Student Assessment Resource Guide
for
English Learners

September 2023

Developed by Student Assessment

Revision History

The revision history of this manual provides users with a quick way to view **major** additions, revisions, or changes. Minor changes such as formatting or updating are not listed.

YEAR	PAGE	DESCRIPTION OF CHANGE
2021	All applicable pages	Added *WIDA Screener for Kindergarten* and removed WIDA MODEL and WIDA W-APT.
2021	All applicable pages	Removed English learner (EL) and added multilingual learner (ML)
2021	All applicable pages	Changed the name of the manual to *Student Assessment Resource Guide for Multilingual Learners*.
2021	Section 11	Removed all of the ML assessments accommodations checklists. These will now be housed in the *Accessibility Supports and Accommodations Policy (*ASAP*) Manual.*
2021	All Forms/Pages	Updated all applicable forms and pages to include *WIDA Screener for Kindergarten*.
2021	Pages 91-113	Added the *WIDA Screener Online and WIDA Screener for Kindergarten Handbook.* This will be the permanent location for this manual.
2021	Page 88	*WIDA Alternate ACCESS Student Verification Form* replaced with revised form.
2021	All applicable pages	Removed multilingual learner (ML) and replaced with English learner (EL).
2021	Page 16	Revised wording to reflect the screener must be completed within the 30 day or 10-day timeline.
2022	Pages 90-91	Added the EL Paraprofessional Memorandum.
2022	All applicable pages	Added the most current forms with changes. Updated the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* Pages 92-114.
2022	Naming Convention	Changed System Test Coordinator to District Test Coordinator.
2022	Page 23	Added Guidance on Misidentification of English learners.
2022	Page 54	Added additional information pertaining to score reports.
2022	All applicable pages	Updated graphics
2023	Page 29	New guidance on Alternate PLDs
2023	Page 35	New guidance on Alternate Exit Criteria
2023	Page 38	Included new guidance on Annual Training
2023	Page 46	Included guidance on the use of the *Testing Supports Form*
2023	Page 65	Updated Growth Targets
2023	Section 12-Page 111	Added back the *English Learner Assessments Checklists*
2023	All applicable pages	Changed name of *Alternate ACCESS for ELLs* to *WIDA Alternate ACCESS*.
2023	All applicable pages	Provisional Screener Checklist removed
2023	All applicable pages	Removed the *Alternate ACCESS for ELLs Exit Criteria*

This manual is produced by Student Assessment. Any questions should be directed to Student Assessment at: studentassessment@alsde.edu or (334) 694-4817

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General Information

Section

Purpose of the
Student Assessment Resource Guide for English Learners

The purpose of the *Student Assessment Resource Guide for English Learners* is to present a systematic approach, in terms of assessment, from the identification process of English learners (EL)s to the time the student attains English language proficiency and is no longer identified as an EL. All documents pertaining to EL students are included in Section 11. Educators who are responsible for administering the *WIDA Screener for Kindergarten*, *WIDA Screener Online*, *ACCESS for ELLs*, and/or the *WIDA Alternate ACCESS* will benefit from this guide.

EL Terminology

ACAP	Alabama Comprehensive Assessment Program
ACCESS	*ACCESS for ELLs*
Alternate ACCESS	*WIDA Alternate ACCESS*
ASAP	*Accessibility Supports and Accommodations Policy* Manual
BTC	Building Test Coordinator
DRC	Data Recognition Corporation
DTC	District Test Coordinator
EL	English learner
Ellevation	State's English learner program management system
ELD	English Language Development
ELP	English Language Proficiency
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ESEA	Elementary and Secondary Education Act
EL 1	First year EL
EL 2	Second year and beyond EL
EL 6	English Learner Waived Services
FEL 1	Former EL year one of monitoring
FEL 2	Former EL year two of monitoring
FEL 3	Former EL year three of monitoring
FEL 4	Former EL year four of monitoring
FEL	Former EL (no longer being monitored/included in the EL subgroup for accountability)
HLS	Home Language Survey
IDEA	Individuals with Disabilities Education Act
I-ELP	Individual English Language Plan
IEP	Individualized Education Program
ISR	Individual Student Report
LEA	Local Education Agency
NOMPHLOTE	National Origin of Minority whose Primary Home Language is Other Than English
PLD	Proficiency Level Descriptor
Screener	*WIDA Screener for Kindergarten* and *WIDA Screener Online*

Alabama Comprehensive Assessment Program Information

It is the policy and expectation of the Alabama State Department of Education (ALSDE) that **all** students, regardless of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability be provided an opportunity to participate in the *Alabama Comprehensive Assessment Program* (ACAP).

State Board of Education, State Department of Education, Administrative Code 290-4-2- .01:

All students must be provided the opportunity to participate in the state testing program.

The ACAP consists of the following assessments:

Alabama Comprehensive Assessment Program		
Assessment	**Grades**	**Subjects**
ACCESS for ELLs	K-12	Reading, Listening, Speaking, Writing
WIDA Alternate ACCESS	K-12	Reading, Listening, Speaking, Writing
ACAP Summative	2-8	English Language Arts, Math
	4,6,8	Science
ACAP Alternate	2-8, 10,11	English Language Arts, Math
	4,6,8,10,11	Science
PreACT Secure	10	Reading, English, Math, Science
ACT with Writing	11	Reading, English, Writing, Math, Science
ACT WorkKeys (Optional)	12	Workplace Documents, Applied Math, Graphic Literacy
National Assessment of Educational Progress	4,8,12	Selected Schools Only

Student Assessment Manuals

Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration

With the rise in the State's EL population, it is important that all educators are adequately informed on the policies and procedures set forth by the ALSDE in order to provide meaningful experiences that will enhance the education of Alabama's ELs. The *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* (Integrity Handbook)*,* developed by Student Assessment, provides detailed information regarding the roles and responsibilities of Testing Staff, Test Administration Training, Test Security policies and requirements, and state policy. Also included are forms used in test administration and forms needed for training Testing Staff. This document is rich in information and is a valuable resource for educators. Any educator who will participate in the administration of any state assessment, including each of the EL screeners, must be trained on each specific role identified in the Integrity Handbook for which they will participate, including participation in Test Security Training.

Accessibility Supports and Accommodations Policy Manual

The *Accessibility Supports and Accommodations Policy* (ASAP) Manual is a valuable resource that details how to select and use accessibility supports and/or accommodations on state assessments. This manual is intended to be used by educators who serve students with *Individualized Education Programs* (IEP)s, Section 504 Plans, or *Individual English Language Plans* (I-ELP) s. The ASAP Manual houses the *ACAP Accessibility Supports and Accommodations Tables* for the *ACAP Summative* and *ACAP Alternate* assessments, which list every available support on each of the state assessments. The *Accessibility Supports and Accommodations Tables* are crucial in the development of each of these plans to ensure that only eligible supports are identified for state assessments. The ASAP Manual also contains the *Testing Supports Form* and the *Use of Accessibility Supports and/or Accommodations on State Assessments* form which are both used to document supports provided to students on state assessments.

Assessments for English Learners

Alabama is a member of the WIDA Consortium of States and administers the following assessments to ELs:

➢ The *ACCESS for ELLs* assessment is the state's English language proficiency assessment and was administered for the first time in 2005. Since that time, the State's EL population has increasingly grown year after year.

➢ This assessment is administered to EL students in Grades K-12 until a composite score of 4.8 is achieved. At this point, students will be reclassified as Former English Learner (FEL) year 1 and will be monitored for 4 years.

➢ The *WIDA Alternate ACCESS*, the State's alternate English language proficiency assessment, was administered for the first time in 2013. This assessment is for those EL students in Grades K-12 with significant cognitive disabilities who participate on the *ACAP Alternate* assessment. Students taking the *WIDA Alternate ACCESS* assessment will not attain English language proficiency and will remain on this assessment until the alternate exit criteria is met.

NEW: New alternate exit criteria will be determined in the fall of 2024.

➢ *WIDA Screener for Kindergarten* is the State's identification assessment for potential ELs. It is administered to students in Pre-K 4 programs, during the registration process for kindergarten, and to any potential EL student entering kindergarten for the first time. It is also used to screen potential EL students in the first semester of first grade.

➢ *WIDA Screener Online* is the State's EL identification assessment for potential ELs. This screener is administered to students in the second semester of Grade 1 through Grade 12.

WIDA and DRC
TWO Separate Websites for Educators

There is often confusion over these two web sites. Educators need access to both and will use each of them for very different functions. The information below will help educators determine which web site is needed and for what purpose.

What Will I Find on the WIDA Website?
wida.wisc.edu

TRAINING COURSES, RESOURCES, SCORING FOR *WIDA SCREENER FOR KINDERGARTEN*

The WIDA website contains multiple resources, rich in information, which are useful to educators and families of ELs. The WIDA website is also the location for the **required annual training** for every educator who will administer any of the English language assessments and screeners. The following information is located on the WIDA website:

- *WIDA Screener Online* Resources
- *WIDA Screener for Kindergarten* Resources
- *ACCESS for ELLs* Online
- *WIDA Alternate ACCESS* Resources
- Scoring Calculator for *WIDA Screener for Kindergarten*
- *ACCESS for ELLs* Webinars/Q & A Sessions
- WIDA Standards and CAN-DO Descriptors
- WIDA Professional Learning Resources and E-Learning Modules
- Online Training Modules for all EL assessments and screeners
- WIDA Research
- Educator and Family Resources
- Technology Coordinator Resources
- Test Administrator Manuals for ALL EL Assessments
- Account Creator
- Account Management and Training Status

Creating WIDA Accounts

District Test Coordinators (DTC)s and/or EL Coordinators have been granted permissions that allow for the following:

- **Create user accounts**
- **Assign permissions**
- **View training history and scores**

Upon login to [WIDA Secure Portal] ***WIDA Secure Portal***, Coordinators are able to select the [Manage 👤▾]

Manage tab and then "Manage Users" to create accounts, assign permissions, or search current users scoring history.

Viewing Training and Quiz Scores

DTCs and/or EL Coordinators are able to view the training history of educators in order to confirm that training has taken place. Without this confirmation, no one should administer any English language assessment.

Coordinators will follow the steps above and select "Certification Report" to view certifications and dates of completion. Additionally, all users can be exported into an excel file for easier viewing.

This is helpful for making sure educators have completed and passed the quizzes annually.

Login credentials are required in order to access portions of the website. For access to this website, contact the DTC or Student Assessment for details.

Contact Information: help@wida.us – Help Desk - 866-276-7735

What Will I Find on Data Recognition Corporation (DRC) Website?

www.wida-ams.us

NEW TEST MANAGEMENT PORTAL

DRC **manages** the State's English language assessments through the DRC WIDA-AMS website. This website supports the preparation, management, and administration of the *ACCESS for ELLs* suite of assessments that includes *ACCESS for ELLs and WIDA Screener Online.* Educators gain access and are given permissions by the DTC or, in some cases, the EL Coordinator. The following information is located in the DRC portal:

- Test demos, sample items, and test practice (no login credentials required)
- Test materials ordering/processing
- *WIDA Screener Online* test guidance/scoring located under the DRC Customer tab: WIDA Knowledge Check Articles
- User set up and permissions
- Student Management: Add students, track students' test sessions, edit test sessions
- Test management
- Student Transfer Form
- Test results
- Data Validation
- Testing software downloads
- On Demand report delivery of *ACCESS for ELLs* and *WIDA Alternate ACCESS* in 47 different languages

Coordinators must assign the "educator scoring" permission and validate that the Writing and Speaking quizzes were completed and passed. Directions on how to do this are located in the *WIDA Screener Online Handbook* located in the Documents section of this manual.

Login credentials are required to access this portal. Contact the DTC or Student Assessment for details.

Contact Information: wida@datarecognitioncorp.com   Help Desk - 855-787-9615

Definition of an English Learner

In Alabama, the definition of an English learner is taken from federal regulations: Under the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA), the law uses the term English learner (EL) to refer to students whose primary language is other than English and whose level of English proficiency is progressing to the level needed to participate effectively in United States mainstream classrooms. Previously, the terms "limited English proficient" (LEP) and "English language learner" (ELL) have been used.

Under ESSA, an English learner means an individual –

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who was not born in the United States, or whose native language is a language other than English;

        (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

            (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

      (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

    (i) the ability to meet the challenging State academic standards;

    (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

    (iii) the opportunity to participate fully in society.

Definition of an English Learner with Significant Cognitive Disabilities

*English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their IEP and I-ELP who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.*

The Identification Process

Section

2

Identification of an English Learner

ELs must be identified at the time of enrollment through a Home Language Survey (HLS) administered during the enrollment/registration process. The HLS is a requirement for every student entering schools in Alabama. If the HLS indicates the use of a language other than English by the student or any individual in the home, the student is considered a potential EL, and a screener must be used to determine the student's English language proficiency level.

Potential ELs who enroll during the summer or the first day of school must be assessed for English language proficiency **within 30 days of enrollment**.

Potential ELs who enroll after the first day of school must be assessed for English language proficiency **within 10 days of enrollment**.

When all responses on the HLS indicate that English is the only language used by the student and the individuals in the home, then the student is considered an English-only speaker without the need for EL services.

NEW: The 30-day or 10-day enrollment timeline begins when the student's Home Language Survey is entered in PowerSchool.

EL Procedural Flowchart

Home Language Survey

Must be completed for all students during the enrollment process.

Screening must be done within ***30 days** of enrollment for students who enroll in the summer or on the **first day** of school.

Screening must be done within ****10 days** of enrollment for students who enroll **after** the first day of school.

A language Other Than English is denoted.

Primary Language is English.

Administer the *WIDA Screener for Kindergarten* for kindergarten students through first semester of Grade 1.

Administer the *WIDA Screener Online* for students in second semester of Grade 1 through Grade 12.

STOP
Not eligible for EL services.

* 30 days = 30 full days

**10 days = 10 working days
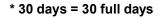
If student qualifies, convene an EL Committee meeting and develop an Individual English Language Plan (I-ELP).

If student scores proficient, **STOP**
Not eligible for EL services. Code as NOMPHLOTE.

Student will participate on *ACCESS for ELLs* or *WIDA Alternate ACCESS* until such time the student demonstrates English proficiency (4.8 composite) on *ACCESS for ELLs* or meets the *WIDA Alternate ACCESS Exit Criteria:* **NEW: Fall of 2024**

Screening Potential EL Students

The only two assessments used in Alabama for screening potential EL students are the following:

- ***WIDA Screener for Kindergarten***
  For students in Pre-K 4 - first semester of Grade 1: In this context, Pre-K 4 refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance for the first time.

- ***WIDA Screener Online***
  For students in the second semester of Grade 1 through Grade 12.

Test Administrators must be qualified to administer these state-approved screening instruments.

Qualified Test Administrators –

1. May be part-time or full-time employees of the district.

2. Must be certificated or hold the qualifications of an Instructional Paraprofessional.

3. **Instructional Paraprofessionals can be used for the screening instruments ONLY.**

4. Must complete the required WIDA online training courses **annually** for the screening assessment for which they are responsible and provide proof of certification to either the DTC or EL Coordinator.

5. Must complete Test Security Training provided by Student Assessment on the ***WIDA Screener for Kindergarten and WIDA Screener Online Handbook*** via recorded webinar or through either the DTC or EL Coordinator.

Alabama Screening Assessments

The only assessments used for identification for potential EL students are the *WIDA Screener for Kindergarten* and the *WIDA Screener Online.* In very rare cases, *WIDA Screener Paper* is also available with ALSDE permission only. Districts are responsible for the cost of the *WIDA Screener Paper*.

WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test used for identifying potential EL students. This assessment **MUST BE USED** for students who enter kindergarten for the first time. It is administered through the first semester of Grade 1 and is free to all users. Test materials and the Scoring Calculator are available at: **wida.wisc.edu** and login credentials are required. Test materials may be printed off and laminated for reuse or purchased from the WIDA Store for a minimal fee**.**

Annual online training at wida.wisc.edu is required in order to administer this assessment. In addition, Test Administrators must complete the training provided by Student Assessment, which includes training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*. This training includes the required Test Security Training. All forms in the handbook must be signed upon completion of training and returned to the DTC or EL Coordinator, if directed.
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WIDA Screener Online

WIDA Screener Online is available through the DRC portal at www.wida-ams.us. This assessment **MUST BE USED** for screening students in the second semester of Grade 1 through Grade 12 and is free to all users. Login credentials are required. **Annual online training at wida.wisc.edu is required** in order to administer this assessment. In addition, Test Administrators must complete the training provided by Student Assessment, which includes training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*. This training by Student Assessment also includes Test Security Training. All forms in the handbook must be signed upon completion of training and returned to the DTC or EL Coordinator, if directed. Contact your DTC for login credentials for the online training.

WIDA Screener Paper **(ALSDE approval required)** is available for those students who are unable to meaningfully access the *WIDA Screener Online* even with accommodations. **Annual online training is required** in order to be able to administer this assessment. There is a cost for this assessment, and that cost lies with the Local Education Agency (LEA). Contact Student Assessment at studentassessment@alsde.edu for additional guidance for the use of the paper screener.

Potential EL Student Enrolls in a District from a WIDA State

After the school has administered the HLS, the next step is to screen the student to determine if the student meets the criteria for designation as an EL. Before screening, consider the following:

- It is incumbent upon the receiving district to contact the state from which the student came to determine EL status. If the student was determined to be eligible for services **within the past calendar year** by meeting Alabama eligibility requirements (see qualifying scores in this section) for either of the screeners, and there are records to substantiate this, the school must accept the records of eligibility and place the student accordingly. **In this case, there is no reason to screen the student.**

- If the school is not able to get this information from the sending state in order to meet the deadline for screening, the school must proceed with screening the student. Student Assessment is available to help in making contact with WIDA states if the school/district is unsuccessful in getting the needed documentation.

WIDA Consortium Member States and Territories

Alaska, Hawaii, Northern Mariana Islands, U.S. Virgin Islands, Bureau of Indian Education, Department of Defense Education Activity

Screening Potential ELs with Disabilities

Accommodations are allowed for potential EL students with disabilities on the *WIDA Screener for Kindergarten* and *WIDA Screener Online*. Potential EL students who have a current IEP or Section 504 Plan may be eligible for those accommodations. If accommodations in the IEP or Section 504 Plan are the same as the accommodations listed in the *WIDA Screener Online Accommodation Selection Checklist for Students with an IEP/Section 504 Plan* or the *WIDA Screener for Kindergarten Checklist for Students with an IEP/Section 504 Plan*, those accommodations may be provided when administering either of these screeners. The checklists are located in the ***Accessibility Supports and Accommodations Policy* (ASAP) manual and Section 12 of this manual.**

Alabama State Department of Education
Alternate Screening Checklist

The *Alternate Screening Checklist* is to be used for those potential EL students who cannot participate meaningfully on the *WIDA Screener for Kindergarten or WIDA Screener Online,* even with accommodations. The *Alternate Screening Checklist* is for **severely cognitively disabled** students and not intended for those students with disabilities who can participate with the use of accessibility supports and/or accommodations. This checklist provides educators with a mechanism to ensure that students with profound disabilities can be identified and provided the services they need. The *Alternate Screening Checklist* is located in **Section 11 of this manual.**

Additionally, educators may listen to a recorded webinar at: [Alternate Screening Checklist Recorded Webinar](#).

