevent students from receiving scores. **You are the only person who evaluates and scores the student's responses!** When you return test materials, the scores you mark are scanned and used to generate a score report.
- Test items are thematically linked in two sections, one centered on a narrative story (Parts A–C) and the other on an expository text (Parts D–F). Each part is divided into five levels, which correspond with WIDA English language proficiency levels. **Always administer both sections of the test. Each student is tested in all parts, but not every student is administered all levels in each part.**

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

Expository					
Part D: Listening & Speaking	D1	D2	D3	D4	D5
Part E: Writing	E1	E2	E3	E4/5	
Part F: Reading	F1	F2	F3	F4	F5

SCHEDULE 60 MINUTES

Typical in-seat testing time: 45 minutes.

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

The test is designed to be administered in one session, but give students breaks as needed. Keep these brief, and take them at the end of a level or a part of the test.

TEST INDIVIDUALLY
Always administer Kindergarten ACCESS for ELLs individually, to only one student at a time.

TEST MATERIALS
Test booklet, storybook, activity board, cards, pencils.

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

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

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

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

ACCESS for ELLs: Listening

The ACCESS for ELLs Listening test for grades 1–12 assesses students' ability to understand oral English language in grade-level appropriate, academic contexts.

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

ACCESS for ELLs Paper
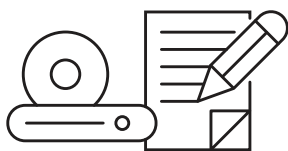
Students listen to an audio CD and mark responses in a booklet.

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

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

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

ACCESS for ELLs Online

Students listen to audio through headphones and select responses on screen.

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

After students complete Listening and Reading, export the registration details in WIDA AMS to identify the students' tier placement. This lets you know:

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

Tell Students

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

Find more resources at Preparing for ACCESS Testing.

ACCESS FOR ELLS: LISTENING

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

Keep in Mind

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

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

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

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

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

TESTING GROUPS

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

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

ACCESS for ELLs Paper

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

ACCESS for ELLs Online

Grade 1	Grades 2–3	Grades 4–12

TEST MATERIALS

ACCESS for ELLs Paper
Test booklets, pencils, Listening & Speaking CD, CD player and speakers

ACCESS for ELLs Online
Test roster & tickets, testing devices, headphones

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

ACCESS for ELLs: Reading

The ACCESS for ELLs Reading test for grades 1–12 assesses students' ability to understand written English language in grade-level appropriate, academic contexts. Items present all the information students need to answer the question, so that content knowledge is not tested.

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

ACCESS for ELLs Paper

Students view items and mark responses in a booklet.

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

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

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

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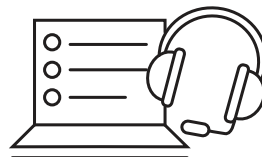
Students view test items and select responses on screen.

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

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

After students complete Listening and Reading, export the registration details in WIDA AMS to identify the students' tier placement. This lets you know:

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

Find more resources at Preparing for ACCESS Testing.

ACCESS FOR ELLS: READING

> ### SCHEDULE
> 60 minutes (Online) to 70 minutes (Paper). Typical in-seat testing time: 45–50 minutes.
> **Timing estimates from WIDA are not maximums.** If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

Keep in Mind

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

- Students can't go back and change their answers in the online Reading test.

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

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

TESTING GROUPS

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

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

ACCESS for ELLs Paper

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

ACCESS for ELLs Online

Grade 1	Grades 2–3	Grades 4–12

TEST MATERIALS

ACCESS for ELLs Paper
Test booklets, pencils

ACCESS for ELLs Online
Test roster & tickets, testing devices, headphones

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

ACCESS for ELLs: Writing

The ACCESS for ELLs Writing test for grades 1–12 assesses students' English language proficiency in academic contexts, as they convey information and ideas in a text format.

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

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

ACCESS for ELLs Paper

Students view items and handwrite responses in a booklet.

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

ACCESS for ELLs Online

Grades 1–3:
Students view test items and handwrite responses in the Online-specific Writing Test Booklet.

Grades 4–12:
Students view test items on screen and either type responses in the online test platform or handwrite responses in a booklet. Visit your member/state page of the WIDA website to check how students respond.

