# *Frequently Asked QuestionsWIDA Access for ELLS*

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## General ACCESS Information

### What is the testing order for domains?

The test order has some flexibility for the Online ACCESS test. Students must complete both Listening and Reading prior to beginning either Speaking or Writing. You can do Listening before or after speaking and writing before or after speaking but listening and reading both must be done before beginning speaking and writing.
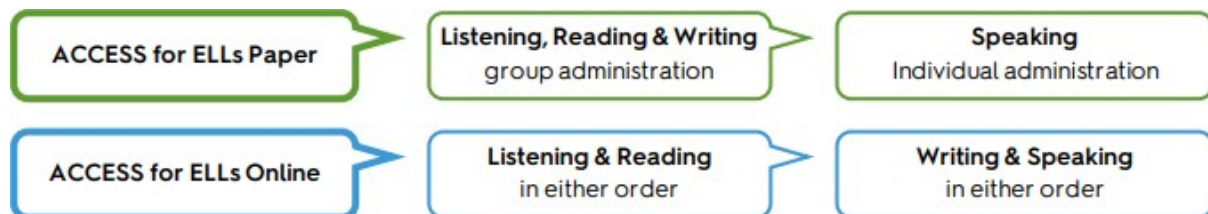


### Who Scores the ACCESS test?

The Online ACCESS test is scored centrally. TA's will administer the test (including the writing booklet for grades 1-3) and all domains will be scored by WIDA. There are some exceptions. Students in grades 1-12 who take a paper test will have their speaking domain scored locally.

### Is the kindergarten ACCESS online?

No. The Kindergarten ACCESS test is a paper test. It is administered 1-to-1, and it is scored by the TA, similar to the Alt ACCESS test. That is the TA will mark item scores, and the booklet will be returned to DRC for calculating scale scores and domain levels and the like.

### Can domains be given out of order?

The ACCESS for ELLs test must be administered in the order Listening, Reading, Speaking, Writing. The online format of the test is semi-adaptive, meaning the test platform tracks student progress in the Listening and Reading tests and presents test items based on students' previous


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performance. When students finish the Listening and Reading tests, the test platform evaluates their performance to assign them to the appropriate tier of the Speaking and Writing tests. Students are placed into one of three tiers for Speaking (Pre-A, A, or B/C) and one of two tiers for Writing (A or B/C). Students then complete all tasks in the non-adaptive Speaking and Writing domain tests.

## If student performance on the listening and reading domains is highly predictive of their performance on speaking and writing domains, will the state explore possibly shortening the test for select students?

No. The WIDA consortium does not allow states to make independent determinations about the length of the test.

## Can anyone working for a district (i.e., paraprofessionals) score the test as long as they complete the training?

The state guidance on who can administer tests does not separate administration and scoring. The guidance reads as follows:

Washington state tests must be administered by trained staff members of a school district (e.g., teachers, Educational Support Assistants, Educational Assistants, substitute teachers). It is recommended that assessments be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff (such as paraeducators) may administer assessments with appropriate training and under the general supervision of a certificated school district employee. A trained non-certified staff member may administer the assessments without a certified staff member in the testing location.

Student teachers, para-educators, and interns have a contractual relationship with the school district — even if they are not paid employees — and may assist in the administration of the assessments, including proctoring.

Volunteers may not administer or assist in the administration of any state tests, nor are they permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing and left the testing site.

## Is there a time limit for TAs to go into WIDA AMS and enter their data after the assessment?

When it comes to ACCESS, any test that needs to be scored locally needs to be scored while they are one to one with the student in real time. There is no "after-the-fact" scoring.

Alternate ACCESS is one on one and must be scored with the student present.

Kindergarten ACCESS is one-on-one and must be scored with the student present.

Paper ACCESS Speaking is on-on-one and must be scored with the student present.

All online tests are scored by DRC. Listening, Reading and Writing of Paper ACCESS are scored by DRC.

## Will the ACCESS score report be available in multiple languages?

Yes. The ACCESS score report is available in over 40 languages through DRC's WIDA AMS system.

## Testing Over Multiple Days

When scheduling tests, please schedule them so there is time for students to finish the domain they start. If a situation arises when a student will need to pause testing to resume on a different day, that is allowed. You do not need to notify the state of these situations nor do you need to mark the EM accommodation for these students. The remaining items on the test will be available to complete if it is paused (not submitted). Items the student responded to prior to pausing will not be available for the student to go back to and revise.

## What are the Pause Rules and how should Tas best work under them?

Test schedules should be created with sufficient time for students to complete the domain they begin. However, on occasion it will be necessary to pause testing. Tests can be paused and completed on a different day. There is no need for state approval of this process. Any test that is paused and not completed later will be submitted as an incomplete test when the test window ends.

## Can parents refuse testing on the WIDA ACCESS

Districts are required to test all students who are eligible for ELD services. However, parents retain the right to refuse testing. If parents want to refuse testing, please follow the district policy for test refusal. It may also be appropriate to make a note of the refusal in the students file.

# Speaking Domain

## Can we set up ACCESS to not play automatically when a student reaches an item?

Yes. Students with IEP or 504 plans can use the "manual audio control" accommodation on all domains except the reading domain, where audio controls are not necessary.

## Can a student re-record their speaking response if they get interrupted?

Typically, a student cannot re-record their response to a speaking item. They can wait to wait after hearing the prompt, collect their thoughts, and then click record. If there is an interruptioneither when listening to the item or recording the response, there is no opportunity to replay without an accommodation and there is no re-record option.