Potential Pre-K English Learners

Potential ELs in a Pre-K 4 program must be screened and, if found eligible, must also receive English as a Second Language (ESL) services. Schools must use the *WIDA Screener for Kindergarten* as a screening instrument.

NOTE: **Pre-K 4 refers to students who are participating in the kindergarten registration period and enrolling in kindergarten for the first time**. Pre-K in this context refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance.

Potential EL students will be administered only the Listening and Speaking domains (Oral Language) of the *WIDA Screener for Kindergarten*.

Detailed information can be found in the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* located in **Section 11 of this manual.**

Qualifying Scores for Potential ELs
WIDA Screener for Kindergarten or WIDA Screener Online

WIDA SCREENER FOR KINDERGARTEN			
GRADE	REQUIRED DOMAINS	QUALIFIES STUDENT AS EL	DOES NOT QUALIFY STUDENT AS EL
Pre-K4 Pre-registration period for kindergarten entry through 1st semester of Grade 1	Listening Speaking	4.0 and below Oral Language Score	4.5 or higher Oral Language Score
WIDA SCREENER ONLINE			
GRADE	REQUIRED DOMAINS	QUALIFIES STUDENT AS EL	DOES NOT QUALIFY STUDENT AS EL
2nd semester of Grade 1 through Grade 12	Reading, Listening, Writing, Speaking	4.5 and below	5.0 or higher

NOTE: In cases where students score too high and do not qualify for services (NOMPHLOTE) but are experiencing difficulty with language in the classroom, it may be necessary to reassess the student. It is permissible to readminister the initial screener to the student, with the parent/guardian(s) permission, in order to determine if the student does qualify to receive services.

Misidentification of an EL

There may be some instances where misidentification of an EL can occur. For example, the HLS may be misinterpreted by parent/guardian(s) or by the educator reviewing the information, which could lead to misidentification. This same misinterpretation is possible as educators review initial screening assessment scores, also resulting in misidentification. If it is suspected that a student has been inaccurately identified as an EL, contact ALSDE EL Administrator, Maria Franco, via email at: maria.franco@alsde.edu or by phone at: (334) 694-4922 for guidance.

Parent Waiver of Direct Language Assistance Services

Some parents of students identified as ELs may choose to waive *Supplemental Title III Language Assistance Services* for their child. However, this does not negate the responsibility of the LEA to provide language support under the Office for Civil Rights law. The LEA must find alternate means of providing the student with support for language development and proficiency outside of the structured English as Second Language (ESL) classes that may include pull out or push in services. Parents who choose to waive services must do so in writing on an annual basis, and the LEA must maintain the written documentation.

Students who will not receive formal language services must still participate on the *ACCESS for ELLs* or *WIDA Alternate ACCESS* in order to determine the student's level of English acquisition and to provide educators with valuable information attained from test scores so that appropriate supports may be provided. ELs whose parent/guardian(s) have chosen to waive services will still be eligible for the appropriate EL accommodations on state assessments.

Although parent/guardian(s) may choose to waive *Supplemental Title III Language Assistance Services* for formal language assistance, the student will be identified and coded as an EL in PowerSchool and will continue to be coded as EL until the student attains a 4.8 composite score on *ACCESS for ELLs* or an alternate score on *WIDA Alternate ACCESS*.

General Questions:

1. If a parent waives *Supplemental Title III Language Assistance Services,* is the LEA responsible for developing an I-ELP and serving the student?

   Yes. A meeting with the parent/guardian(s) is **required** to explain the screener scores, why the student qualified for services, what services are available to the student had those services not been waived, how the student will be supported in the classroom, and why participation on *ACCESS for ELLs* or *WIDA Alternate ACCESS* cannot be waived and is federally required. The I-ELP will denote these decisions. The I-ELP will be reviewed annually with the parents/guardian(s)' request for attendance. If the parent/guardian(s) refuse to attend, the I-ELP will remain in place until the student demonstrates English proficiency, which is a 4.8 composite score on *ACCESS for ELLs*. Refer to the *WIDA Alternate ACCESS Exit Criteria* located in **Section 11 of this manual** for exit criteria for this assessment**.**

2. Are accessibility supports and/or accommodations allowed on state assessments for students whose parents/guardians waived *Supplemental Title III Language Assistance Services*?

   Any student who is identified as an EL student is eligible for accessibility supports and/or accommodations on state assessments as long as the EL student is receiving those allowable accommodations in the classroom on a regular basis. The exception to this rule of prior practice in the classroom is for the Spanish form of the test, which is currently allowed for *ACAP Summative* and *ACT WorkKeys* assessments. Students for whom it is determined would perform best on a Spanish form of the test will be allowed to have that Spanish form **without prior practice**.

3. If a parent/guardian waives *Supplemental Title III Language Assistance Services*, does the student still have to take *ACCESS for ELLs* or *WIDA Alternate ACCESS*?

    Yes, even if the parent/guardian waives services, the EL student must participate on the EL assessments. This is a federal requirement.

4. Can students who have exited and are being monitored be rescreened?

    Yes. After students have exited the EL program with a 4.8 or higher composite score, LEAs must monitor for academic progress. Former English Learners (FEL 1, FEL 2, FEL 3, FEL 4, FEL) can be rescreened if it is found they are struggling academically, and it is suspected this is due to language issues. If an EL student in monitoring status is not progressing as expected and monitoring suggests a language need, the LEA should rescreen the student to see if the student qualifies for services. The parent/guardian(s) must be notified.

5. Do 13-year EL students have to take *ACCESS for ELLs* or *WIDA Alternate ACCESS*?

    No. It is not necessary to test these students.

6. Is it possible to rescreen a student who scored too high to qualify for services (NOMPHLOTE) if the student is having difficulty with the content on classroom assignments/tests and it is thought to be due to language acquisition?

    Yes. At any time an educator feels a student is exhibiting signs of difficulty related to language acquisition, it is permissible to rescreen the student to see if services are warranted.

Administration
of EL Assessments

Section

3

Assessments for English Learners

In order to determine if ELs are progressing toward the attainment of the English language, *ACCESS for ELLs* and *WIDA Alternate ACCESS* are administered annually to all EL students in Grades K-12, including those whose parents/guardians have waived services. Students who have attained English language proficiency and are coded as FEL-1, FEL-2, FEL-3, FEL-4, or FEL **WILL NOT** take either of these assessments.

ACCESS for ELLs Online

ACCESS for ELLs Online is a semi-adaptive test, meaning students are challenged to demonstrate their English language abilities as they move through each of the four domains. *ACCESS for ELLs* online is administered to students in Grades 1-12. Students taking *ACCESS for ELLs* online must first take the Reading and Listening tests, as their performance on these tests determines the **tiered** form of the Writing and Speaking tests they will take.

As students take the Reading and Listening tests, the test engine is scoring each folder within the test. Based on their performance in an individual folder, the test engine will determine the next appropriate folder. The test engine tracks the performance of the students for Reading and Listening and immediately determines the tier placement for Speaking and Writing. The Speaking and Writing tests are not adaptive, and students will complete all tasks.

The following tiers may be determined:

Speaking Tiers	Writing Tiers
Pre- A	A
A	B/C
B/C	

The Pre-A tier is generally for those students who are in the beginning stages of English language development. Newly arrived EL students may be placed into Pre-A. Students placed into Pre-A will be provided with more supports during testing and will be given a more simplified version of the Speaking test practice. These students must test in a different session than students who are assigned a Tier A or B/C form of the test.

Alabama requires all LEAs to use the online format. However, if an EL student has a disability or unique situation that prohibits him/her from meaningfully accessing the online test, the paper test may be administered. **The paper test requires ALSDE approval.** Refer to the *ACCESS for ELLs Paper Request Form* located in **Section 11 of this manual.**

Kindergarten ACCESS for ELLs

Kindergarten ACCESS for ELLs is a paper-based test individually administered to kindergarten students in a game-like, interactive format. Students are assessed in the four domains of Listening, Reading, Speaking, and Writing. Students are tested until they reach their performance ceiling for a given part. Within each section, the tasks increase in difficulty, targeting WIDA English language proficiency levels.

The test is administered individually and scored by the Test Administrator. These scored tests are sent to the vendor, DRC, for processing into score reports. *Kindergarten ACCESS for ELLs* scores and score reports are provided in the same format as those for *ACCESS for ELLs Online.*

ACCESS for ELLs Paper

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

| 1 | 2 | 3 | 4-5 | 6-8 | 9-12 |

ACCESS for ELLs Paper Speaking Domain Clusters

| 1 | 2-3 | 4-5 | 6-8 | 9-12 |

ACCESS for ELLs Paper is a paper-based, semi-adaptive test administered to students in Grades 1-12. The Reading, Listening, and Writing tests are scored by trained raters. The Speaking test is locally scored by a trained Test Administrator. *ACCESS for ELLs* Paper is administered in three sessions. Listening and Reading are the first session, Writing is the second session, and Speaking is the third session.

ALSDE approval is required for any student to take the paper form of the test. Districts who administer a paper form of the test without ALSDE approval will be required to pay for the cost of the test, and the students' scores will be invalidated.

Tier selection must be made prior to ordering the paper form of the test.

Proficiency Level				
1—Entering	2—Emerging	3—Developing	4—Expanding	5—Bridging
Tier A				
	Tier B/C			

Tier A is most appropriate for ELLs who	Tier B/C is most appropriate for ELLs who
• Have arrived in the U.S. or entered school in the U.S. within the current academic school year without previous English instruction • Currently receive literacy instruction **only** in a language other than English • Have recently tested at a beginner level of English language proficiency	• Have social language proficiency and are beginning to approach or have acquired academic language proficiency in English • Have acquired some literacy in English or are approaching grade level literacy in English • Will likely meet the state's exit criteria for support services by the end of the current academic year

Students will typically need to be placed into Tier B/C. There is a better opportunity for the student to demonstrate what they know and can do at this level. If there is a chance that the student may be able to exit, place the student in Tier B/C.

Students placed in Tier A will not have the opportunity to demonstrate proficiency past a level 2. Newly arrived and young ELs will probably need to be placed in Tier A.

WIDA Alternate ACCESS
NEW NAME for 2024

WIDA Alternate ACCESS will replace the *Alternate ACCESS for ELLs* in 2024. The assessment has been redesigned to incorporate the following:

- ✪ Kindergarten is included in the new K-2 grade level cluster
- ✪ Includes brand new test content and a new test item type
- ✪ Contains an Individual Characteristic Questionnaire (ICQ) which will be reported on the Individual Score Report (ISR)
- ✪ Incorporates the WIDA ELD Standards Framework, 2020 Edition.

The assessment remains a paper-based test that is individually administered and designed specifically for those EL students with the most significant cognitive disabilities who, due to their disabilities, would be unable to meaningfully participate on the *ACCESS for ELLs* assessment. *WIDA Alternate ACCESS* meets the U.S. Federal requirements under the *Individuals with Disabilities Education Act* (IDEA) and the *Every Student Succeeds Act* (ESSA), for monitoring and reporting ELs' progress toward English language proficiency.

EL students will be tested on the same four domains as students participating on *ACCESS for ELLs* – Reading, Listening, Speaking, and Writing. Test scores can be used to guide instruction and monitor progress. All domains are scored by the Test Administrator.

NEW 2024: **The *Alternate Proficiency Level Descriptors* (Alternate PLDs) have changed. The Alternate PLDs are an extension of the PLDs found in the *WIDA English Language Development* (ELD*) Standards*, 2020 Edition, and describe the continuum of language development for ELs with the most significant cognitive disabilities. The Alternate PLDs are organized into five levels of English language proficiency for two communication modes: Interpretive and Expressive. These Alternate PLDs are unique to *WIDA Alternate ACCESS*.**

1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging

ALSDE approval is required for any student to take the *WIDA Alternate ACCESS* assessment. Districts who administer this assessment without ALSDE approval will be required to pay for the cost of the test, and the students' scores will be invalidated.

Refer to the *WIDA Alternate ACCESS Student Verification and Approval Form* located in **Section 11 of this manual.**

Participation on the *WIDA Alternate ACCESS*

IEP and I-ELP committees must communicate to determine if *WIDA Alternate ACCESS* is the best assessment for an EL student to demonstrate their understanding of the English language. The EL student must be a student who meets the definition of an ***English Learner with Significant Cognitive Disabilities*:**

> *English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Program and Individual English Language Plan, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.*

State requirements for participation include:

1. Meeting the *Definition of an English Learner with Significant Cognitive Disabilities*
2. IQ score of 55 and below
3. Participation on *Alabama Alternate Achievement Standards and* the *ACAP Alternate* assessment

NOTE: EL students participating on *WIDA Alternate ACCESS* must also be working on Alabama *Alternate Achievement Standards* and, if applicable, participating on the *ACAP Alternate.*

Testing Foreign Exchange Students

Under the *Elementary and Secondary Education Act* (ESEA), a foreign exchange student is not exempt from any Title I or Title III required assessment, specifically the English language proficiency assessment, and will be included in the state's accountability for the district. Foreign exchange students will also participate on any of the state's content assessments.

The District will provide a HLS to any foreign exchange student who enrolls in school. If the foreign exchange student has a language other than English identified on the HLS, the foreign exchange student will be administered the *WIDA Screener for Kindergarten or WIDA Screener Online.* If the foreign exchange student receives a score that qualifies the student as an EL, the student will be considered an EL and will be eligible for services.

Testing ELs in Private Schools

Private schools may choose to test their EL students using *ACCESS for ELLs* or *WIDA Alternate ACCESS*. **The cost of assessing these students lies with the private school. The State will not incur this cost**. If a private school desires to test their students, the school will develop a contract with DRC directly.

Private schools may also screen their students using the *WIDA Screener for Kindergarten or WIDA Screener Online.* **The cost will be incurred by the school**. If a private school desires to screen their students, the school will develop a contract with DRC directly.

To get more information about testing students in private schools, contact Student Assessment. For information regarding the screening and/or provision of language services to private schools, contact the Alabama Reading Initiative (ARI).

Testing ELs in Charter Schools

Charter schools, like regular schools, are required to screen and test EL students using any of the screening instruments. EL students must also participate on either the *ACCESS for ELLs* or *WIDA Alternate ACCESS* assessments. Assessment results will be included in all accountability calculations.

Screening of Charter School EL students must take place within 30 days after the first day of enrollment and within 10 days if enrolled after the first day of school.

Test Administrators must adhere to all requirements for training purposes and be trained on test administration procedures and test security procedures.

Testing ELs in Virtual Schools

Virtual Schools, like regular schools, are required to screen and test EL students using any of the screening instruments and the *ACCESS for ELLs* or *WIDA Alternate ACCESS* assessments. EL students who participate in any of the assessments will be included in all accountability calculations for the district.

Screening of Virtual School EL students must take place within 30 days after the first day of enrollment and within 10 days if enrolled after the first day of school.

Test Administrators must adhere to all requirements for training purposes and be trained on test administration procedures and test security procedures.

Testing ELs from Other Districts and States

WIDA Consortium Member States and Territories

Alaska, Hawaii, Northern Mariana Islands, U.S. Virgin Islands, Bureau of Indian Education, Department of Defense Education Activity

EL Transfers from One District to Another District within the State

If an EL student transfers from one district to another district within the state, **it is incumbent upon the receiving district to make contact with the sending district to determine the student's testing status.** If an EL student tests in the receiving district, but has tested earlier in the sending district, the latter of the tests will be invalidated.

CAUTION: DO NOT TEST THE STUDENT UNTIL TESTING STATUS HAS BEEN CONFIRMED!!
If this cannot be accomplished, contact Student Assessment. **It is a violation of state policy to test students twice!**

EL Enrolls in a District from a WIDA State

Before screening a new student, consider the following:

If an EL student from another WIDA state enrolls in a district, it is incumbent on the receiving district to contact the sending state to determine the student's EL status. If there is documentation that indicates the student received a 4.8 composite score on *ACCESS for ELLs*, this will be accepted by Alabama. If this is the case, **DO NOT SCREEN** the student.

Students who enroll from a WIDA state that has a lower exit criteria than 4.8 must be screened to determine eligibility.

Contact Student Assessment for further guidance on screening students from out of state.

Exit Criteria and Reclassification

Section

4

Exit Criteria for *ACCESS for ELLs*

Alabama has determined that EL students who achieve a **4.8 composite score on *ACCESS for ELLs* are considered to be English language proficient.** These students will exit the program and will no longer receive English language support services. At such time, an EL student has exited, the student will be classified as an FEL-1 and will be monitored for four years. For additional information on monitoring exited EL students, refer to the ***Monitoring EL Students Who Exit*** in Section 4 of this manual.

Students who have exited may continue to receive the same EL accommodations on state assessments as they did while they were classified as an EL 1 or EL 2. They may continue to receive these EL accommodations as long as they are being provided regularly in the classroom and are determined to be necessary for the student to be able to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the student will no longer receive EL accommodations.

Alternate Exit Criteria for *WIDA Alternate ACCESS*
NEW: 2024

As a result of the redesigned *WIDA Alternate ACCESS*, it is necessary for new proficiency level scores to be determined and cut scores set. Cut scores delineate the level of student performance needed to meet the expectations of each proficiency level. This process cannot be accomplished until **after the first administration** of the *WIDA Alternate ACCESS* (spring 2024). Therefore, the following change will occur as a result of this process:

After cut scores are approved, the current reclassification criteria will have to be adjusted. For example, on Alternate ACCESS for ELLs, students could exit if the Alternate Exit Criteria was met (i.e., A1, A2, or A3 for three consecutive years). For 2023-2024, this will change. However, until this process is completed, the new reclassification requirements are not yet known. ALSDE will provide this new exit criteria in fall 2024.

Monitoring EL Students Who Exit

EL students who attain a 4.8 composite score on *ACCESS for ELLs* are placed on monitoring status for four academic years. During this monitoring phase, general education classroom teachers and EL teachers must communicate regularly – preferably once every 9 weeks – to ensure students are functioning in the mainstream without EL support.

If an EL student is not progressing academically as expected and monitoring suggests a persistent language need, the EL Committee must reconvene and determine if the student needs to be re-tested with the *WIDA Screener Online*. If the student scores below 5.0, the team *may* consider returning the student to EL 2 status and resume the provision of English language supports. The student will then take *ACCESS for ELLs* at such time the test is administered.

If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-ELP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

CODES

FEL-1	Former English Learner First Year of Monitoring
FEL-2	Former English Learner Second Year of Monitoring
FEL-3	Former English Learner Third Year of Monitoring
FEL-4	Former English Learner Fourth Year of Monitoring
FEL	Former English Learner

Upon successful completion of four years of monitoring, ELs are classified as FEL.