- Export the registration details in WIDA AMS after students complete both the Listening and Reading tests to identify the students' tier placement. The tier tells you which booklet students handwriting their responses will need.
- Print or collect the roster and test tickets. Verify that ticket information is correct, and that each student receives the correct ticket.
- Charge testing devices.
- Check internet connectivity.
- Verify testing devices aren't muted.

Tell Students

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

Find more resources at Preparing for ACCESS Testing.

ACCESS FOR ELLS: WRITING

SCHEDULE

40–80 minutes (Paper) or 70–90 minutes (Online). Typical in-seat testing time: 25–75 minutes. **Timing estimates from WIDA are not maximums**. If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

Keep in Mind

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

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

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

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

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

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

TESTING GROUPS

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

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

ACCESS for ELLs Paper

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

ACCESS for ELLs Online

Grade 1 Tier A	Grades 2–3 Tier A	Grades 4–12 all tiers
Grade 1 Tier B/C	Grades 2–3 Tier B/C	

TEST MATERIALS

ACCESS for ELLs Paper
Test booklets, pencils, scratch paper (per state policy)

ACCESS for ELLs Online

Grades 1–3: Online-specific Writing Test Booklets, pencils, scratch paper (per state policy)

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

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

ACCESS for ELLs: Speaking

The ACCESS for ELLs Speaking test for grades 1–12 assesses students' spoken English language proficiency for academic contexts, not conversational language skills. The test is designed to mimic an instructional scenario in which a student responds independently.

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

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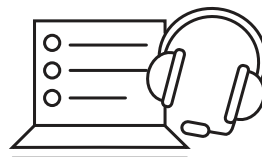
ACCESS for ELLs Paper
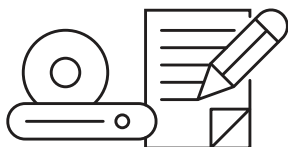
Students listen to an audio CD and speak aloud. The TA scores the response during testing.

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

ACCESS for ELLs Online

Students use headsets to listen to audio and to record spoken answers. Recorded responses are centrally scored by trained raters.

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

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

Tell Students

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

Find more resources at Preparing for ACCESS Testing.

ACCESS FOR ELLS: SPEAKING

SCHEDULE
45 minutes (Paper) to 50 minutes (Online). Typical in-seat testing time: 15-35 minutes.
Timing estimates from WIDA are not maximums. If students are working productively and local policies allow, give them as long as they need to complete ACCESS for ELLs assessments.

Keep in Mind

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

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

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

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

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

TESTING GROUPS

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

Schedule small groups of students, or plan to have multiple TAs to supervise large groups. **Administer Tier Pre-A Speaking tests individually.**

ACCESS for ELLs Paper
Individually administered

ACCESS for ELLs Online

Grade 1	Grades 2–3	Grades 4–12

TEST MATERIALS

ACCESS for ELLs Paper
Test booklets, pencils, Listening & Speaking CD, CD player and speakers

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

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

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

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

WIDA Alternate ACCESS

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

Keep in Mind

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

- WIDA Alternate ACCESS is aligned with the WIDA alternate English language proficiency levels: 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, and 5—Bridging. These proficiency levels are unique to this test.

- Individualized instructional supports can be used during testing only if they do not change what is being tested.

SCHEDULE 30 MINUTES for each domain test

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

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

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

TEST INDIVIDUALLY

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

TEST MATERIALS

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

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

LISTENING & READING: Verbal responses are not required, nor does a student need to read aloud. Students may communicate responses in their preferred communication mode.

SPEAKING: Students may provide a verbal response or use their augmentative/alternative communication (AAC) device, as these are considered the student's voice. Do not provide a page on the device specifically for testing, as that would not reflect the student's day-to-day skills with English language.

WRITING: Students may use their preferred traditional or adaptive writing instrument to write in their test booklet or on any other medium. Be sure to transcribe the student's response if on any other medium. Approximated and phonetic spelling is acceptable, as long as the student's spelling does not impede your understanding of the response.

Find more resources at WIDA Alternate ACCESS.

Notes on local testing guidelines:

Also see the ACCESS for ELLs Checklist on your member/state page of the WIDA website.

wida.wisc.edu