### Can a student listen to the item multiple times?

A student with the Replay Audio accommodation can listen to the audio a second time. Audio isnot available more than twice.

### What do we do if testers refuse to speak?

The student must record something to move on to the next question. The microphone will pick up a lot of sounds that are not related to the student's response like the student breathing or clicking the mouse or the test administrator in the background. These sounds count as a recording and the student will be moved to the next item after finishing the recording.

If the student refuses to test, the test can be ended incomplete. If a test is Ended Incomplete from a Not Started Status, the student will not meet the attemptedness criteria and receive no score for the domain and no overall score. Something must be recorded on an operational (not practice) item in the test in order for it to be considered attempted.

If the student is speaking too softly or if there is a microphone issue, a pop up message will appear that says, "The recording didn't work. You need to record your answer again. Check you microphone. Remember to speak clearly. Don't whisper. Now click the OK button to try again." If the problem persists, the following popup will appear saying, "The recording didn't work again. Raise your hand. Wait for the teacher." In this case, the student will be removed from the test and then they should troubleshoot the microphone or switch out the headset with the local IT. There are some microphone troubleshooting suggestions in the Technology Issue Report Form.

## Materials

If you need additional yellow school/district labels for paper materials that do not have student-specific labels, please email your request to ELPAssessments@k12.wa.us or email WIDA@datarecognitioncorp.com directly. Requests must come from the DAC. You will need to provide the following information for each school:

- **District Name:**
- **District Code:**
- **School Name:**
- **School Code:**
- **District Coordinator Name:**
- **District Coordinator Email:**

- **Shipping Address:**
- **Number of label sheets needed (come in sheets of 10):**

## Bubbling paper booklets

When a student tests on paper, bubbling in the required information is how the test is reconnected with the student's record in WIDA AMS. If a student's booklet has a student-specific white label, then only the testing date must be bubbled in. The following areas on the booklet are required if the booklet has a yellow school/district label instead of a white student-specific label.

Student file layout. This means they can take the export and add "Y" values to any accommodation or demographic that they need and then load that same file back intoWIDA AMS under My Applications>Student Management>Manage Students>MultipleUpload Students and the student profiles should update.

As a caveat, if the District, School, First Name, Last Name, SSID, and Grade are the samefrom the export to the upload, any changes will update the already existing profile. If any one of those unique identifiers change, like school, that will be considered a new student in the system and another profile will be made rather than updating the profilethat already exists.

### Can only DACs add students to WIDA AMS?

OSPI is working to develop a way that we can upload students to WIDA AMS through a regularCEDARS pull. We do not yet have this worked out, but it may by the time testing begins.
However, it will likely still be necessary for districts to upload some students to WIDA AMS. Weencourage districts to keep this a small number of people to minimize errors and duplicated records in the system. It can be more than one person, though and DACs can assign this permission.

# Training

## Do test administrators need to take all of the modules listed on the ACCESS trainingpage?

No. OSPI has developed guidance that is available on the [Annual ELP Assessment page](#) on theOSPI website.

# Accommodations

## I have a student whose pronunciation is limited due to a disability. With ELPA21 weused the familiar listener accommodation. Is that available with WIDA?

Students whose pronunciation is limited by a disability can take a paper version of the WIDAACCESS. They would need to take the entire test on paper, and the speaking test would be scored locally.

## Kindergarten Students with the Most Significant Cognitive Disabilities.

Since WA began using the WIDA Alternate ACCESS to assess students eligible to take an alternate assessment, kindergarten student have taken the grade band 1-2 Alternate ACCESS assessment. This is still an option this year. As full members of WIDA, WA now also has the Kindergarten ACCESS test as an option for students in kindergarten. As with any grade level, IEP teams can decide which test is more appropriate for the student to take. The Alternate ACCESS for grades 1-2 or the Kindergarten ACCESS are both options for kindergarten students with the most significant cognitive disabilities.

## Domain Exemptions on WIDA ACCESS tests.

In rare cases, a student's disabilities may prohibit access to a domain of language. In these cases, an IEP team can determine that the student should be exempt from a specific domain of the test. For WIDA testing, the process to exempt a student will look something like this:

1. IEP team determines that a domain exemption is needed. (Note: the IEP team cannot exempt a student from all four domains).
2. "SPD" Do Not Score code is marked in WIDA AMS for the specific domain(s) that are exempted. This code should only be used if a student is exempt from a domain based on their IEP.
3. The domain test is ended incomplete by the DAC or district-level user. This permission in WIDA AMS should not be shared with school or TA level accounts.
4. If the exempted domain is listening or reading, the student's test may default to Tier A for writing and speaking. For example, a student who is hard of hearing may be an excellent writer but assigned to Tier A as a result of a listening domain exemption.  Districts can request a Manual Tier Override for a student, so the student can test at Tier B/C if appropriate. All Manual Tier Overrides must be approved by OSPI. If you need a tier override, please send an email to ELPAssessment@k12.wa.us with subject line "Manual Tier Override Request" and a brief explanation such as, "Student with SSID 12345 has a listening domain exemption and needs a manual tier override to access Tier B/C in speaking and writing."  Please also include the student's school in the message. This message must come from the DAC or district-level coordinator.
5. Students who have one or two domain exemptions will not have an overall composite score on their individual student report, but overall composite scores can be calculated

at the state level for students with domain exemptions. Overall composite scores cannot be calculated at the state for students who do not complete all four domains and do not have domain exemptions.

## Questions we are still working on:

What if a student fails to complete portions of the test? Does it timeout or still publish a score orpartially completed tests?