Students who participate on *WIDA Alternate ACCESS* do not attain the state required English language proficiency composite score of 4.8. Therefore, these students will not be placed on EL monitoring status, but will be monitored, instead, by the students Special Education Case Manager.

Training

Section

5

Training Requirements

Every educator who will administer the *WIDA Screener for Kindergarten, WIDA Screener Online, ACCESS for ELLs,* or *WIDA Alternate ACCESS* must complete the required training modules each year.

1. **NEW:** ***ACCESS for ELLs* Training Course - Test Administrators must complete online training modules 1, 3, and 4 annually** at: wida.wisc.edu.

2. Must attend Test Security/Test Administration training provided by the DTC/EL Coordinator or Student Assessment **annually.**

DTCs are responsible for ensuring that annual **Test Security** training is provided, which includes the following:

- *Test Security Policy*
- *Security and Confidentiality Statement for Administering and Reporting Student Data on the Website*
- *Alabama Ethics in Test Administration*
- *Alabama State Department of Education Digital Device Policy for ACAP Testing*
- All applicable Oaths

Additionally, DTCs must also ensure that any educator who will administer either the *WIDA Screener for Kindergarten, WIDA Screener Online, ACCESS for ELLs,* or *WIDA Alternate ACCESS* receives test administration training provided by Student Assessment via recorded webinars. Test Administration training prepares educators to administer the EL assessments and screeners and should be provided 3-4 weeks before testing. The *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* includes test administration and test security training specific only to the screeners. The *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* is located in **Section 11 of this manual**. **This training is required for anyone who will administer either of the screeners. It is the responsibility of the DTC to ensure that the training has been completed and the appropriate forms signed and submitted to the DTC.**

All required documents must be signed and kept on file by the DTC. If monitored, it is expected that the *District/School Report of Training* form with signatures of attendees during face-face or virtual trainings will be available for review. Additionally, signed documentation must be available to verify that training was attended. **DTCs must be able to provide certificates of completion of the WIDA online training modules** to indicate that educators have passed the applicable courses. This may be in the form of a copy of the certification(s), an excel file, or access to the WIDA portal in order to verify scores.

3. **NEW:** ***ACCESS for ELLs* Training Course - DTCs and/or EL Coordinators must complete modules 1, 2, 4, and 5. However, annual retraining is not required, but encouraged. The new training modules allow for improved user experience and participants have the autonomy to navigate to applicable or relevant topics throughout each module. The new topics provide valuable information regarding ordering test materials, data validation, and generating score reports.**

Annual Retraining

DTCs and/or EL Coordinators will be responsible for ensuring that Test Administrators for any of the assessments, including the *WIDA Screener for Kindergarten* and *WIDA Screener Online* have completed the online training modules **each year**.

Any educator who will administer any of the following assessments for EL students:

- *WIDA Screener for Kindergarten*
- *WIDA Screener Online*
- *ACCESS for ELLs Paper/Online*
- *Kindergarten ACCESS for ELLs*
- *WIDA Alternate ACCESS*

must **ANNUALLY** complete the online training modules for the test(s) they will administer during the year. Completion of training is good for one full year, so educators need to be aware of when they choose to complete the modules/Knowledge Checks. The *WIDA Annual Training Verification Form* must be completed each year. The DTC will complete the form and keep on file. Test Administrators should also keep a copy.

For ease of monitoring this requirement, training should be done at the same time each year for each district. For example, educators who complete training on May 1 would be qualified to screen/test students up until May 1 of the following year. **Districts will make the decision** as to when educators should complete the online training modules/quizzes. It is suggested that a training window be identified to ensure there is ample time to complete this required training.

DTCs are able to view certificates to confirm that annual retraining has been completed. Refer to Section 1 for information on how to view certifications. Alabama does not require that annual retraining be completed within WIDA's school term. Annual training runs from Month/Year through Month/Year (for example: April 2024 – April 2025). WIDA's school term is irrelevant. Therefore, any educator who completes the online training modules during the previous year school term is not required to retake the quizzes when WIDA's school term begins, as long as the training is completed within a year's time.

Online training on the WIDA website, though required, does not exclude educators from attending Test Administration and Test Security training provided by Student Assessment.

The *WIDA Annual Training Verification Form* is located in **Section 11 of this manual and is also located in the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook.***

ELs and State Assessments

Section

6

ELs Participation on State Assessments

All EL students must participate in the ACAP for accountability purposes. EL students in Grades K-12 will participate on the *ACCESS for ELLs* or *WIDA Alternate ACCESS* until such time the student exits the program and enters the 4-year monitoring phase. EL students who are in their first 12 months of enrollment in a United States (U.S.) school are required to take the math and science (if applicable) test(s) for the *ACAP Summative* assessment. Flexibility is granted for the Reading/Language Arts tests **ONLY. There is no flexibility for participation on ACT assessments. All ACT assessments must be taken.**

ELs in Their First 12 Months of Enrollment in a U.S. School

For recently arrived ELs who have been **enrolled in a U.S. school for less than 12 months** ESSA allows the following flexibility:

A. Exempt a recently-arrived EL from **one administration** of the Reading/Language Arts assessment (these students must take the math and, if applicable, the science assessments).

B. Exclude their results on the math and science assessments for the purpose of accountability (achievement). Participation on *ACCESS for ELLs or WIDA Alternate ACCESS* will count towards participation.

C. Include their achievement results for all content tests in years two and beyond.

These students will take the *ACCESS for ELLs* or *WIDA Alternate ACCESS* assessment, and the reading score from either of these tests will be used for accountability.

If an EL student in their first twelve months of enrollment in a U.S. school **chooses** to participate on the *ACAP Summative* or *ACAP Alternate* reading test, the score for that reading test **will not** be included for the purpose of accountability. These students will be counted as participants toward meeting the 95% participation requirement for accountability purposes.

NOTE:

There is no form that must be used to document if a first year EL student uses the flexibility and does not participate in the Reading/Language Arts assessment of *ACAP Summative* or *ACAP Alternate*.

For the purpose of accountability, students identified as LEP 1 (EL 1) will have their *ACCESS for ELLs* or *WIDA Alternate ACCESS* reading scores used to document participation in the assessment.

Decision Chart
for English Learner Students in Their First 12
Months of Enrollment in U.S. Schools

This Decision Chart lists the state assessments for which the EL student in his/her first 12 months of enrollment must participate.

Use the chart below to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools on state assessments. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Student Assessment at: (334) 694-4817.

Grades 2-8	Grade 10	Grade 11	Grade 12
ACAP Summative	*PreACT Secure*	*ACT with Writing*	*ACT WorkKeys* Optional
Mathematics Science Grades 4, 6, 8 only	Mathematics Science Reading English	Mathematics Science Reading English Writing	Applied Math Graphic Literacy Workplace Documents

- ❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and English language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and English language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and English language arts.

- ❖ All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in *ACCESS for ELLs,* the state-administered English language proficiency test, or *WIDA Alternate ACCESS*.

- ❖ EL students who participate in *WIDA Alternate ACCESS* must also be assessed on the *ACAP Alternate.* Contact Student Assessment for guidance for EL students in their first 12 months of enrollment in U.S. schools who are also participating on the *ACAP Alternate.*

Assessments are subject to change.

Flexibility is not extended to ELs in their first 12 months of enrollment for any of the ACT assessments.

Accessibility Supports and/or Accommodations on State and EL Assessments

Section

7

ELs with Disabilities and the Provision of Special Education Services

There is often great uncertainty regarding the referral of EL students for Special Education Services. EL students who are determined eligible for special education services have the right to the same individualized special education services as other students with disabilities. The *Individuals with Disabilities Education Act of 2004* (Public Law 108-446) requires that state and local education agencies ensure that students are assessed in all areas related to the suspected disability prior to determining eligibility. The materials and procedures used to assess a non-English speaking student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education – rather than measuring the student's English language skills.

Care should be taken to ensure that the lack of English proficiency is not the basis for a referral for Special Education Services. The *Alabama Administrative Code (290-8-9.04) (1)(e)* states that in order for an EL student to be deemed eligible, the Eligibility Committee (I-ELP Committee/IEP Team) must determine that **the disability is not the result of learning English as a second language** and that the disability exists in the child's native language and is not the result of learning English as a second language. A child may not be determined to be eligible for special education services if the determinant factor is the child's lack of instruction in reading, math, or lack of English proficiency. The IEP Team should consider the language needs of the student as those needs relate to the student's IEP.

Parent/Guardian(s) participation is required at all IEP/I-ELP meetings, and to ensure full participation of the parent/guardian(s), supports may need to be provided so that the parent/guardian(s) understand what is being discussed. This may also be necessary for parent/guardian(s) of students who are *National Origin of Minority Whose Primary Home Language is Other Than English* (**NOMPHLOTE**). These supports must include an Interpreter for oral communication and written communication in the parent/guardian(s) native language.

ELs with Disabilities and Accessibility Supports and/or Accommodations on State Assessments

EL students with disabilities must be provided appropriate accessibility supports and/or accommodations on all state assessments, including all assessments for EL students. Decisions regarding appropriate accessibility supports and/or accommodations must be made on an individual basis by the IEP Team and the I-ELP Committee. These decisions must ensure the supports provided are effective for meeting the unique individual needs of the EL student. When considering accommodations for EL students, it is important to focus on the effectiveness of each accommodation for each individual student. Not only does an EL students' English language proficiency influence accommodation effectiveness, but so do other factors, including their literacy development in English, their native language, grade, age, affective needs, and time in United States schools. Keep in mind that the purpose of accommodations is not to improve EL students' rate of passing assessments, but to allow a more accurate demonstration of their knowledge of the content being assessed.

All students who have been **identified** as an EL student may receive accommodations even if they do not participate in the district's English learner program or receive ESL services or English Language Development (ELD) services.

FELs may receive any of the allowable EL accommodations on the state assessments as long as they are used regularly in the classroom and are written into an I-ELP for the student.

Schools should monitor how EL students in the classroom benefit from English learner-specific supports when determining accommodations for assessments. Selected accessibility supports and/or accommodations for the classroom and on state tests must be documented in the student's IEP and I-ELP.

Accessibility supports and/or accommodations provided on assessments must mirror what the student receives in the classroom on a regular basis. Additionally, The *Every Student Succeeds Act* (ESSA) stipulates the following:

> *English learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic areas, until such students have achieved English language proficiency*.

The ALSDE, in order to meet this federal requirement, has waived prior practice of the math and science tests in Spanish on the *ACAP Summative* and all parts of the *ACT WorkKeys* assessment for those students for whom the I-ELP team has determined would benefit from a Spanish form of the test.

EL students who **DO NOT have a learning disability and have only an I-ELP** are eligible for all of the accessibility supports and allowable EL accommodations as dictated by each assessment. Refer to the *ASAP Manual* and supporting documentation for each specific assessment for further information on accessibility supports and accommodations for each of the state's assessments.

ACAP Testing Supports Form
NEW for 2024

- All EL students are required to have accessibility supports and/or accommodations entered on the *Testing Supports Form* into Ellevation.

- EL students are **NOT REQUIRED** to have accessibility supports and/or accommodations entered on the *Testing Supports Form* into PowerSchool.

- However, for **DUALLY IDENTIFIED STUDENTS,** it is necessary to enter accessibility supports and/or accommodations on the *Testing Supports Form* in both PowerSchool and Ellevation.

It is very important that the Special Education Case Manager and the ESL Case Manager work collaboratively to ensure that accessibility supports and/or accommodations for **Dually Identified Students** are properly documented on the *Testing Supports Form*.

In this case it is likely that **Dually Identified Students** will have two *Testing Supports Form*s. BTCs should use caution when entering supports into the portals for test day. The BTC should consult with **both the EL Case Manager and the Special Education Case Manager** prior to entering any supports into the testing portal during the accommodation's windows to unsure the correct supports are being entered.

Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish

The *Every Student Succeeds Act* (ESSA) stipulates the following:

English Learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.

English Learner (EL) students have the opportunity to take the Mathematics and Science tests (if applicable) of the *ACAP Summative* and all parts of *ACT WorkKeys* in Spanish, until the EL student attains English language proficiency. Alabama has defined English language proficiency as a 4.8 composite score on *ACCESS for ELLs*.

The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's Individual English Language Plan (I-ELP); therefore, **this is not an administrative decision**. The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:

- Is the student literate in Spanish? Not all students who speak Spanish fluently have a strong command of the written language. Without strong literacy in the Spanish language, students will likely not benefit from this form of the assessment.

- Is there enough evidence to indicate the Spanish form of the assessment is most likely to yield accurate data?

EL students who will be administered the Spanish form of the assessments are not required to have prior practice of this accommodation on classroom assessments or tests. This accommodation is available to any EL student, for whom the EL Committee feels is in the best interest of the student, as documented in the I-ELP.
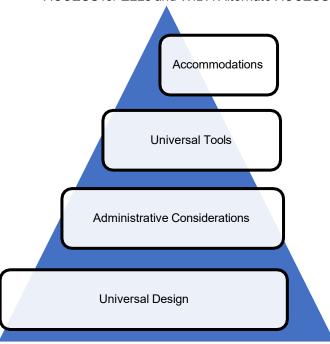
Accommodations on *ACCESS for ELLs* and *WIDA Alternate ACCESS*

Accommodations are allowed on *ACCESS for ELLs* and *WIDA Alternate ACCESS* for EL students with an IEP/504 Plan. Decisions regarding these accommodations must be made by both the IEP Teams and I-ELP committees. An I-ELP alone does not qualify a student for accommodations.

There are **no EL accommodations** for *ACCESS for ELLs* or *WIDA Alternate ACCESS*. These assessments are for the purpose of determining a student's level of English proficiency, so the "traditional" EL accommodations would not be appropriate.

Levels of Support on EL Assessments
ACCESS for ELLs and WIDA Alternate ACCESS

- Accommodations
- Universal Tools
- Administrative Considerations
- Universal Design

ACCESS for ELLs and *WIDA Alternate ACCESS* incorporate **Universal Design** principles in order to provide greater accessibility for all ELs. This includes multiple modalities, test items include prompts with animations and graphics, embedded scaffolding, chunking, and modeling.

Universal Design Principles are the bedrock of the *ACCESS for ELLs* and *WIDA Alternate ACCESS* assessments. This process encourages the use of graphic support, scaffolding, and thematic grouping of items to make it easier for all learners to engage with test content and show what they know and can do.

Administrative Considerations (Available to all EL students) and includes Test Timing and Scheduling, Test Environment, Test Content Presentation, and Test Item Responses. Each of these are comprised of individual administration procedures that provide flexibility for all students. Administrative Considerations do not change what the test is designed to measure or the way the scores will be interpreted. Administrative Considerations must be selected prior to the test.

Universal Tools (Available to all EL students) are available to all students in order to address their individual accessibility needs. These supports may be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessments. **NOTE: These supports should not be allowed unless they are being used with success in the classroom.**

Accommodations (IEP/Section 504 Plan required) are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability on any of the EL assessments. These changes allow students to effectively demonstrate their knowledge and skills while generating valid assessment results.

The *WIDA Accessibility and Accommodations Manual* is available in the **Resources** section in the WIDA Secure Portal and is a valuable resource that contains detailed information regarding each of **the allowable accommodations.**

Students Unable to Participate on *ACCESS for ELLs* or *WIDA Alternate ACCESS* Due to a Disability that Prohibits Meaningful Participation
"Less Than Four Domains Exemption"

EL students with disabilities are often unable to access the *ACCESS for ELLs* or *WIDA Alternate ACCESS* assessments even with the appropriate accommodations supports. For example, some EL students may be non-verbal, blind, deaf, or hard of hearing. There may be very unique circumstances that would prohibit a meaningful testing experience for these students.

ESSA requires that:
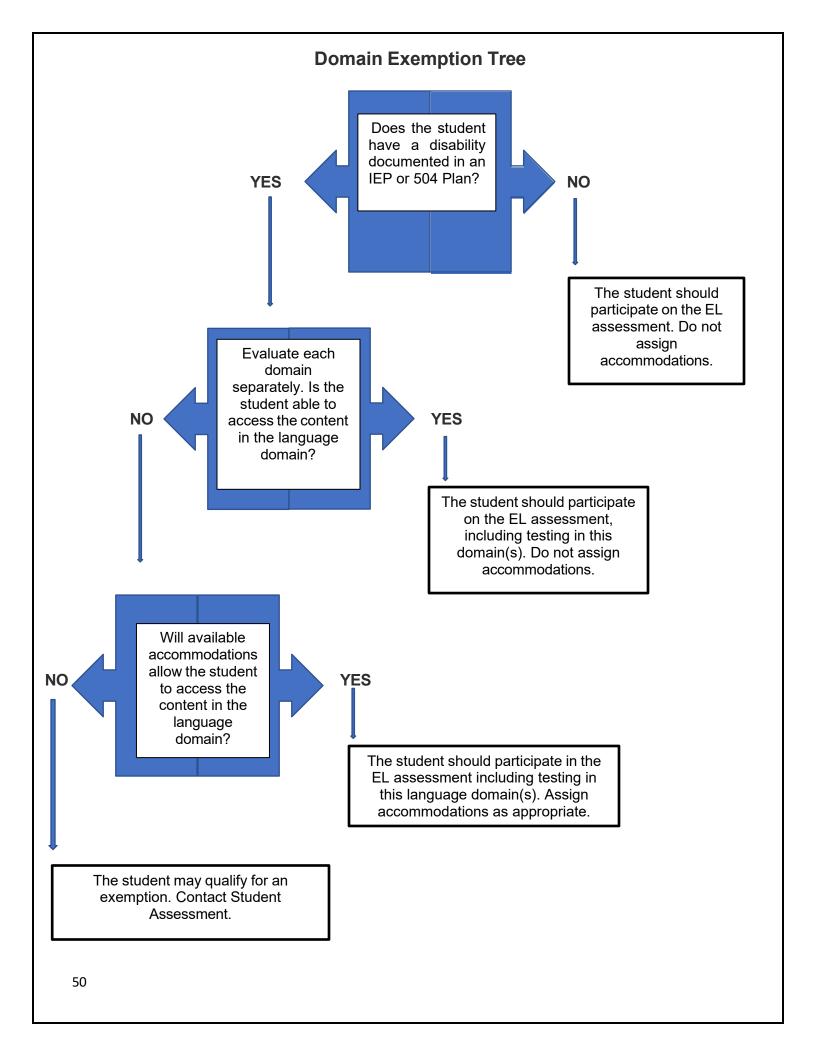
> *a state provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the English Language Proficiency assessment such that there are no appropriate accommodations for the affected domain, assess the student's ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).*

In an effort to prevent these students from having to attempt a test that would ultimately provide little if any valuable data, WIDA has developed an exemption policy. For EL students for whom a disability such as blindness, deafness, or lack of speech would prevent full participation on either of the assessments, an exemption from one or more domains may be appropriate. **NOTE: Students cannot be exempt from all four domains. At least two domains must be administered.**

The *Less Than Four Domains Exemption* allows EL students, for whom participation on one or more domains is unattainable, to be exempt from the domain(s) for which participation is prohibitive. **Refer to the Domain Exemption Decision Tree on the following page.**

This exemption requires ALSDE approval. The *English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or WIDA Alternate ACCESS* form is located in **Section 11 of this manual.**

The *English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or WIDA Alternate ACCESS* should be submitted prior to test administration for thorough review.

