

WIDATM

2020-2021

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

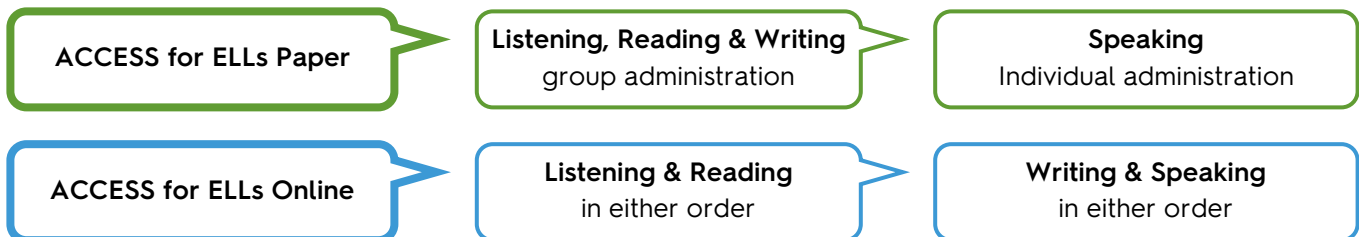
About ACCESS for ELLs

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

Each test 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. Kindergarten and Alternate ACCESS for ELLs give test administrators 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 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
	Alternate ACCESS for ELLs	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12	

ORDER OF DOMAIN TEST ADMINISTRATION



- 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 ELLs.
- 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 accommodations.
- Establishes policies on test administrator training and test administration. Find this information on your state's page of the WIDA website (wida.wisc.edu).

Get Ready for Testing

- Complete the training courses in the WIDA Secure Portal (portal.wida.us). At the end of the training, pass the quiz to become a certified test administrator.

Need a Secure Portal account or a list of training courses you need to complete? Visit your state's page of the WIDA website (wida.wisc.edu).
- Read the [Test Administrator Manual](#) to learn the details of the test you'll administer.
- Verify the areas students will use for testing have enough space for test materials. The rooms must be big enough to accommodate the number of students you'll test and allow plenty of space between students to minimize distractions.
- Identify a secure storage place 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 that the materials you need (a device to play a CD and a sufficient quantity of sharpened pencils) are available to you and ready to go for testing day.

ACCESS for ELLs Online

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

TEST SCHEDULING

- **If possible, do not administer all four domain tests in one day.** Test across a few days to let students do their best while getting a snapshot of students' abilities at one point in time.
- Plan breaks between domain tests. Avoid breaks during testing.
- 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 Alternate ACCESS for ELLs are individually-administered tests with unique scheduling and administration considerations. See the test-specific pages for detail.

Get to Know the Test

If you can, before testing day, 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 interactive sample items. To prepare for the paper test, read the sample items and decide whether to share the sample items with your students. Remember:

- 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, or troubleshooting.



Test Demo: 15 minutes to watch
Sample Items: 5–10 minutes to review
Practice Items: 5–10 minutes to complete

Find demos, sample items, and practice items at wida.wisc.edu/assess/access/preparing.

Completing the practice items 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 take the real test is complete the same practice items available in advance.

It is the test administrator's responsibility to monitor testing and ensure students do their own work. Reliance on others or on devices like cell phones or smartwatches will invalidate student scores.

ACCESS for ELLs is not a test students should study for. Instead, students should focus on doing their best to demonstrate their 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 in to the online test platform. Help your students plan how best to use the tools available. Students with an active Individualized Education Program (IEP) or 504 Plan can often use the accommodations they have in the classroom during testing. Work with the student's IEP or 504 team to plan your student's testing experience.

The tools and accommodations allowed during ACCESS for ELLs testing are detailed in the Accessibility and Accommodations Supplement, available in the WIDA Resource Library (wida.wisc.edu/resources).

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

Circles in demographic forms and test response booklets 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 academic English through a semi-adaptive game and activity format that keeps students engaged with tasks the test administrator 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 administering the test, but there is no need to prepare students ahead of time for testing.

Keep in Mind

- Use pencil to mark the test booklet and fill in all ovals completely. Using 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 used to generate the student's score report. **Find scoring resources at wida.wisc.edu/assess/access/scores-reports.**
- 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

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 irregular spelling and poorly formed letters are hallmarks of kindergarten writing. Expect students will omit letters, especially when the letters are silent in standard English spelling.

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

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.

Administer the test 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.

TESTING GROUPS:

Always administer Kindergarten ACCESS for ELLs individually, working with only one student a time.

TEST MATERIALS:

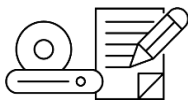
Test booklet, storybook, activity board, cards, pencils

ACCESS for ELLs: Listening

The ACCESS for ELLs Listening test assesses students' ability to understand oral 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



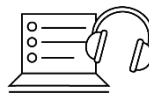
Students listen to an audio CD and mark responses in a booklet.

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

For easy test booklet management, maintain student groups across test 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 test 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, run a Tier Placement Report so 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 a student has a specific accommodation).

Find scoring resources at wida.wisc.edu/assess/access/scores-reports.

ACCESS FOR ELLS: LISTENING



SCHEDULE 65 MINUTES 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

- 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. Be assured that the test platform doesn't allow students to skip questions. An answer must be selected before the student can move through the test.
- **As you monitor the test, keep an eye out 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!

Consider letting students listen to some recorded English language before beginning the test.

A simple listening activity can help ensure students are ready to do their best, especially if they are testing at the beginning of the school day.