Domain Exemption Tree

Does the student have a disability documented in an IEP or 504 Plan?

YES ← → **NO**

The student should participate on the EL assessment. Do not assign accommodations.

Evaluate each domain separately. Is the student able to access the content in the language domain?

NO ← → **YES**

The student should participate on the EL assessment, including testing in this domain(s). Do not assign accommodations.

Will available accommodations allow the student to access the content in the language domain?

NO ← → **YES**

The student should participate in the EL assessment including testing in this language domain(s). Assign accommodations as appropriate.

The student may qualify for an exemption. Contact Student Assessment.

Data Validation

Section

8

Data Validation Process

Data Validation is the process of reviewing student test records **to identify errors in demographic data** and make corrections before score reports are produced. The Data Validation process is designed to identify student demographics, accommodations, and test records that could potentially contain errors. It provides the LEA the opportunity to correct the errors before the final reports are loaded into the WIDA DRC portal.

During the LEA Data Validation process, LEAs will be able to make real-time demographic corrections in WIDA AMS to individual student demographics. For example, if a District/School label was adhered to a test booklet, but demographic information was not bubbled or bubbled incorrectly, this corrected information could be edited during the LEA Data Validation process. **Actual student test data is not validated** – nor is it available for view. The process is vital, in that student demographic information that has been entered incorrectly and does not match up exactly with the State's demographic information could result in a student's scores being reported incorrectly or not being reported at all.

Typically, Data Validation is completed by the DTC, but this is not a requirement. DTCs have the right to assign this responsibility to the EL Coordinator or EL Lead Teacher for the district. **However, it is the DTC who is responsible for the process being completed.**

Alabama has a Data Validation Pre-Reporting window each year. This is the only time the process can take place. **Failure to perform the process will inevitably result in erroneous student test data that cannot be changed.** It is incumbent upon the DTC to ensure that this process is performed with the utmost scrutiny. If any errors are found AFTER the window closes, there is absolutely **NO RECOURSE** for corrections.

Once the LEA completes the process, the data is considered FINAL. The state receives the FINAL data file, which is then used to calculate EL Growth.

Data Validation Training

WIDA provides training webinars each year to help those responsible for validating the data to navigate the process correctly. These training webinars will be announced via a WIDA generated email. Additionally, DRC developed the *WIDA AMS Data Validation Supplement* located in Resources section on the WIDA website. Student Assessment also provides training on the Data Validation process.

Training is also available within the WIDA training modules for *ACCESS for ELLs* Online. DTCs and EL Coordinators are strongly encouraged to view Module 5.

Scoring and Reporting

Section

9

ACCESS for ELLs and *WIDA Alternate ACCESS* Score Reports

EL students will receive an Individual Student Report (ISR) that contains detailed information about a student's performance on each section of the *ACCESS for ELLs* or *WIDA Alternate ACCESS* assessment. The ISR provides a snapshot of how well the student understands and can produce the language needed to access academic content and succeed in school. The ISR shows both a **proficiency level** and **scale score** for each of the four domains of Listening, Reading, Writing, and Speaking.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band — See Interpretive Guide for Score Reports for definitions
Listening	6.0	397
Speaking	5.0	374
Reading	5.8	353
Writing	3.8	329
Oral Language 50% Listening + 50% Speaking	6.0	386
Literacy 50% Reading + 50% Writing	4.2	341
Comprehension 70% Reading + 30% Listening	6.0	366
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	4.8	354

*Overall score is calculated only when all four domains have been assessed. NA: Not available

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Types of Score Reports

Score reports are available for view in the WIDA AMS portal for both *ACCESS for ELLs* and *WIDA Alternate ACCESS*. Score reports are made available by DRC in the DRC INSIGHT Portal based upon the State's testing calendar. DRC will also mail printed reports to each district. Reports can also be printed from the portal in 47 different languages.

Report	Description
Individual Student Report (ISR), Parent Score Report Guide, and the Parent Letter	The **Individual Student Report** contains detailed information about the performance of a single student for Grades K-12 for *ACCESS for ELLs* and WIDA *Alternate ACCESS*. This report includes scale scores and language proficiency levels for each language domain. The ISR is available in 47 different languages through WIDA AMS: **www.wida-ams.us**. The translated report should accompany (not replace) the official report in English. The **Parent Score Report Guide** is available in 16 languages for students taking *ACCESS for ELLs* and/or *WIDA Alternate ACCESS* and should accompany the ISR. The **Parent Score Report Guide** is available at **wida.wisc.edu** under RESOURCES. The **Parent Letter** is available in 47 languages and is meant to accompany the *ACCESS for ELLs* and/or *WIDA Alternate ACCESS* score reports as an explanation for parents and guardians. The letters are editable so schools can personalize some of the information. The Parent Letter is available at **wida.wisc.edu** under RESOURCES.
Student Roster Report	The **Student Roster Report** contains information on a group of students within a single school and grade. It provides scale scores and language proficiency levels for individual students on each language domain and four composites by school, grade, student, and grade level cluster. This report is useful when looking for patterns in student performance.
School Frequency Report	The **School Frequency Report** provides information about the number and percent of tested students to attain each proficiency level for each language domain and four composites within one school and grade. No students are identified on this report.
District Frequency Report	The **District Frequency Report** contains information about the number of students and percent of total tested students at each proficiency level for each language domain and four composites by proficiency levels for grades within a district. No students are identified on this report.
English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or WIDA Alternate ACCESS	The *English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or WIDA Alternate ACCESS* is provided to students who were approved for the "Less Than Four Domains Exemption." WIDA calculates the scores, and Student Assessment provides districts with an ISR.

ACCESS for ELLs Score Reporting

The *ACCESS for ELLs* Score Reports provide a detailed report of a single student's performance, including Proficiency Level and Scale Scores for each language domain and four composite areas. Test scores can be used to:

- Monitor student progress annually (using scores from two years or more).
- Guide IEP teams in making determinations about the types of language acquisition supports the student needs.
- Inform classroom instruction.
- Guide the decision-making process.

Proficiency Levels

Proficiency levels are interpretive scores. In other words, they are based on - but separate from - Scale Scores. The Proficiency Level Score describes the student's performance in terms of the six WIDA English Language Proficiency Levels.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching

The Proficiency Level Score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal reflects how far the student has progressed within that level. For example, a student with a score of a 2.7 is at proficiency level 2 and is over halfway toward achieving proficiency level 3. Additionally, each ISR explains the proficiency level the student achieved in terms of what the student can do using English.

Proficiency levels can be used:

- to make comparisons across domains,
- with the WIDA Can Do Descriptors to develop a student-specific English language skill profile, and
- as one of multiple criteria to determine a student's eligibility for English language support services.

Caution should be used when comparing proficiency level scores across grades. Proficiency Level Scores are grade and domain specific. In other words, they translate differently at each grade level.

Scale Scores

Scale Scores precisely track student growth over time and across grade levels. Because Scale Scores take into account differences in item difficulty, they place all students on a single continuum that stretches from kindergarten through Grade 12. In addition, scale scores allow you to compare student performance across grades, within each domain, with more granularity than you will see with proficiency levels. For example, you can track a student's reading ability from grade to grade.

Scale Scores are not Raw Scores. A Raw Score is simply the number of correct responses a student provides. Raw Scores are not reported for *ACCESS for ELLs* because they do not provide a meaningful measure of student performance.

Scale Scores can be used:

- To make comparisons across grade levels, but NOT ACROSS DOMAINS. A Scale Score in listening is not the same as a Scale Score in Reading.
- To monitor student growth over time within a domain.

Composite Scores

In addition to Proficiency Level Scores and Scale Scores for each domain, students also receive a Proficiency Level Score and a Scale Score for different combinations of the domains. These Composite Scores are Oral Language, Literacy, Comprehension, and Overall.

Composite scores are comprised of:

- **Oral Language**   (50% Listening+50% Speaking)
- **Literacy**   (50% Reading+50% Writing)
- **Comprehension** (70% Reading+30 Listening)

Overall Score (Composite Score) is comprised of:

$$(35\% \text{ Reading}+35\% \text{ Writing}+15\% \text{ Listening}+15\% \text{ Speaking})$$

Proficiency Level Scores are always calculated from Scale Scores. For example, the Reading and Writing Scale Scores are averaged to create a Literacy Scale Score. The Literacy Scale Score is then associated with a Literacy Proficiency Level.

Composite Scores demand careful consideration. Students with identical Composite Scores might have very different profiles in terms of oral language and literacy development. One student may have a very high Speaking score and another student may have a very high Reading score, but because a high score on one domain can inflate a Composite Score, a student's individual performance on each domain is more informative than a single Composite Score.

Students rarely acquire proficiency across all domains at the same time. Often, oral language skills such as listening and speaking develop faster than literacy skills such as writing and reading. At the same time, receptive language skills such as listening and reading often develop faster than productive language skills such as speaking and writing. Writing typically takes the longest to develop.

Every student's growth will be different. Younger students tend to make progress more quickly than older students and those at a more advanced proficiency level. Students with strong literacy backgrounds in a home language are likely to acquire literacy in English at a faster pace than a student with lower levels of home language literacy.

Interpretation of Student Scores

- *ACCESS for ELLs* scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge.

- The *ACCESS for ELLs* assessment and score reports are not designed or intended to provide any meaningful information about an individual educator's skills or performance. School- and district-wide trends are more meaningful as a means to evaluate long-term program impacts than as a method to evaluate any one individual or draw conclusions about any particular group of students.

- WIDA recommends using *ACCESS for ELLs* scores as one of multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, in-class assessments, and educator insights are all valuable evidence that can help you understand a student's English language proficiency and development.

WIDA Alternate ACCESS Score Reporting

WIDA Alternate ACCESS score reports provide score information for eight categories: four domains and four composite scores (Oral Language, Literacy, Comprehension, Overall). *WIDA Alternate ACCESS* scores have many potential uses, from determining the placement of individual students to guiding instruction. Test scores can be used to:

- Monitor student progress annually (using scores from two years or more).
- Guide IEP teams in making determinations about the types of language acquisition supports the student needs.
- Inform classroom instruction.
- Guide the decision-making process.

WIDA Alternate Proficiency Levels

The Alternate Proficiency Levels range from Level 1: Entering to Level 5: Bridging and are calculated from scale scores. Proficiency Level Scores describe the student's performance in terms of the five *WIDA Alternate English Language Proficiency Levels.*

Proficiency Level Scores can be used:
- To make comparisons across domains
- To develop a student specific English language skills profile
- As one of multiple criteria to determine a student's eligibility for English language support services.

Scale Scores

Scale Scores allow educators to track student growth over time and across grades. Because Scale Scores take into account differences in item difficulty, they place all students on a single continuum that stretches from Kindergarten through Grade 12.

Scale Scores can be used:

- To monitor student growth over time within a domain, but not across domains. A Scale Score of 931 in Reading is not the same as a Scale Score of 931 in Speaking.
- To monitor students or groups of students' performances across grades and within each domain over time.

Composite Scores

In addition to Proficiency Level Scores and Scale Scores for each domain, students also receive a Proficiency Level Score and a Scale Score for different combinations of the domains. These Composite Scores are Oral Language, Literacy, Comprehension, and Overall.

Composite Scores are comprised of:
- **Oral Language**   (50% Listening+50% Speaking)
- **Literacy**   (50% Reading+50% Writing)
- **Comprehension** (70% Reading+30 Listening)

Overall Score (Composite Score) is comprised of:

(35% Reading+35% Writing+15% Listening+15% Speaking)

Composite Scores, just like with *ACCESS for ELLs* Composite Scores, demand careful consideration. An Overall Score, for example, can helpfully summarize student performance. However, students with identical Overall Scores might have very different profiles in terms of their oral language and literacy development, as well as with their disabilities. Because a high score in one domain can inflate a composite score, a student's individual performance in each domain is more informative than a single Composite Score.

Interpretation of Student Scores

WIDA Alternate ACCESS scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge, and they do not provide information about a student's disability. Both Proficiency Level Scores and Scale Scores show growth. However, Scale Scores are more nuanced and provide a more sensitive measure of language development.

Kindergarten ACCESS for ELLs Score Reporting

Kindergarten ACCESS for ELLs is designed with age-appropriate tasks that presume students are still developing full literacy skills. Because the kindergarten test does not assess advanced reading and writing skills, kindergartners cannot earn a Scale Score above 400, a Reading Proficiency Level above 5.0, or a Writing Proficiency Level above 4.5.

Highest possible proficiency levels on *Kindergarten ACCESS for ELLs*:
Listening: 6.0 Reading: 5.0 Speaking: 6.0 Writing: 4.5

Interpretation of Student Scores

As with the other WIDA assessments, *Kindergarten ACCESS for ELLs* scores provide information on a student's English proficiency. Scores do not measure a student's academic achievement or content knowledge. These scores should be used for instructional planning purposes.

Growth Calculations

Section

10

Alabama's ESSA Indicators
Interim Progress in Achieving English Language Proficiency

Interim Progress

For the purpose of accountability, interim progress refers to the annual increases in the percent of students making progress in learning English. Progress is calculated by using the scores from *ACCESS for ELLs.*

Growth Targets

The table below shows the percentage of EL students within a district that must meet the progress target in order to meet the English Language Proficiency (ELP) indicator. Each year, the proportion of students in a district is expected to make progress in ELP gains.

Target Percentages

Progress Targets Based on Previous Year's Data	
YEAR	**TARGETS**
2022	**52%**
2023	**54%**
2024	**56%**
2025	**58%**
2026	**60%**
2027	**62%**
2028	**64%**

Example: In 2024, 56% of EL students in a district who participated on the *ACCESS for ELLs* assessment will need to meet/exceed their growth target in order to make the interim progress indicator.

Growth Calculations

Prior Year	Current Year
1.0	1.6
1.1	1.7
1.2	1.8
1.3	1.9
1.4	2.0
1.5	2.1
1.6	2.1
1.7	2.2
1.8	2.3
1.9	2.4
2.0	2.6
2.1	2.6
2.2	2.7
2.3	2.8
2.4	2.9
2.5	3.0
2.6	3.0
2.7	3.1
2.8	3.2
2.9	3.3
3.0	3.5
3.1	3.5
3.2	3.6
3.3	3.7
3.4	3.8
3.5	3.8
3.6	3.9
3.7	4.0
3.8	4.1
3.9	4.1
4.0	4.3
4.1	4.3
4.2	4.4
4.3	4.5
4.4	4.5
4.5	4.6
4.6	4.7
4.7	4.7
4.8	4.8

The overall goal of the EL student data in the annual accountability system is to identify actual growth of EL students, year-over-year, towards proficiency attainment. Therefore, the data located within the student assessment portal recognizes the annual growth of each student utilizing the student's *ACCESS for ELLs* proficiency score from the previous year compared to the current year's score.

Growth is determined when the prior year's score on the *ACCESS for ELLs* assessment is compared to the current year's score to determine if there is growth. For example, using the table to the left: Prior year score was 3.1. In order to demonstrate growth, the current year's score must be a 3.5 or higher. If the student makes a 3.5, that student met the growth target and will be counted as showing growth in the accountability calculations. If the student made a 3.2, the student did not meet the growth target and will not be counted as making growth in the accountability calculations.

Since growth is determined based upon the prior year's score, students who do not have a score from the previous year will not receive a growth report. N/A will represent a non-score.

Currently, there is no growth requirement for *WIDA Alternate ACCESS.*

Students' growth can be calculated even if the student moves to another district, as long as the SSID numbers match.

Documents

Section

11

Documents Section

1. *Alabama State Department of Education Alternate Screening Checklist*

2. *WIDA Annual Training Verification Form*

3. *English Learner Student Unable to Participate on One of More Domains of ACCESS for ELLs or WIDA Alternate ACCESS Form*

4. *Language Code List*

5. *ACCESS for ELLs Paper Request Form*

6. *WIDA Alternate ACCESS Student Verification and Approval Form*

7. *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*

Alabama State Department of Education
Alternate Screening Checklist

The purpose of the *Alternate Screening Checklist* is to assist educators and families in the decision-making process for those potential English learner (EL) students who cannot meaningfully access the *WIDA Screener for Kindergarten* or the *WIDA Screener Online (*or if applicable *WIDA Screener Paper).* These screening assessments may not be appropriate for some students with disabilities. Potential EL students who may benefit from the *Alternate Screening Checklist* are:

➢ Students who have an IEP that indicates a significant cognitive disability
➢ Students who do not have an IEP, but will be evaluated by Special Education staff

If a potential EL student does not have an IEP that indicates a significant cognitive disability but is considered to be a student who will require extensive supports, the Special Education and English as a Second Language (ESL) staff, in order to meet the 30-day deadline for screening potential EL students, or 10-day deadline if enrollment is after the first day of school, must have meaningful consultation to determine the possible use of the *Alternate Screening Checklist*. **This decision should be made, if there is agreement, that the student requires substantial supports and could not, even with accommodations, progress fully through any of the available screeners**.

If it is determined that the *Alternate Screening Checklist* is the most appropriate screening instrument, a team consisting of the following individuals must be convened to make the EL determination by utilizing the *Alternate Screening Checklist*:

➢ Person(s) with expertise in second language acquisition
➢ Special Education Teacher
➢ School Counselor
➢ Service Professionals
➢ Speech or Language Impairment Teacher (if applicable)
➢ General Education Teacher
➢ Native Language/Sign Language Interpreter (if applicable)
➢ Parents, guardians, and/or caregivers

It is important that a team-centered approach is used to guide the decision that will be made during this process.

Alabama's Definition of an English Learner with Significant Cognitive Disabilities

English learners with the **most** significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

Challenges in Identifying English Learners with Significant Cognitive Disabilities

Both language-and disability-related challenges exist in identifying students who are English learners with significant cognitive disabilities. Some of these students may not be able to access all domains on the WIDA Screener Online or WIDA Screener Paper. Therefore, when an educator uses a screener, providing accessibility features and accommodations is critical. Even with such accommodations, however, many students' intellectual disabilities may inhibit their abilities to complete the screener or acquisition of valid findings for each student. Given this limitation and to ensure states meet standards set in the 2004 Individuals with Disabilities Education Improvement Act, educators with knowledge of the student's language needs must serve on the student's IEP team (U.S. Department of Education, Office of English Language Acquisition, 2017, Ch. 6, p. 2). These experts are important assets in interpreting the student's screening results and in advising on additional criteria for determining the student status as an English learner. Screening tools should not be the sole source of information.

ALTELLA Brief No. 1 April 2018: https://altella.wceruw.org/pubs/ALTELLA_Brief-01_Definition_070218.pdf

Alternate Screening Checklist

Student Name: _____   **Date:** _____

System: _____   **School:** _____

Participants' Names	**Title / Position**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Team members need to consider each of the following questions related to identifying potential ELs and providing language- and disability-related services. Answering these questions will help ensure students receive optimal services. If some of the questions do not apply, indicate this in the space provided.

- **The Home Language Survey should also be utilized as a source of information.**
- **Information from this checklist will be used to develop the IEP and I-ELP.**

Check that each box has been addressed by the team:

Prior to the meeting:

☐ Has the team gathered information from the student, parent(s), guardian(s), caregiver(s), school records (if applicable) language assessments, and/or special education assessments, regarding the student's previous educational experiences? If yes, which data were collected?

_____
_____
_____
_____
_____
_____

☐ Has the team reviewed the Home Language Survey to determine if a screener is needed? _____ YES _____ NO

☐ Has an interview been conducted with the parent(s), guardian(s), or caregiver(s) that would produce valuable information that could assist the team in making a placement decision? _____ YES _____ NO

If yes, what information was found to be useful?

_____
_____
_____

Questions for the parent(s)/guardian(s)/caregiver(s):

☐ What language, if any, (for example, Spanish, Chinese, English) does the student use to communicate at home?

_____
_____
_____

☐ What language/communication system does the student use at home (i.e. spoken language, American Sign Language, gestures, communication device)?

_____
_____

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☐ When using the student's communication system, can the student respond to simple commands spoken in English? _____ YES _____ NO In home language? _____ YES _____ NO

Additional information if available:

_____

_____

☐ What is the student's present level of performance at home as it pertains to language demands? Does the student understand words or phrases spoken or written in English? _____ YES _____ NO

In home language? _____ YES _____ NO

Additional information if available:

_____

_____

Questions for the team:

☐ Would language services/supports equip the student to succeed in the classroom, school, home, or community? _____ YES _____ NO

Additional information if available:

_____

_____

☐ Have the student's parent(s), guardian(s), caregiver(s) been included in the decision-making process regarding language-related needs and the services/supports that will be provided if the student is identified as an EL? _____ YES _____ NO

Additional information if available:

_____

_____

☐ Does the team feel that English language services are needed for this student? _____ YES _____ NO

• •

Decision:

The Team has determined that the student will be identified as an EL and will receive Supplemental Title III Language Assistance services.

☐ **YES** ☐ **NO**

_____   _____
Signature of Parent, Guardian, Caregiver   **Date**

Any student who qualifies as an EL based upon the use of the *Alternate Screening Checklist*, and does not currently have an IEP, must be evaluated for special education services.

Use the flowchart to determine the steps that should be taken during this process.

Does the student have an IEP?

NO →

If a potential EL is suspected of having a disability (e.g. the parent states the child has a disability or documentation indicates a disability), Special Education and ESL professionals must have meaningful consultation to determine if the *Alternate Screener Checklist* should be used to determine EL status.

YES ↓

Can the student access the *WIDA Screener for Kindergarten or the WIDA Screener Online* with accommodations and accessibility supports?

NO →

If, after careful and thoughtful consultation between ESL and Special Education personnel, it is determined that the student is unable to complete any of the screener options, even with accommodations, then the *Alternate Screener Checklist* will be used, along with any available evidence (information from the Home Language Survey, academic records review, and other documentation that may be available).

YES ↓

Proceed with the most appropriate screener. If the student is unable to complete all parts of the screener (student is deaf, hard-of-hearing, or visually impaired), contact Student Assessment for further guidance.

A meeting will be convened to include parent(s), guardian(s), and caregiver(s), along with any personnel who will be involved with the student and who can contribute to the decision-making process. It is important to include a translator if needed. At this time, the *Alternate Screening Checklist* will be completed and a determination regarding EL status will be made.

Key Factors

1. **Collaborate with the parents to understand the student's language use and disability needs in the home and community.**

2. **Identify varying language demands and use across multiple settings, including home, school, and community.**

Next Steps

1. **The team will consider all of the information gathered and determine if the student will be identified as an EL.**

2. **The team will meet again to develop the I-ELP and IEP.**

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Annual Training Verification Form: 2023-2024

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:
1. *ACCESS FOR ELLS ONLINE AND PAPER**
2. *WIDA ALTERNATE ACCESS*
3. *KINDERGARTEN ACCESS FOR ELLS*
4. *WIDA SCREENER ONLINE*
5. *WIDA SCREENER PAPER**
6. *WIDA SCREENER FOR KINDERGARTEN*

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: YES ◯

_____   _____
TEST ADMINISTRATOR PRINTED NAME   **TEST ADMINISTRATOR SIGNATURE**

COURSES COMPLETED	COMPLETION DATE
◯ *KINDERGARTEN ACCESS FOR ELLS: ADMINISTRATION AND SCORING*	
◯ *WIDA ALTERNATE ACCESS: ADMINISTRATION AND SCORING*	
◯ *PAPER ACCESS FOR ELLS: ADMINISTRATION**	
◯ *ONLINE ACCESS FOR ELLS: ADMINISTRATION*	
◯ *SPEAKING FOR GRADES 1-5: SCORING PAPER ACCESS AND WIDA SCREENER*	
◯ *SPEAKING FOR GRADES 6-12: SCORING PAPER ACCESS AND WIDA SCREENER*	
◯ *WRITING FOR GRADES 1-5: SCORING WIDA SCREENER*	
◯ *WRITING FOR GRADES 6-12: SCORING WIDA SCREENER*	
◯ *WIDA SCREENER ONLINE: ADMINISTRATION*	
◯ *WIDA SCREENER PAPER: ADMINISTRATION**	
◯ *WIDA SCREENER FOR KINDERGARTEN: ADMINISTRATION AND SCORING*	

VERIFIED BY DISTRICT TEST COORDINATOR OR EL COORDINATOR ON (DATE): _____

_____
DISTRICT TEST COORDINATOR / EL COORDINATOR SIGNATURE

*ALSDE approval is required for *ACCESS for ELLs* paper and *WIDA Screener Paper*. Training should not be completed unless approval has been granted.

District Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training.

English Learner Student Unable to Participate on One or More Domains of *ACCESS for ELLs* or *WIDA Alternate ACCESS*

The Alabama State Department of Education (ALSDE) has established that an English Learner (EL) with disabilities, whose disability precludes participation on one or more domains of the *ACCESS for ELLs* or *WIDA Alternate ACCESS* assessments, may be considered eligible for exemption from those domains.

EL students who are deaf (totally deaf, hard of hearing), visually impaired (totally blind, low vision or have not learned braille), or non-verbal would be considered as having a disability that precludes participation on one or more domains. Beyond these disabilities, the District Test Coordinator/EL Coordinator should seek guidance from the ALSDE.

Local Education Agencies seeking an exemption for a EL student from one or more domains must submit this form for ALSDE approval. Prior to submission, ensure that the IEP or 504 Plan is current and clearly indicates the disability that precludes participation.

LEA	Assessment	Disability
District: _____ School: _____	☐ *ACCESS for ELLs* ☐ *WIDA Alternate ACCESS*	☐ Deaf ☐ Visually Impaired ☐ Non-Verbal

Student Name: _____   SSID: _____

Domains for Which an Exemption is Requested
No More Than Two Domains Can be Selected

Reading ☐   **Listening** ☐   **Speaking** ☐   **Writing** ☐

	YES	NO
IEP/504 Plan specifies disability selected above.	☐	☐
Disability prohibits student from meaningfully accessing one or more domains.	☐	☐
Parent(s), Guardian(s), or Caretaker(s) have been included in this request.	☐	☐

District Test Coordinator Signature: _____ Date: _____

Principal Signature: _____ Date: _____

****

Approved for: Reading ____   Listening ____   Writing ____   Speaking ____

Student Assessment Signature: _____ Date: _____

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LANGUAGE CODE LIST

LANGUAGE	CODE	LANGUAGE	CODE
Abkhazian	abk	Bantu languages	bnt
Achinese	ace	Basa	bas
Acoli	ach	Bashkir	bak
Adangme	ada	Basque(B)	baq
Adyghe; Adygei	ady	Basque(T)	eus
Afar	aar	Batak languages	btk
Afrihili	afh	Beja; Bedawiyet	bej
Afrikaans	afr	Belarusian	bel
Afro-Asiatic languages	afa	Bemba	bem
Ainu	ain	Bengali	ben
Akan	aka	Berber languages	ber
Akkadian	akk	Bhojpuri	bho
Albanian(B)	alb	Bihari languages	bih
Albanian(T)	sqi	Bikol	bik
Aleut	ale	Bini; Edo	bin
Algonquian languages	alg	Bislama	bis
Altaic languages	tut	Blin; Bilin	byn
Amharic	amh	Blissymbols; Blissymbolics; Bliss	zbl
Angika	anp	Bokmal, Norwegian; Norwegian Bokmal	nob
Apache languages	apa	Bosnian	bos
Arabic	ara	Braj	bra
Aragonese	arg	Breton	bre
Arapaho	arp	Buginese	bug
Arawak	arw	Bulgarian	bul
Armenian(B)	arm	Buriat	bua
Armenian(T)	hye	Burmese(B)	bur
Aromanian; Arumanian; Macedo-Romanian	rup	Burmese(T)	mya
Artificial languages	art	Caddo	cad
Assamese	asm	Catalan; Valencian	cat
Asturian; Bable; Leonese; Asturleonese	ast	Caucasian languages	cau
Athapascan languages	ath	Cebuano	ceb
Australian languages	aus	Celtic languages	cel
Austronesian languages	map	Central American Indian languages	cai
Avaric	ava	Central Khmer	khm
Avestan	ave	Chagatai	chg
Awadhi	awa	Chamic languages	cmc
Aymara	aym	Chagatai	chg
Azerbaijani	aze	Chamic languages	cmc

Balinese	ban	Chamorro	cha
Baltic languages	bat	Chechen	che
Baluchi	bal	Cherokee	chr
Bambara	bam	Cheyenne	chy
Bamileke languages	bai	Chibcha	chb
Banda languages	bad	Chichewa; Chewa; Nyanja	nya
Chinese(B)	chi	English, Middle (100-1500)	enm
Chinese(T)	zho	English, Old (ca.450-1100)	ang
Chinook jargon	chn	Erzya	myv
Chipewyan; Dene Suline	chp	Esperanto	epo
Choctaw	cho	Estonian	est
Church Slavic; Old/Church Slavonic; Old Bulgarian	chu	Ewe	ewe
Chuukese	chk	Ewondo	ewo
Chuvash	chv	Fang	fan
Classical Syriac	syc	Fanti	fat
Classical/Old Newari; Classical Nepal Bhasa	nwc	Faroese	fao
Coptic	cop	Fijian	fij
Cornish	cor	Filipino; Pilipino	fil
Corsican	cos	Finnish	fin
Cree	cre	Finno-Ugrian languages	fiu
Creek	mus	Fon	fon
Creoles and pidgins	crp	French(B)	fre
Creoles and pidgins, English based	cpe	French(T)	fra
Creoles and pidgins, French-based	cpf	French, Middle (ca.1400-1600)	frm
Creoles and pidgins, Portuguese-based	cpp	French, Old (842-ca.1400)	fro
Crimean Tatar; Crimean Turkish	crh	Friulian	fur
Croatian	hrv	Fulah	ful
Cushitic languages	cus	Ga	gaa
Czech(B)	cze	Gaelic; Scottish Gaelic	gla
Czech(T)	ces	Galibi Carib	car
Dakota	dak	Galician	glg
Danish	dan	Ganda	lug
Dargwa	dar	Gayo	gay
Delaware	del	Gbaya	gba
Dinka	din	Geez	gez
Divehi; Dhivehi; Maldivian	div	Georgian(B)	geo
Dogri	doi	Georgian(T)	kat
Dogrib	dgr	German(B)	ger
Dravidian languages	dra	German(T)	deu
Duala	dua	German, Middle High (ca.1050-1500)	gmh
Dutch, Middle (ca.1050-1350)	dum	German, Old High (ca.750-1050)	
Dutch; Flemish(B)	dut	Germanic languages	gem
Dutch; Flemish(T)	nld	Gilbertese	gil
Dyula	dyu	Gondi	gon
Dzongkha	dzo	Gorontalo	gor

Eastern Frisian	frs	Gothic	got
Efik	efi	Grebo	grb
Egyptian (Ancient)	egy	Greek, Ancient (to 1453)	grc
Ekajuk	eka	Greek, Modern (1453-) (B)	gre
Elamite	elx	Greek, Modern (1453-) (T)	ell
English	eng	Guarani	grn
Gujarati	guj	Kalaallisut; Greenlandic	kal
Gwich'in	gwi	Kalmyk; Oirat	xal
Haida	hai	Kamba	kam
Haitian; Haitian Creole	hat	Kannada	kan
Hausa	hau	Kanuri	kau
Hawaiian	haw	Kara-Kalpak	kaa
Hebrew	heb	Karachay-Balkar	krc
Herero	her	Karelian	krl
Hiligaynon	hil	Karen languages	kar
Himachali languages; Western Pahari languages	him	Kashmiri	kas
Hindi	hin	Kashubian	csb
Hiri Motu	hmo	Kawi	kaw
Hittite	hit	Kazakh	kaz
Hmong; Mong	hmn	Khasi	kha
Hungarian	hun	Khoisan languages	khi
Hupa	hup	Khotanese; Sakan	kho
Iban	iba	Kikuyu; Gikuyu	kik
Icelandic(B)	ice	Kimbundu	kmb
Icelandic(T)	isl	Kinyarwanda	kin
Ido	ido	Kirghiz; Kyrgyz	kir
Igbo	ibo	Klingon; tlhIngan-Hol	tlh
Ijo languages	ijo	Komi	kom
Iloko	ilo	Kongo	kon
Inari Sami	smn	Konkani	kok
Indic languages	inc	Korean	kor
Indo-European languages	ine	Kosraean	kos
Indonesian	ind	Kpelle	kpe
Ingush	inh	Kru languages	kro
Interlingua (IALA)	ina	Kuanyama; Kwanyama	kua
Interlingue; Occidental	ile	Kumyk	kum
Inuktitut	iku	Kurdish	kur
Inupiaq	ipk	Kurukh	kru
Iranian languages	ira	Kutenai	kut
Irish	gle	Ladino	lad
Irish, Middle (900-1200)	mga	Lahnda	lah
Irish, Old (to 900)	sga	Lamba	lam
Iroquoian languages	iro	Land Dayak languages	day
Italian	ita	Lao	lao
Japanese	jpn	Latin	lat

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Javanese	jav	Latvian	lav
Judeo-Arabic	jrb	Lezghian	lez
Judeo-Persian	jpr	Limburgan; Limburger; Limburgish	lim
Kabardian	kbd	Lingala	lin
Kabyle	kal	Lithuanian	lit
Kachin; Jingpho	kac	Lojban	jbo
Low German; Low Saxon; German, Low'Saxon, Low	nds	Mongolian	mon
Lower Sorbian	dsb	Montenegrin	cnr
Lozi	loz	Mossi	mos
Luba-Katanga	lub	Multiple languages	mul
Luba-Lulua	lua	Munda languages	mun
Luiseno	lui	N'Ko	nqo
Lule Sami	smj	Nahuatl languages	nah
Lunda	lun	Nauru	nau
Luo (Kenya and Tanzania)	luo	Navajo; Navaho	nav
Lushai	lus	Ndebele, North; North Ndebele	nde
Luxembourgish; Letzeburgesch	ltz	Ndebele, South; South Ndebele	nbl
Macedonian(B)	mac	Ndonga	ndo
Macedonian(T)	mkd	Neapolitan	nap
Madurese	mad	Nepal Bhasa; Newari	new
Magahi	mag	Nepali	nep
Maithili	mai	Nias	nia
Makasar	mak	Niger-Kordofanian languages	nic
Malagasy	mlg	Nilo-Saharan languages	ssa
Malay(B)	may	Niuean	niu
Malay(T)	msa	Nogai	nog
Malayalam	mal	Norse, Old	non
Maltese	mlt	North American Indian languages	nai
Manchu	mnc	Northern Frisian	frr
Mandar	mdr	Northern Sami	sme
Mandingo	man	Norwegian	nor
Manipuri	mni	Norwegian Nynorsk; Nynorsk, Norwegian	nno
Manobo languages	mno	Nubian languages	nub
Maori(B)	mao	Nyankole	nyn
Maori(T)	mri	Nyoro	nyo
Mapudungun; Mapuche	arn	Nzima	nzi
Mari	chm	Official Aramaic; Imperial Aramaic	arc
Marshallese	mah	Ojibwa	oji
Marwari	mwr	Oriya	ori
Masai	mas	Oromo	orm
Mayan languages	myn	Osage	osa
Mende	men	Ossetian; Ossetic	oss
Mi'kmaq; Micmac	mic	Otomian languages	oto
Minangkabau	min	Pahlavi	pal

Mirandese	mwl		Palauan	pau
Mohawk	moh		Pali	pli
Moksha	mdf		Pampanga; Kapampangan	pam
Mon-Khmer languages	mkh		Pangasinan	pag
Mongo	lol		Panjabi; Punjabi	pan
Papiamento	pap		Sicilian	scn
Papuan languages	paa		Sidamo	sid
Pedi; Sepedi; Northern Sotho	nso		Sign Languages	sgn
Persian(B)	per		Siksika	bla
Persian(T)	fas		Sindhi	snd
Persian, Old (ca.600-400 B.C.)	peo		Sinhala; Sinhalese	sin
Philippine languages	phi		Sino-Tibetan languages	sit
Phoenician	phn		Siouan languages	sio
Pohnpeian	pon		Skolt Sami	sms
Polish	pol		Slave (Athapascan)	den
Portuguese	por		Slavic languages	sla
Prakrit languages	pra		Slovak(B)	slo
Provencal, Old (to 1500); Occitan, Old (to 1500)	pro		Slovak(T)	slk
Pushto; Pashto	pus		Slovenian	slv
Quechua	que		Sogdian	sog
Rajasthani	raj		Somali	som
Rapanui	rap		Songhai languages	son
Rarotongan; Cook Islands Maori	rar		Soninke	snk
Romance languages	roa		Sorbian languages	wen
Romanian; Moldavian; Moldovan(B)	rum		Sotho, Southern	sot
Romanian; Moldavian; Moldovan(T)	ron		South American Indian languages	sai
Romansh	roh		Southern Altai	alt
Romany	rom		Southern Sami	sma
Rundi	run		Spanish; Castilian	spa
Salishan languages	sal		Standard Moroccan Tamazight	zgh
Samaritan Aramaic	sam		Sukuma	suk
Sami languages	smi		Sumerian	sux
Samoan	smo		Sundanese	sun
Sandawe	sad		Susu	sus
Sango	sag		Swahili	swa
Sanskrit	san		Swati	ssw
Santali	sat		Swedish	swe
Sardinian	srd		Swiss German; Alemannic; Alsatian	gsw
Sasak	sas		Ugaritic	uga
Scots	sco		Uighur; Uyghur	uig
Selkup	sel		Ukrainian	ukr
Semitic languages	sem		Umbundu	umb
Shan	shn		Upper Sorbian	hsb
Shona	sna		Urdu	urd
Sichuan Yi; Nuosu	scn		Uzbek	uzb

Syriac	syr	Vai	vai
Tereno	ter	Venda	ven
Tetum	tet	Vietnamese	vie
Thai	tha	Volapuk	vol
Tibetan (B)	tib	Votic	vot
Tibetan (T)	bod	Wakashan languages	wak
Tigre	tig	Walloon	wln
Tigrinya	tir	Waray	war
Time	tem	Washo	was
Tiv	tiv	Welsh(B)	wel
Tlingit	tli	Welsh(T)	cym
Tok Pisin	tpi	Western Frisian	fry
Tokelau	tkl	Wolaitta; Wolaytta	wal
Tonga (Nyasa)	tog	Wolof	wol
Tonga (Tonga Islands)	ton	Xhosa	xho
Tsimshian	tsi	Yakut	sah
Tsonga	tso	Yao	yao
Tswana	tsn	Yapese	yap
Tumbuka	tum	Yiddish	yid
Tupi Languages	tup	Yoruba	yor
Turkish	tur	Yupik languages	ypk
Turkish, Ottoman (1500-1928)	ota	Zande languages	znd
Tuvalu	tvl	Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	zza
Tuvinian	tyv	Zenaga	zen
Tagalog	tgl	Zhuang; Chuang	zha
Tahitian	tah	Zulu	zul
Twi	Twi		
Udmurt	Udm		

ACCESS FOR ELLS (Grades 1-12)
Paper Request Form

August 2023

English learner (EL) students participating in the *ACCESS for ELLs* assessment in Grades 1-12 are required to take the test online. However, there may be unique situations that dictate the student must take the paper form of the test. Those unique situations are:

1. The student has a disability that prohibits participation through an online platform. This disability is documented in the IEP/504 Plan.
2. The student has arrived within a few days of testing and has never been exposed to a computer/keyboard. As a result of this late arrival, there is no time to adequately prepare the student for the online platform.