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 test administrators 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 assesses students' ability to understand written 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 listen to audio embedded in the online test platform that provides test directions. After the test directions section, students can remove their headphones because there is no audio provided for the test items. For paper testing, you explain the test directions according to the Test Administrator Script, and students mark their responses in a test booklet.

ACCESS for ELLs Paper



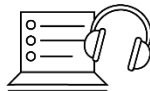
Students view items and mark responses in a booklet.

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 test 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 test 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, run a Tier Placement Report so you know:

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

Find scoring resources at wida.wisc.edu/assess/access/scores-reports.

ACCESS FOR ELLS: READING



SCHEDULE 70 MINUTES 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.
- 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. Be assured that the test platform doesn't allow students to skip questions. An answer must be selected before the student can move through the test.
- **As you monitor the test, keep an eye out 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 test administrators 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
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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 assesses students' abilities to use academic English to 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

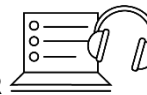


Grades 1–3:

Students view test items and handwrite responses in the **Online-specific Writing Test Booklet**.



OR



Grades 4–12:

Students view test items on screen and either handwrite responses in a booklet or type responses in the online test platform.

Visit your state's page of the WIDA website (wida.wisc.edu) to check how students respond.

- ✓ Run a tier placement report in [WIDA AMS](#) after students complete both the Listening and Reading tests. 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 words if you don't want to.
- Write as much as you can to show what you can do!

ACCESS FOR ELLS: WRITING



SCHEDULE 40–90 MINUTES 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 Writing tasks are scored as a whole. Encourage students to complete all parts, but know 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. **Find scoring resources at wida.wisc.edu/assess/access/scores-reports.**

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 test administrators 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 Tier A
Grade 1 Tier B/C	Grades 2–3 Tier B/C	Grades 4–12 Tier B/C

TEST MATERIALS

ACCESS for ELLs Paper

Test booklets, pencils, scratch paper

ACCESS for ELLs Online

Grades 1–3: Online-specific Writing Test Booklets, pencils, scratch paper

Grades 4–12: Test roster & tickets, testing devices, headphones, test 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.**

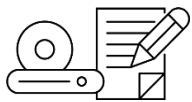
ACCESS for ELLs: Speaking

The ACCESS for ELLs Speaking test assesses students' abilities to produce spoken academic English, not conversational language skills. The test is designed to mimic an instructional scenario in which a student responds without practice or linguistic support.

Students taking the Speaking test join a conversation between a virtual test administrator and model student. The virtual test administrator asks questions and the model student provides an answer before the virtual test administrator 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 test administrator and model student audio. When your student responds, you score the response as the CD continues to play, giving your student the next prompt.

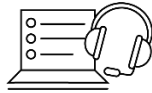
ACCESS for ELLs Paper



Students listen to an audio CD and speak aloud. The test administrator 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 listen to audio and speak into a headset. 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.
- Match the model student's response. It demonstrates how much and what kind of language to use in an answer.
- 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.

ACCESS FOR ELLS: SPEAKING



SCHEDULE 50 MINUTES 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.

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.

Keep in Mind

- Remind students taking the online test that they should not stop recording until they're sure they're finished!
- Students can score well for concise, clearly delivered responses that address the task with appropriate word choices.
- **Sufficient space and privacy is 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.
- **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 a simplified version of the WIDA Speaking Rubric. **Find scoring resources at wida.wisc.edu/assess/access/scores-reports.**

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

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 test administrators to supervise large groups.

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 during testing, check the following:

- The headset is properly 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.

Alternate ACCESS for ELLs

Alternate ACCESS for ELLs assess students' ability to understand and use academic English through a semi-adaptive design that has test administrators stop each domain test when a student offers no response, an incorrect response, or an Approaches response on three consecutive tasks. Alternate ACCESS for ELLs is designed for students with the most significant cognitive disabilities, and it is typically appropriate for ELLs who participate in alternate content assessments. Sample items are available on the WIDA website for you to review before administering the test, but there is no need to prepare students ahead of time for testing.

Keep in Mind

- Use pencil to mark the test booklet and fill in all ovals completely. Using 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 used to generate the student's score report.
- Alternate ACCESS for ELLs is aligned the WIDA alternate English language proficiency levels: A1—Initiating, A2—Exploring, A3—Engaging, P1—Entering, P2—Emerging, and P3—Developing. 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. Augmentative and Alternative Communication (AAC) devices are considered the student's voice, for testing purposes, but do not provide a page on the device specifically for testing. Such an arrangement would not be representative of the student's day-to-day academic English language skills.

WRITING:

Students can use their preferred writing instrument to write in the Student Response Booklet or on any other medium. Incorrect and phonetic spelling is acceptable as long as the errors do not impede your understanding of the student's response. Arbitrary letters and invented marks are not scorable. Copied responses are those made up entirely of words that appear in the Student Response Booklet, while adapted and original responses also include the student's own words, phrases, or chunks of language. Adapted responses are minimally communicative but shows the writer has a basic understanding of the meaning of the text, while original response express the student's unique thoughts and message.

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 ACCESS for ELLs assessments.

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

TESTING GROUPS:

Always administer Alternate ACCESS for ELLs individually, working with only one student a time.

TEST MATERIALS:

Test booklet—Adapt as needed to present graphics in another format, such as on an eye gaze board or on tactile supports. Keep parts together with the bar code from the back of the booklet.

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