STUDENT INFORMATION:

STUDENT NAME: _____ GRADE: _____

SSID: _____ DOB: _____

DISTRICT: _____ SCHOOL: _____

REASON FOR REQUEST:

☐ IEP specifies instruction and assessment are paper pencil only.

☐ 504 Plan specifies instruction and assessment are paper pencil only.

☐ Student arrived within a few days of the testing date and time does not allow for adequate preparation for the online platform.

☐ The student has a unique situation that is not listed above. Indicate in detail below:

_____

_____

ASSURANCES:

Assurances by Principal:	Y	N	If no, add comment(s):
1. Did a team convene to discuss this request?			
2. Does the student/parent agree with this request?			
3. I certify that this student cannot participate in the computer-based assessment, even with designated supports and/or accommodations, during the test window.			
4. I understand this student will not have access to any of the accessibility features that are **only** available in the online platform.			

I certify that the information contained within this request is complete and accurate.

Principal's Name: _____ Principal's Signature: _____

District Test Coordinator's
Name: _____

District Test Coordinator's
Signature: _____

DECISION:

☐ Paper-pencil approved: **All four domains must be taken on paper**.
☐ Paper-pencil denied – Reason:

_____

_____

Student Assessment Signature: _____ Date: _____

NOTE: Form must contain all required signatures for approval.

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WIDA Alternate ACCESS
Student Verification and Approval Form
2023-2024

WIDA Alternate ACCESS is designed for English learners with the most significant cognitive disabilities who participate, or will likely participate, on the *ACAP Alternate*. These students must also be participating on the *Alabama Alternate Achievement Standards*. This information is documented in the student's IEP by the selection of the box on the Profile Page that states: *Has the IEP Team determined the student meets the participation criteria for the ACAP Alternate Assessment and will be taught the alternate achievement standards?* This box must be checked "**YES**" in order for a student to be approved for *WIDA Alternate ACCESS*.

An ***WIDA Alternate ACCESS Student Verification and Approval Form*** must be completed for each student who will participate on the *WIDA Alternate ACCESS* assessment.

Student Name: _____

SSID: _____

District: _____

ALL of the assurances below MUST be checked in order to get approval.

O The student, whose name is listed above, currently participates on *Alabama Alternate Achievement Standards* and/or the *ACAP Alternate Assessment*.

O The student, whose name is listed above, meets the criteria for participation on the *WIDA Alternate ACCESS* assessment (see paragraph above).

O The student's IEP has been verified by the District Test Coordinator and/or the ESL Coordinator.

My signature below indicates that I have confirmed the student listed on this form meets the criteria above and is eligible to take the *WIDA Alternate ACCESS* assessment.

If all assurances <u>are not</u> marked, the form will be returned.

_____   _____
District Test Coordinator's Name   District Test Coordinator's Signature

_____
Date Submitted

Student Assessment USE ONLY:

Student is approved to participate on the *WIDA Alternate ACCESS*.   Yes ◯   No ◯

_____

_____

Student Assessment Signature: _____   Date: _____

WIDA SCREENER FOR KINDERGARTEN

AND

WIDA SCREENER ONLINE

HANDBOOK

2023-2024

Alabama State Department of Education

Student Assessment

Overview

WIDA Screener for Kindergarten and *WIDA Screener Online* are English language proficiency assessments given to incoming students whose Home Language Survey indicates a language other than English. The purpose of these assessments is to help educators make decisions about whether a student is a candidate for English language support services and will be identified as a English learner (EL).

Important Information

- *WIDA Screener for Kindergarten* and *WIDA Screener Online* are secure tests, and materials must be kept under lock and key when not in use.

- *WIDA Screener for Kindergarten* is a paper and pencil test administered to students who are in Pre-K 4 and in the enrollment period for kindergarten through the first semester of the first grade.

- *WIDA Screener Online* comes in both paper and online versions. The online version is free. There is a cost for the paper version. Alabama will administer the online version only. If you encounter unique situations that warrant consideration of the paper version, contact Student Assessment.

- wida.wisc.edu: is the site used for the required online training. Test Administrators must complete all required courses and any applicable quizzes by scoring 80% or above **annually**. In addition, District Test Coordinators (DTCs) can create accounts, monitor completion of training (view scores) and print materials needed for testing. Educators will also use this site to calculate scores and print score reports for *WIDA Screener for Kindergarten* using the Score Calculator.

- www.wida-ams.us: is the portal for adding students, adding users, assigning permissions, and scoring and viewing reports for *WIDA Screener Online*. Test Administrators who have administered *ACCESS for ELLs* are already in this portal. However, educators who will score *WIDA Screener Online* must have the "Educator Scoring" permission and their Speaking and Writing credentials validated before scoring can take place (more information about this is in the following pages).

- *Central Office Service* (COS) Device is a secure testing browser that must be installed prior to testing students on *WIDA Screener Online*.

Pre-assessment

Roles and Responsibilities

DTCs are responsible for the following:

> ➢ Ensuring that all Test Administrators have completed and passed the online training courses for *WIDA Screener for Kindergarten and/or WIDA Screener Online*.
> ➢ Assigning permissions in WIDA AMS, including "Educator Scoring" permissions, and verifying the Speaking and Writing certifications.
> ➢ Providing Test Security Training for both *WIDA Screener Online* and/or *WIDA Screener for Kindergarten*.
> ➢ Ensuring that all computers are installed with the COS secure browser before *WIDA Screener Online* can be administered.

The DTC has the option of assigning these responsibilities to another person, such as the EL Coordinator, as long as the DTC has full faith and confidence that these responsibilities will be handled appropriately.

Test Administrators are responsible for the following:

> ➢ Completing the required online training modules and passing the Speaking and Writing quizzes for *WIDA Screener Online* – **ANNUALLY.**
> ➢ Attending training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*.
> ➢ Attending Test Security training on the Test Administrator Responsibilities for *WIDA Screener for Kindergarten* and/or *WIDA Screener Online* and signing all four test security documents including the *Test Administrator Oath for WIDA Screener for Kindergarten and WIDA Screener Online*.
> ➢ Administering and scoring the *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.
> ➢ Keeping all used and unused materials under lock and key when not in use.
> ➢ Shredding test tickets (*WIDA Screener Online*) and any identifiable information immediately after scoring.

Online Training

wida.wisc.edu

Online training is required before any Test Administrator can administer the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. Training takes between 2-3 hours. It can be done over multiple days, and quizzes may be taken as many times as it takes to achieve an 80%. Certifications must be verified by the DTC or EL Coordinator either by logging in to the WIDA website and viewing the scores **or** the Test Administrator may choose to give a copy of the certifications to the DTC or EL Coordinator. The *Annual Training Verification Form* must be completed by the DTC and the Test Administrator annually.

IMPORTANT: For *WIDA Screener Online* - If a Test Administrator has already completed *Speaking for Grades 1-5: Scoring Paper ACCESS and WIDA Screener* or *Speaking for Grades 6-12: Scoring Paper ACCESS and WIDA Screener*, and passed the quizzes, then the Test Administrator is already certified to score the Speaking domain for *WIDA Screener Online*.

Test Security

All test materials for *WIDA Screener for Kindergarten* and *WIDA Screener Online* are considered secure test materials. Therefore, it is important to take the appropriate measures to maintain confidentiality and security at all times. All users of the WIDA website will be prompted to read and sign a Non-Disclosure Agreement upon their **first** log-in. Use of WIDA AMS and the COS test engine are also subject to the terms of use outlined in WIDA AMS. Users will also be prompted to agree to the test security policy upon **first** log-in.

All used/unused test materials, including Writing Test Booklets, Student Response Booklets, Test Administrator's Scripts, picture cards, test tickets, and Writing Prompts, must be kept under lock and key. Test Administrators should have a secure (lock and key) closet or cabinet that has been identified for the storage of these materials for each school in which they will be administering *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.

In order to maintain test security, Test Administrators must ensure that:
- Online test content does not remain open or unattended on screens before or after testing.
- Any printed test materials are treated as secure materials and should never be left unattended before or after testing.
- No specific information about the content of the test is shared with students or their families prior to or after testing.
- All personal login information is secure, and test tickets, scratch paper, and rosters are shredded immediately after scoring is complete.
- All secure materials are kept under lock and key.

Assigning Educator Scoring Permission and Verification of Speaking and Writing Credentials for *WIDA Screener Online*

The Educator Scoring permission and the verification of completion of the Speaking and Writing modules must be checked in the DRC portal in order for the Test Administrator to be able to view and score the screener passages.

The Speaking and Writing domains of *WIDA Screener Online* are locally scored by Test Administrators in WIDA AMS. Access to the WIDA AMS scoring functionality is controlled using the permission "Educator Scoring." This permission is automatically given to all users with District level permission. Those with District Level permission can assign the "Educator Scoring" permission to educators who will administer and score *WIDA Screener Online.*

1. Log on to www.wida-ams.us
2. On the home page select:
   a. Add/Edit Users
   b. User Administration page appears
   c. Select Screener-Alabama under Administration
   d. Type the first and last name
   e. Select Find User (blue tab)
   f. Select the View/Edit icon with the pencil and paper
   g. Find the Screener-Alabama line and select View/Edit icon
   h. Select the permission, Educator Scoring and then the blue arrow pointing to the right. The permission will move over to Assigned Permissions
   i. Select the Close tab
   j. Select the Profile tab next to the Users tab
   k. Select the icon of the clipboard
   l. Check the boxes for Speaking and Writing (only if you have verified certificates!)

Test Administration for *WIDA Screener for Kindergarten*

WIDA Screener for Kindergarten is a pencil and paper individually administered test that helps educators identify potential EL students. It should be administered to students in Pre-K 4 who are in the process of registering for kindergarten enrollment through first semester of first grade.

Test materials can be purchased from the WIDA Store for a reasonable price or printed locally in black and white or in color from the wida.wisc.edu website in the secure portal. It is also permissible to laminate the reusable test materials. Consumable test materials that will need to be printed are the Score Sheets and the Response Booklet for Writing (if applicable). These should be printed out ahead of time and stored under lock and key until ready for use.

Scoring for the *WIDA Screener for Kindergarten* is done by the Test Administrator by using the Score Calculator located in the training course or under RESOURCES – Scoring Calculator at wida.wisc.edu. Score reports can also be printed from the Score Calculator page.

Interpretation of Scores

The proficiency level for students taking *WIDA Screener for Kindergarten* is 4.5 and above on Listening and Speaking (Oral Language). A student who scores 4.0 and below should be considered for English language support services.

NOTE: Students taking *WIDA Screener for Kindergarten* will only take the Listening and Speaking domains (Oral Language).

Test Administration for *WIDA Screener Online*

WIDA Screener Online is administered in the same way as *ACCESS for ELLs*. Test Administrators must have login credentials for www.wida-ams.us and the Educator Scoring permission in order to score the Speaking and Writing tests. The COS secure browser must be installed on all devices in order to begin testing students. Information on COS can be found in the Download Library under Technology Coordinator COS-SD located at: wida.wisc.edu.

Scripted instructions for administering *WIDA Screener Online* to students in Grades 1-12 are found in the Test Administrator's Script located within the online training module and can be downloaded (login credentials are required). Additionally, Test Administrators may download and print materials ahead of time. Performance on the Listening and Reading tests determine the Speaking and Writing tiers. The Speaking tier will be automatically selected within the computer for all students. The Writing tier will display on the screen for students in Grades 1-3. These students must respond in a Writing Test Booklet. The Writing tier will be automatically selected for students in Grades 4-12. These students will respond using the keyboard. Test Administrators will need to have the appropriate Writing Test Booklets ready **OR** the test can be paused, and the materials can be printed by logging in to wida.wisc.edu and selecting the Materials and Resources tab at the top of the page under the training modules. It is best to have all materials printed and ready ahead of testing.

Additional Details:

- Students in all grades will use a desktop, laptop, or tablet to complete the Listening, Reading, and Speaking tests.
- Students in Grades 1-3 will complete the Writing test in a paper booklet. For this domain/grades only, the test must be administered separately by grade cluster and tier (Grade 1, Tier A, Grade 1 Tier B/C, Grade 2-3 Tier A, Grade 2-3 Tier B/C).
- Students in Grades 4-12 will complete the Writing test online *
- Students in Grades 4-12 may take the entire test in a group setting, keeping in mind that students may benefit from being tested individually or in smaller groups.

*If a student expresses concern or anxiety with the keyboard, the Test Administrator may give the student a piece of paper with the student's name, SSID number, and grade written at the top. The Test Administrator must type on the computer "student wrote on paper" in the box on the screen in order to move through the test and exit.

Determining the Appropriate Grade-Level Cluster

Grade		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level cluster form	K	Grade 1 test		Grades 2-3 test				Grades 4-5 test				Grades 6-8 test						Grades 9-12 test						

WIDA recommends the option of administering a lower grade cluster for students in their first semester of their first year. This recommendation is based on the knowledge that students just entering a new grade level have not yet been exposed to the language proficiency standards and content topics.

Students in the first semester of first grade will take the *WIDA Screener for Kindergarten*.

Launching the Test

Information on technological requirements for devices used to administer the test can be found in the *Supported System Requirements for ACCESS for ELLs and Screener* document located at www.wida-ams.us under GENERAL INFORMATION – DOCUMENTS (Select ALL for Administration, Document Type, and Audience) – SHOW DOCUMENTS.

Pausing the Test

Students are expected to complete the test in one sitting. While pausing the test is not recommended, there are rare situations when it may be appropriate to pause the administration and allow the student to pick up at a later time. If a test is paused, you will be able to resume it within 30 minutes. The student will be taken directly to the screen they were on when the test was paused. If the test is paused for more than 30 minutes, the test engine automatically exits the student's test. The student must log back in using the information on the test ticket.

End Incomplete Test

If it is determined that the student is unable to progress through the test, the Test Administrator must manually select the "End Incomplete Test" icon:

- All Applications
- Test Management
- Manage Test Sessions
- Edit/Print Ticket Status
- Action Column
- Green Button

This should result in the student receiving a score of "1" which will allow for a composite score. If the student was unable to complete the Writing domain, the Test Administrator will type "No Response" in the response area for each of the remaining tasks and then proceed to "End Incomplete Test"

All Test Administrators have been granted the "End Incomplete Test" permission.

For specific instructions on how to administer each domain of the test, see the WIDA *Screener Online Test Administration Manual.*

Scoring

The Speaking and Writing tests are scored by the Test Administrators in the WIDA-AMS portal. Most Speaking and Writing responses are available for scoring within two hours of the student completing the test. In most cases, though, it should be less than an hour. Test Administrators may score on any laptop or computer.

See the *WIDA Screener Online Test Administration Manual* for additional information.

Interpretation of Scores
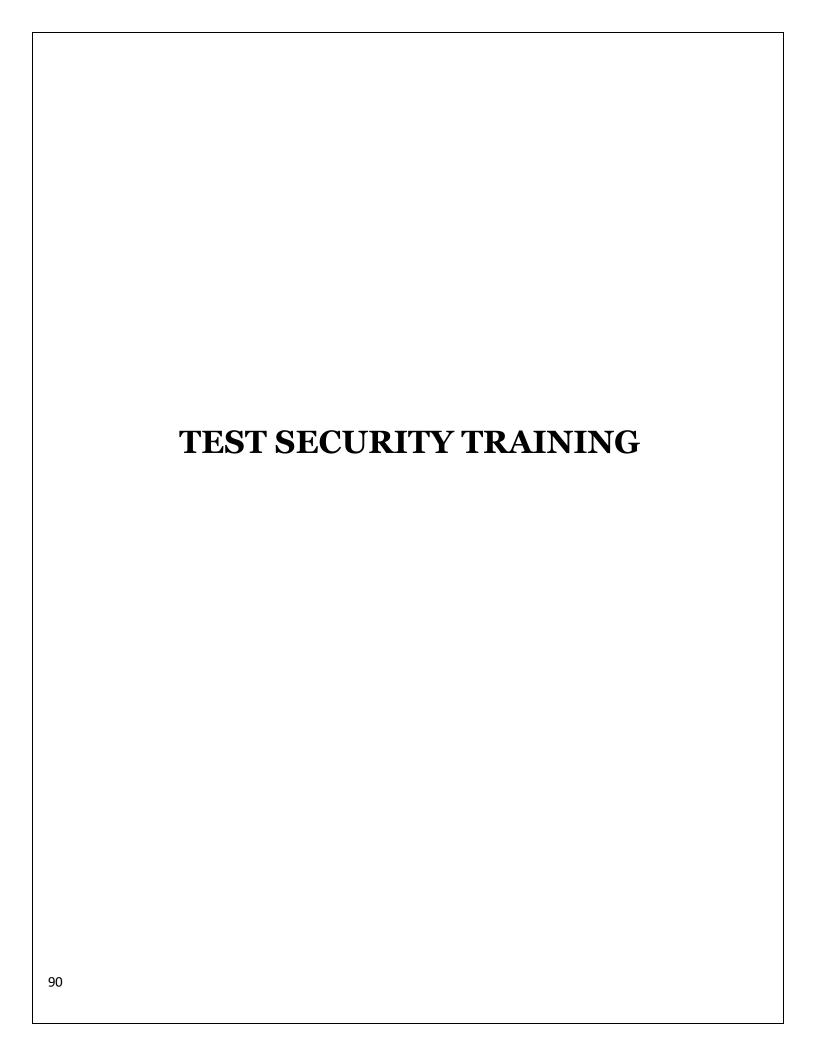
The proficiency level for students taking the *WIDA Screener Online* is an overall composite score of 5.0. Any student who scores below a 4.5 and below should be considered for English language support services.

Qualifying Scores for Potential English Learners
WIDA Screener for Kindergarten and *WIDA Screener Online*

Alabama uses the *WIDA Screener for Kindergarten* for students in Pre-K 4 (students who are enrolling during the kindergarten registration process) through first semester of Grade 1 and *WIDA Screener Online* for students in second semester of Grade 1 through Grade 12.

WIDA SCREENER FOR KINDERGARTEN			
GRADE	**REQUIRED DOMAINS**	**QUALIFIES STUDENT AS AN ENGLISH LEARNER**	**DOES NOT QUALIFY STUDENT AS AN ENGLISH LEARNER**
Pre-K 4 kindergarten registration period through 1ST semester of Grade 1	Speaking Listening	**4.0 and below** **Oral Language Score**	**4.5 and above** **Oral Language Score**
WIDA SCREENER ONLINE			
2ND semester of Grade 1 through Grade 12	Speaking Listening Reading Writing	**4.5 and below** **Overall Composite Score**	**5.0 or above** **Overall Composite Score**

TEST SECURITY TRAINING

TEST SECURITY TRAINING

Test Security Training is required prior to administering the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. Educators must be trained on the following:

> - *Test Security Policy*
> - *Digital Device Policy for ACAP Testing*
> - *ACAP Educator Code of Ethics in Test Administration Form*
> - *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*
> - *Ethics in Test Administration*
> - *Test Administrator Oath for WIDA Screener Kindergarten or WIDA Screener Online (sign)*
> - *Test Administrator Responsibilities for WIDA Screener Kindergarten and/or WIDA Screener Online*

   *Students and Test Administrators MUST adhere to the Digital Device Policy for both screeners.

The DTC (in some cases the EL Coordinator) is responsible for ensuring that training has been provided to anyone who will administer either of the screeners. In addition, the DTC or the EL Coordinator must verify that annual training has been completed and the appropriate courses have been passed with an 80% or above. Documentation of annual training must be indicated on the *Annual Training Verification Form* located in the back of this handbook.

Note: Annual training on the WIDA courses runs from year – year. If an educator completed the training courses in June, retraining would take place in June of the following year.

The *Test Administrator Oath for WIDA Screener Kindergarten or WIDA Screener Online* and the Training *Certification Form*, must be signed, printed, and provided to the DTC or, if applicable, the EL Coordinator to indicate your understanding and participation in the training.

Test Administrator Responsibilities for
WIDA Screener for Kindergarten and WIDA Screener Online

The Test Administrator's responsibilities with respect to the WIDA screeners are as follows:

1. Complete and pass the *WIDA Screener Online* and/or the *WIDA Screener for Kindergarten* training course(s) annually.

2. Participate in training from either the DTC or the EL Coordinator **annually** on Test Security, which includes the following:

    - *Test Security Policy*
    - *Digital Device Policy for ACAP Testing*
    - *ACAP Educator Code of Ethics in Test Administration Form*
    - *Ethics in Test Administration*
    - *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*
    - *Test Administrator Oath for WIDA Screener Online and/or WIDA Screener for Kindergarten*
    - *Test Administrator Responsibilities for WIDA Screener Kindergarten and/or WIDA Screener Online*

3. Be familiar with the Test Administration Manuals for the screener you are responsible for administering.

4. Be familiar with the information pertaining to the WIDA screeners located in the *Student Assessment Resource Guide for English Learners* (*WIDA Screener for Kindergarten and WIDA Screener Online Handbook).*

5. Determine prior to testing exactly where secure materials will be stored. Return any test materials to the secure location and ensure they are kept under lock and key.

6. Ensure the testing device that will be used for *WIDA Screener Online* is set up with the COS Service Device.

7. Be prepared with the correct test materials required for each screener.

8. Confirm with the DTC or EL Coordinator that scoring permissions have been assigned to you and your credentials have been verified in WIDA AMS. If not, you will not be able to score the *WIDA Screener Online* Writing and Speaking tests.

9. Select a space that is free from noise and distractions to administer the test.

10. Adhere to the *Digital Device Policy for ACAP Testing* for both students and Test Administrators.

Ethics in Test Administration

The expected professional practices of educators who administer state assessments, which ensure proper assessment and academic integrity, are defined within this section. The *Alabama Educator Code of Ethics* outlines both ethical and unethical practices and illustrates professionally responsible behavior expected of all Alabama educators.

Alabama Educator Code of Ethics

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The *Alabama Educator Code of Ethics* defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standard 8: Maintenance of Confidentiality
An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

ETHICAL CONDUCT includes, but is not limited to, the following:
- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

UNETHICAL CONDUCT includes, but is not limited to, the following:
- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing, or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Ethical and Unethical Test Administration Practices

The following information is provided to illustrate professionally responsible and ethical practices, as outlined in the Alabama *Educator Code of Ethics*, *Code of Ethics Standards, Standard 8* in education assessment, for use by **all individuals** engaged in the administration, interpretation, and use of state standardized assessments and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, Alabama State Department of Education (ALSDE) staff, and education research and policy professionals. The list below is intended to put the focus on actions that may lead to a major irregularity, resulting in the invalidation of test scores and possible disciplinary action.

ETHICAL BEHAVIOR IN PREPARATION AND ADMINISTRATION OF ASSESSMENTS

1. Preparing students for the assessment based on their achievement of standards by aligning curriculum and instruction to state content standards.
2. Making changes in instruction that enhance student skills, learning, and achievement.
3. Using released items or training items for professional development purposes.
4. Using released items or training items to familiarize students with the different formats of items on the assessment and how to indicate responses.
5. Increasing student motivation as a means to encourage students to do their best on the assessment through appeals to students, parents, and teachers and by encouraging students to show their best work.
6. Familiarizing students with test-taking strategies.
7. Reporting violations, if they occur, of the prescribed assessment administration conditions to appropriate persons in the school, district, and ALSDE.

UNETHICAL BEHAVIOR IN PREPARATION AND ADMINISTRATION OF ASSESSMENTS

1. Developing curriculum based on the specific items of any state assessment or preparing instructional objectives based on specific state assessment test items and teaching accordingly, rather than developing objectives on the state standards.
2. Presenting or sharing an actual test instrument or items(s), including writing prompts, in a public forum, with parents, students, other educators, or with the media. This includes discussion of test items on current or past assessments with other individuals in or outside of the school.
3. Making a copy of the state assessment or teaching the items on the test for a particular assessment.
4. Copying test items, reading passages, or writing prompts from the state assessment, including copying student responses from the assessment, for any purpose including, but not limited to, their use in instructional planning, classroom instruction, or assessment.
   - ➢ **NOTE**: Copying includes any means of duplicating an item. This may include memorization, text messaging, emailing, scanning, taking photos, etc.

5. Deviating from the prescribed administration procedures specified in the Test Administration Manuals in order to increase student performance.

6. Leaving visible "word walls" posters, multiplication tables, charts, graphs, or any other aids that could artificially inflate student scores or that are expressly forbidden in Test Administration Manuals or in ALSDE training.

7. Scribing the "essence" of a student's response rather than following the Scribe Guidance that requires the scribing of the student's exact response, including grammatical errors and incorrect responses, when scribing is used as an accommodation.

8. Telling students the correct response or allowing them to discuss answers among themselves.

9. Lingering over a student's computer screen or test document looking at test items.

10. Cueing, gesturing, hinting, encouraging, asking, or using vocal inflection for students to reconsider responses to any items they have already answered.

11. Allowing the use of notes or other materials which give students an opportunity to engage in practices that may provide them with an unfair advantage.

12. Changing responses students have already recorded either on paper tests or in the testing platform on the computer.

13. Purposefully excluding students from a state assessment.

14. **Not providing** students with allowable accessibility supports and/or accommodations that are documented in their IEP/Section 504 Plan/I-ELP.

15. **Providing** students with accessibility supports and/or accommodations that are not documented in their IEP/Section 504 Plan/I-ELP.

16. Providing students with accessibility supports and/or accommodations that are not allowable supports according to the *Accessibility and Accommodations Tables* located in the *Accessibility Supports and Accommodations Policy Manual* (ASAP Manual).

17. Discussing test items or student responses with other staff members, students, or parents after the administration of the assessment.

18. Possession of any device capable of capturing and relaying information during test administration.

19. Blatant disregard of Test Security training and procedures, including non-adherence to the following Test Security documents used in training:
    1. *Test Security Policy*
    2. *Digital Device Policy for ACAP Testing*
    3. *Ethics in Test Administration*
    4. *ACAP Educator Code of Ethics in Test Administration Form*
    5. *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Website*
    6. Signed Oaths for each role in test administration

20. Participating in the administration of an assessment for which Test Administration Training and Test Security Training have not been provided.

A breach of any of the Test Security forms listed above, or participation in any of the above listed unethical practices, may result in the invalidation of test scores for students and/or the invalidation of test results for the school or district, as well as ALSDE disciplinary action, for those who willingly violate Test Security measures. Anyone involved in the administration of a state assessment must be trained on the Test Security documents listed above and must sign each form as an assurance of understanding and an agreement to fully comply.

ACAP Educator Code of Ethics in Test Administration Form

My signature on the *Oath* indicates:

- I have been trained on *Ethics in Test Administration*, including the *Alabama Educator Code of Ethics, Code of Ethics Standard 8* and the *Ethical and Unethical Test Administration Practices.*

- I understand that failure to follow and adhere to these ethical practices as outlined in the *Alabama Educator Code of Ethics, Code of Ethics Standard 8* and the *Ethical and Unethical Test Administration Practices* may result in possible disciplinary action. ***Disciplinary action shall be defined as the issuance of a reprimand or warning or the suspension, revocation, or denial of certificates. "Certificates" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education*** (**Alabama Educator Code of Ethics**)**.**

My signature on the Oath certifies that I have read, been trained on, and agree to abide by the *ACAP Educator Code of Ethics in Test Administration***.**

Alabama State Department of Education Digital Device Policy for the Alabama Comprehensive Assessment Program

LEA PERSONNEL POLICY

Local education agency (LEA) personnel shall not **possess** any digital device within the testing room, or when in the presence of secure test materials, when administering or proctoring an *Alabama Comprehensive Assessment Program* (ACAP) assessment. This prohibition does not apply to school personnel who are serving as Hall Proctors. **The possession of a digital device by school personnel participating in ACAP testing is strictly prohibited during the administration of an assessment.** The **ONLY** exception to this policy is for school personnel who have been pre-approved by the Building Test Coordinator or the Principal to have a digital device that is necessary for the health and/or well-being of school personnel. All exceptions must be pre-approved in writing by the Building Test Coordinator or the school Principal by completing the *Digital Device Exception Request* form.

Each LEA shall have in place a *School Test Security Plan* for each school that includes a digital device collection plan for school personnel who will participate in the ACAP. This collection shall take place for school personnel **prior to entering the testing room**.

For the purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. This includes, but is not limited to, the following: laptops, smart phones, smart watches, fitness trackers, MP3 players, and tablets. Additionally, classroom computers must be powered off during testing.

If school personnel are in **possession** of a digital device, whether powered on or off, during the administration of an ACAP assessment, the device will be confiscated and, if the administrator determines there is reasonable suspicion that the device was used to capture, record, share test information, or to facilitate cheating on the assessment, it may be subject to search pursuant to LEA policy for any information directly related to the ACAP test being administered.

Additionally, school personnel shall be dismissed from testing, and students' tests may be invalidated. Any variance of this policy will be at the discretion of the Alabama State Department of Education (ALSDE), in accordance with guidance in the *ACAP Integrity Handbook for Test Administration*. Violation(s) may result in disciplinary action by the LEA in accordance with the LEA's policies and by the ALSDE, up to and including possible employment termination and certification action.

LEAs shall make all school personnel participating in the administration of a state assessment aware of this prohibition through inclusion of this policy in the employee handbook, required training, and may also publicize this policy through other normally accepted methods.

My signature on the OATH certifies that I have read, been trained on, and agree to abide by the ***Alabama State Department of Education Digital Device Policy for the Alabama Comprehensive Assessment Program*.**

Policy updated August 2023

Alabama State Department of Education Digital Device Policy for the Alabama Comprehensive Assessment Program

STUDENT POLICY

Students shall not **possess** any digital device within the testing room when participating in the *Alabama Comprehensive Assessment Program* (ACAP) testing. **The possession of a digital device by students participating in ACAP testing is strictly prohibited during the administration of an assessment.** The **ONLY** exception to this policy is for students who have been pre-approved by the Building Test Coordinator or the Principal to have a digital device that is necessary for the health and/or well-being of the student. All exceptions must be pre- approved in writing by the Building Test Coordinator or the school Principal by completing the *Digital Device Exception Request* form.

Each local education agency (LEA) shall have in place a *School Test Security Plan* for each school that includes a digital device collection plan for students who will participate in the ACAP. This collection shall take place for students **prior to entering the testing room**.

For the purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. This includes, but is not limited to, the following: laptops, smart phones, smart watches, fitness trackers, MP3 players, and tablets.

If students are in **possession** of a digital device, whether powered on or off, during the administration of an ACAP assessment, the device will be confiscated, and the student's test will be invalidated. If the appropriate administrator determines there is reasonable suspicion the device was used to capture, record, share test information, or to facilitate cheating on the assessment, the device will be subject to search pursuant to LEA policy for any information directly related to the assessment being administered. Violations may result in disciplinary action by the LEA in accordance with the LEA's disciplinary policy.

Any variance of this policy will be at the discretion of the Alabama State Department of Education, in accordance with guidance in the *ACAP Integrity Handbook for Test Administration*. Student Assessment will provide guidance to the LEA on how to proceed with further testing and the notification of the parent, and or guardian(s) and the district Superintendent.

LEAs shall make all students participating in the administration of a state assessment, parents, and/or guardian(s) aware of this prohibition through inclusion of this policy in the Student Code of Conduct Handbook and may also publicize this policy through other normally accepted methods.

To be completed by the school Principal:

PRINCIPAL'S ACKNOWLEDGEMENT

By signing, I am affirming that I will ensure, to the best of my ability, that students who participate in the *Alabama Comprehensive Assessment Program* and their parents, and/or guardian(s) will be made aware of this policy.

_____   _____
Printed Name of School Principal   **Principal's Signature**

_____   _____
School   **District**

_____
Date

Policy Updated August 2023

TEST SECURITY POLICY

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the *Alabama State Board of Education, State Department of Education, Administrative Code* (290-040-020-.04), the *Integrity Handbook,* and the test administrator manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.

2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.

3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.

4. To alter student responses on answer documents.

5. To alter the test procedures stated in the test administrator's manuals.

6. To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.

7. To have in one's personal possession secure test materials except during specified testing dates.

8. To allow students to view or practice secure test items before or after the scheduled testing times.

9. To make or have in one's possession answer keys for secure tests.

10. To leave secure test materials in non-secure locations and/or unattended by professional staff.

11. To fail to report a test security violation.

12. To violate the state's digital device policy

13. To discuss test content or student responses with anyone, including students.

My signature on the Oath certifies that I have read, been trained on, and agree to abide by the Test Security Policy.

Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Website

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal lawthat protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Alabama State Department of Education (ALSDE) provides districts and schools with assessment results that include student Personally Identifiable Information (PII), which is protected by FERPA, using online delivery systems both internal and external through its assessment vendors. In addition, through these vendors, ALSDE provides opportunities for District and School educators to enter and view protected PII and testing accommodations data via online test management portals and printed secure test materials. These systems are password-protected and require unique user IDs and assigned passwords for access. These systems are not for public use, and no student information from them may be disclosed to anyone other than a State, District, or school **official*,** absent an exception under FERPA.

As defined in the law, an **official** is a person employed by the state, district, or school, such as an administrator, supervisor, System Test Coordinator, Building Test Coordinator, or Principal. It is a requirement that this personbe a full-time employee and have a legitimate educational interest. This person is determined to have a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know.

School officials who are granted access to the data systems referred to above must abide by FERPA. Disclosure of usernames and/or passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action. In addition, it is prohibited to share, either verbally or in writing, any assessment results or testing accommodations information in a manner that could link the information to a student's PII. Improper disclosure of this information to any unauthorized person is prohibited under FERPA and could subject you to criminal and civil penalties imposed by law. For more information on FERPA, see the U.S. Department of Education's webpage at http://www.ed.gov/offices/OM/fpco/ferpa/.

Therefore, ALSDE requires all District and School officials involved in state student assessments and/or accessing student assessment data to certify and affirm that they will faithfully and fully comply with all FERPA requirements concerning student PII and the security of student assessment data.

***In some cases, teachers may be provided access to PII.**

I hereby certify that I will maintain the confidentiality and security of student PII and student assessment data, and I will not share usernames or passwords with unauthorized individuals. I further certify that I will handle all confidential information with discretion, safeguarding it when in use, and not disclosing or discussing it with anyunauthorized person.

If I leave the position that allowed me access to confidential and protected information, I will neither access nordisclose any data previously accessed by virtue of my former employment. I acknowledge that to do so would be in violation of federal law and ALSDE directives and would subject me to disciplinary action and/or criminal liability.

My signature on the Oath certifies that I have read, been trained on, and agree to abide by the Security and Confidentiality Statement.

Test Administrator Oath for
WIDA Screener for Kindergarten and/or *WIDA Screener Online*

Test Administrator Name: _____

Purpose: To affirm the Test Administrator named above has been provided Test Security training and Test Administration training (*WIDA Screener for Kindergarten and WIDA Screener Online Handbook*) for the screener for which he/she will administer and will fully comply with all requirements governing the *Alabama Comprehensive Assessment Program* (ACAP).

Instructions: Carefully read the certification statements below. **Initial each statement** to indicate your agreement and sign in the designated space.

I do hereby certify and affirm that I will fully comply with all requirements, policies, and procedures for which I have been trained and I testify to the following statements:

_____ I have received training on the *Test Administrator's Responsibilities for WIDA Screener Kindergarten and WIDA Screener Online.*

_____ I have received training on Test Security and the following documents:

- *Test Security Policy*
- *Digital Device Policy for ACAP Testing*
- *Ethics in Test Administration*
- *ACAP Educator Code of Ethics in Test Administration Form*
- *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*

_____ I have completed and passed the training courses on the WIDA website (annual retraining is a state requirement) and signed the *Annual Training Verification Form*.

_____ I understand that the WIDA screeners are secure tests and test materials must be kept under lock and key when not in use.

_____ I agree to abide by the *Digital Device Policy for ACAP Testing*.

_____ I agree to adhere to and follow the policies and procedures for which I have been trained.

My signature indicates my understanding of the training I have received and that I will faithfully and fully comply with all requirements concerning test administration, test security, confidentiality, and test administration.

_____   _____
Test Administrator Signature   Date

I certify the training requirements have been fulfilled for the *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.

_____   _____
District Test Coordinator or EL Coordinator Signature   Date

Annual Training Verification Form: 2023-2024

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:

1. *ACCESS FOR ELLS ONLINE AND PAPER***
2. *WIDA ALTERNATE ACCESS*
3. *KINDERGARTEN ACCESS FOR ELLS*
4. *WIDA SCREENER ONLINE*
5. *WIDA SCREENER PAPER***
6. *WIDA SCREENER FOR KINDERGARTEN*

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: YES ⭕

_____   _____
TEST ADMINISTRATOR PRINTED NAME   **TEST ADMINISTRATOR SIGNATURE**

COURSES COMPLETED	COMPLETION DATE
⭕ KINDERGARTEN ACCESS FOR ELLS: ADMINISTRATION AND SCORING	
⭕ WIDA ALTERNATE ACCESS: ADMINISTRATION AND SCORING	
⭕ PAPER ACCESS FOR ELLS: ADMINISTRATION	
⭕ ONLINE ACCESS FOR ELLS: ADMINISTRATION	
⭕ SPEAKING FOR GRADES 1-5: SCORING PAPER ACCESS AND WIDA	
⭕ SPEAKING FOR GRADES 6-12: SCORING WIDA SCREENER	
⭕ WRITING FOR GRADES 1-5: SCORING WIDA SCREENER	
⭕ WRITING FOR GRADES 6-12: SCORING WIDA SCREENER	
⭕ WIDA SCREENER ONLINE: ADMINISTRATION	
⭕ WIDA SCREENER PAPER: ADMINISTRATION	
⭕ WIDA SCREENER FOR KINDERGARTEN: ADMINISTRATION AND SCORING	

VERIFIED BY DISTRICT TEST COORDINATOR OR EL COORDINATOR ON (DATE):_____

_____
DISTRICT TEST COORDINATOR / EL COORDINATOR SIGNATURE

*ALSDE approval is required for *ACCESS for ELLs* paper and *WIDA Screener Paper*. Training should not be completed unless approval has been granted.

District Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training.

Training Certification Form

For Participation on *WIDA Screener for Kindergarten* **and/or** *WIDA Screener Online*

My signature confirms that I participated in training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* conducted by the Alabama State Department of Education: Student Assessment. Training included the following:

1. Test Administration Overview for *WIDA Screener for Kindergarten* and *WIDA Screener Online*
2. Responsibilities
3. Test Security Training

I understand that if I have not already done so, I must also complete and pass the online training courses annually, at wida.wisc.edu, for the screener for which I am responsible before I can perform the duties of a Test Administrator.

_____	_____
Printed Name	Signature

_____
Date of Training

The signed *Test Administrator Oath for WIDA Screener for Kindergarten and/or WIDA Screener Online,* along with this form, must be printed and provided to either the District Test Coordinator or the EL Coordinator as documentation of participation.

ENGLISH LEARNER ASSESSMENTS CHECKLISTS

SECTION

12

English Learner Assessments/Screeners Checklists

ACCESS for ELLs ACCESSIBILITY OPTIONS

Administrative Considerations: Available to any student who might benefit from some personalization of standard test procedures. Includes Test timing and scheduling, test environment, test content preparation, and test item responses.

Universal Tools: Available to all test takers. These supports align with tools likely used by students in the classroom.

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Test Timing and Scheduling	
Supervised breaks	Any student may take a break at any point. Have the student pause the test before leaving the room.
Short segments	In the rare circumstance that a student needs a longer break than described above, the test can be administered in multiple short administration sessions that have been predetermined and are based on what is provided to the student on a regular basis.
Extended Testing Time	WIDA's assessments are not timed. Timing guidance is provided for scheduling purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing may test until the end of the day. Note that for the Speaking test, **extended speaking response** time is an accommodation.
Test Environment	
Adaptive and specialized equipment and furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting/seating, seating, or adaptive keyboard.
Alternative microphone	Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and is compatible with the testing platform.
Familiar Test Administrator	The test can be administered by any person that students is comfortable with, provided the individual is a trained and certificated employee of the district.
Individual or small group setting	Test students in any group size that makes the student the most comfortable.
Specific seating	Seat students in any location of the testing room that helps them to hear, see, focus, and otherwise engage with the test.

Test Content Presentation	
Test format	In rare circumstances, a student may require a paper form of the test. Contact Student Assessment for further guidance.
Redirection	Quietly, without disturbing other test takers, direct the student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student or offer guidance on how to respond. You can redirect in the student's home language.
Encouragement	Quietly, without disturbing other students, offer verbal praise for on-task behavior. For example, say "Good job" after the student completes an item or a section of the test. Encouragement must not be tied to the student's test performance.
Read aloud to self	Students may read any part of the test to themselves, with or without the use of a device such as a whisper of fluency phone. If this is a distraction to other testers, consider an individual administration.
Test Item Responses	
Monitor placement of responses	Test Administrators may monitor students as they test to ensure that answers are marked in the correct location. The Test Administrator can intervene to ensure students do not mistakenly select or change and answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.

Universal Tools

Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.
Color preferences	A tool used to change the text and background color or the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	For paper, the student will use the preferred tool.
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.
Line guide or tracking tool	For paper, students may use the tool typically used in the classroom.
Low vision aids or magnification devices	For paper test, student will use low vision device used in the classroom.
Scratch paper and notepad	Available upon request. Destroy after use.

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan. Accommodations can only be provided if the student receives the same accommodation for classroom instruction, on a routine basis, and must have the accommodation in order to meaningfully participate on the assessment. Refer to the *ACCESS for ELLs Accommodation Checklists* for available accommodations.

Kindergarten ACCESS for ELLs
Accommodation Checklist

Kindergarten ACCESS for ELLs Accommodation Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School: _____ Grade: _____ School Year: _____

_____ IEP   _____ 504 Plan

○ Accommodation supports **are** required   ○ Accommodation supports **are not** required

Accommodation

For additional guidance, refer to the *Accessibility and Accommodations Manual:* wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

ACCOMMODATION	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (**EM**) **ALSDE APPROVAL**					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing.
Interpreter signs test directions in ASL (**SD**)					Interpreter signs administration instructions, test directions, and practice items. DO NOT SIGN SCOREABLE ITEMS.
Large Print (**LP**)					Must be ordered in advance of test day.
Scribed response (**SR**)			▓		Test Administrator records student responses as the student dictates responses directly into the test book/computer during testing. Refer to ACAP *Integrity Handbook for* additional guidance for Scribes.
Recording Device (**RD**)	▓	▓	▓		Student responds using a recording device, which is played back and transcribed by the student. Device must be cleared after transcription by the student.
Test may be administered by school personnel in non-school setting (**NS**)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Refer to the *ACAP Integrity Handbook*. ALSDE approval required.
Word processor or similar keyboarding device to respond to test items (**WD**)			▓		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

Codes	
Recording Device (**RD**)	Extended testing of a domain over multiple days (**EM**)
Large print (**LP**)	Interpreter signs test directions in ASL (**SD**)
Scribe (**SR**)	Test may be administered in non-school setting (**NS**)
Word processor or similar keyboarding device to respond to test items (**WD**)	

ACCESS for ELLs ONLINE
ACCOMMODATION CHECKLIST

ACCESS for ELLs (ONLINE) ACCOMMODATION CHECKLIST

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School: _____ Grade: _____ School Year:_____

_____ IEP   _____ 504

⭕ Accommodation supports **are** required   ⭕ Accommodation supports **are not** required

Accommodation
For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

Accommodation	Test Domains				Key Information
	L	**R**	**S**	**W**	
Extended testing of a test domain over multiple days (**EM**) ALSDE APPROVAL					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (**ES**)	▨	▨		▨	Twice the programmed time. **Must be pre-selected in WIDA AMS.**
In-Person Human Reader (**IR**)		▨			The reader may read item text, graphic labels, and answer choices **exactly** as they appear on the screen.
Repeat In-Person Human Reader (**RP**) **Individual Administration Required**		▨			The reader may read item text, graphics labels, and answer choices exactly as they appear on the screen and **repeat once** at the student's request.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions directly from the computer screen as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook.*
Manual control of item audio (**MC**)			▨		Allows the play button to be enabled by the student one time but cannot be paused or stopped. **Must be pre-selected in WIDA AMS.**
Repeat item audio (**RA**)			▨		Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. **Must be pre- selected in AMS.**
Scribe (**SR**) **Individual Administration Required**			▨		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance.
Recording Device and Transcription (**RD**) **Individual Administration Required**	▨	▨	▨		Student uses a recording device to respond; the student transcribes the response into the platform.
Test administered in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are enrolled but unable to attend school. See the *ACAP Integrity Handbook* for Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▨		Responses recorded on the device must be transcribed into the online test platform by two certificated educators.

Codes		
Word processor/similar keyboarding device for test items (**WD**)	In-Person Human Reader (**IR**)	Scribe (**SR**)
Extended Speaking test response times (**ES**)	Repeat In-Person Human Reader (**RP**)	Repeat item audio (**RA**)
Manual control of item audio (**MC**)	Test may be administered in non-school setting (**NS**)	Interpreter signs test directions in ASL (**SD**)
Student responds using a recording device which is played back and transcribed by the student (**RD**)	Extended testing of a domain over multiple days (**EM**)	

ACCESS for ELLs PAPER
ACCOMMODATION CHECKLIST

ACCESS for ELLs Paper (ALSDE APPROVAL REQUIRED)
Accommodation Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

◯ Accommodation supports **are** required   ◯ Accommodation supports **are not** required

Accommodation
For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

Accommodation Requires IEP or 504 Plan	Test Domains				Key Information
	L	R	S	W	
Braille (**BR**) **ALSDE APPROVAL** **Individual Test Administration**			▉		Available in Unified English Braille and Nemeth. Available in both contracted and uncontracted. See the *WIDA Accessibility and Accommodations Manual*
Extended testing of a test domain over multiple days (**EM**) **ALSDE APPROVAL**					Only when necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (**ES**)	▉	▉		▉	Twice the recommended time to complete.
In-Person Human Reader for items (**IR**) Individual Administration Required		▉			The reader must read item text, graphic labels, and answer choices **exactly** as it appears in the test booklet.
Repeat In-Person Human Reader (**RP**) Individual Administration Required		▉			Reader may read item text, graphics labels, and answer choices exactly as they appear and **repeat once** at the request of the student.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the *ACAP Integrity Handbook for* additional guidance for Sign Language Interpreters.
Larger Print (**LP**)					18-point font
Manual control of item audio (**MC**)		▉			CD included in paper kit.
Repeat item audio (**RA**)		▉			Listening items may be **repeated only one time**. Speaking items can be **repeated multiple times.**
Scribed response (**SR**) Individual Administration Required			▉		Scribe writes directly into the test booklet as the student dictates responses. Refer to the *ACAP Integrity Handbook* for additional guidance.
Student responds using a recording device, (**RD**) Individual Administration Required	▉	▉	▉		Student uses a recording device to respond then transcribes into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are unable to attend school See the *ACAP Integrity Handbook* for the Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▉		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

Codes

In-Person Human Reader (**IR**)	Manual control of item audio (**MC**)	Interpreter signs test directions in ASL (**SD**)	Scribe (**SR**)
Repeat In-Person Human Reader (**RP**)	Repeat item Audio (**RA**)	Word processor or similar keyboarding device to respond to test items (**WD**)	Large Print (**LP**)
Extended Speaking test response times (**ES**)	Extended testing of a test domain over multiple days (**EM**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)	Test may be administered in non-school setting (**NS**)
Braille with tactile graphics (Braille writer/note-taker) (**BR**) **ALSDE APPROVAL**			

WIDA Alternate ACCESS

ALSDE Approval Required

ACCOMMODATION CHECKLIST

WIDA Alternate ACCESS Accommodation Checklist

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name:_____ Grade: _____ School Year:_____

_____ IEP _____ 504 Plan

◯ Accommodation supports **are** required   ◯ Accommodation supports **are not** required

Accommodation

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a test domain over multiple days (**EM**) **ALSDE APPROVAL**					Only when necessary due to an illness, disability, or interruption in testing.
Interpreter signs test directions in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Scribed response (**SR**)			�damarked		For students who produce text by means other than a pencil. Scribe writes directly into the test booklet as the student dictates responses. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Recording Device (**RD**)	▮	▮	▮		Student responds using a recording device.
Test may be administered by school personnel in non-school setting (**NS**) **ALSDE APPROVAL**					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window.
Word processor or similar keyboarding device to respond to test items (**WD**)			▮		Student responses recorded on the device must be transcribed into the test booklet by two certified personnel. All content on the device must be deleted after transcribing.
Codes					
Recording Device (**RD**)					Test may be administered in non-school setting (**NS**)
Extended testing of a test domain over multiple days (**EM**)					Scribe (**SR**)
Word processor or similar keyboarding device to respond to test items (**WD**)					Interpreter signs test directions in ASL (**SD**)

For *WIDA Alternate ACCESS* only, Test Administrators may adapt the Listening, Reading, and Speaking test booklet (where the answer choices are located) to meet the individual needs of the student. Refer to the Test Administration Manual for more information.

WIDA Screener Online
ACCOMMODATION CHECKLIST

WIDA Screener Online Accommodation Checklist for
Students with an IEP/504 Plan

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

◯ Accommodations **are** required   ◯ Accommodations **are not** required

Accommodation
For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

Accommodation	Test Domains				Key Information
	L	**R**	**S**	**W**	
Extended Speaking test response time (**ES**)	■	■		■	**Must be pre-selected in WIDA AMS.**
Extended testing of a test domain over multiple days (**EM**) **ALSDE Approval Required**					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
In-Person Human Reader (**IR**) **Individual Administration Required**		■			The reader may read item text, graphic labels, and answer choices exactly as they appear on the screen.
Repeat In-Person Human Reader (**RP**) **Individual Administration Required**		■			The Reader may read item text, graphics labels, and answer choices exactly as they appear and repeat once at the student's request.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Manual control of item audio (**MC**)		■			Allows the play button to be enabled by the student one time but cannot be paused or stopped. **Must be pre-selected in WIDA AMS**.
Repeat item audio (**RA**)		■			Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. **Must be pre-selected in WIDA AMS.**
Scribed response (**SR**) **Individual Administration Required**			■	■	Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Student responds using a recording device (**RD**) **Individual Administration Required**	■		■	■	Student uses a recording device to respond, then the student transcribes the response into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are unable to attend school. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			■		Two certified personnel must transcribe verbatim into the test platform immediately after testing.
Codes					
In-Person Human Reader (**IR**)	Interpreter signs test directions in ASL (**SD**)				Scribe (**SR**)
Repeat In-Person Human Reader (**RP**)	Extended testing of a test domain over multiple days (**EM**)				Manual control of item audio (**MC**)
Extended Speaking test response times (**ES**)	Word processor or similar keyboarding device to respond to test items (**WD**)				Repeat item Audio (**RA**)
Test may be administered in non-school setting (**NS**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)				

WIDA Screener Paper
ACCOMMODATION CHECKLIST

WIDA Screener Paper Accommodation Checklist for
Students with an IEP/504 Plan
(Contact Student Assessment for guidance on this screener)

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When complete d by the educational team, the checklist becomes part of the student's plan.

Student Name: _____   School Name: _____   Grade: _____   School Year:_____

_____ IEP   _____ 504 Plan

◯ Accommodations **are** required   ◯ Accommodations **are not** required

Accommodation

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	**R**	**S**	**W**	
Extended Speaking test response time (**ES**)	▨	▨		▨	Test Administrator will pause the CD after the audio file for up to double the allowable time.
Extended testing of a test domain over multiple days (**EM**) **ALSDE Approval Required**					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
In-Person Human Reader (**IR**) **Individual Administration Required**		▨			The reader may read item text, graphic labels, and answer choices exactly as they appear on the screen.
Repeat In-Person Human Reader (**RP**) **Individual Administration Required**		▨			The Reader may read item text, graphics labels, and answer choices exactly as they appear and repeat once at the student's request.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Manual control of item audio (**MC**)		▨			CD required. See the *WIDA Accessibility and Accommodations Manual.*
Repeat item audio (**RA**)		▨			CD required. See the *WIDA Accessibility and Accommodations Manual.*
Scribed response (**SR**) **Individual Administration Required**			▨		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Student responds using a device (**RD**) **Individual Administration Required**	▨	▨	▨		Student uses a device then transcribes the response into the test platform.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are unable to attend school. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▨		Two certified personnel must transcribe verbatim into the test platform immediately after testing. All content on the device must be deleted after transcribing.

Codes		
In-Person Human Reader (**IR**)	Interpreter signs test directions in ASL (**SD**)	Scribe (**SR**)
Repeat In-Person Human Reader (**RP**)	Extended testing of a test domain over multiple days (**EM**)	Manual control of item audio (**MC**)
Extended Speaking test response times (**ES**)	Word processor or similar keyboarding device to respond to test items (**WD**)	Repeat item Audio (**RA**)
Test may be administered in non-school setting (**NS**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)	

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WIDA Screener for Kindergarten
ACCOMMODATION CHECKLIST

WIDA Screener for Kindergarten Accommodation Checklist for
Students with an IEP/504 Plan

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP   _____ 504 Plan

◯ Accommodations **are** required   ◯ Accommodations **are not** required

Accommodation

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a test domain over multiple days (**EM**) **ALSDE Approval Required**					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Scribed response (**SR**) **Individual Administration Required**			▓		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Student responds using a recording device (**RD**) **Individual Administration Required**	▓	▓	▓		Student uses a recording device to respond, then the student transcribes the response into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE Approval Required**					Students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▓		Two certified personnel must transcribe verbatim into the test platform immediately after testing. All content on the device must be deleted after transcribing.

Codes		
Test may be administered in non-school setting (**NS**)	Interpreter signs test directions in ASL (**SD**)	Scribe (**SR**)
Word processor or similar keyboarding device to respond to test items (**WD**)	Extended testing of a test domain over multiple days (**EM**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)

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