



2018-2019

**Test Policy Handbook
for State Education
Agencies**

More information at www.wida.us/securedocuments

Introduction

This handbook was developed to share policy guidance for WIDA member state education agencies (SEAs) regarding ACCESS for ELLs 2.0. These policies were established based on input from our member SEAs and are reviewed annually. WIDA appreciates SEA support in informing all stakeholders about current policies, whether they originate at the agency or at WIDA. This handbook will serve as a reference in doing so.

As an SEA, you are invited to develop the following documents and resources in collaboration with WIDA to ensure that your needs are met and any unique characteristics of your test administration are documented. WIDA and DRC rely on these documents to plan your test administration and communicate about it with the field. Please plan time each year to review and update these materials.

Memorandum of Understanding (MOU)/Interagency Agreement (IA): A contract between a member SEA and the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison's Wisconsin Center for Education Research (WIDA's home). This is a legal agreement of parties related to term, WIDA membership products and services, invoice/payment, subcontractors, and intellectual property. MOUs and IAs are updated according to term and/or as needs arise.

SEA Profiles: These documents enable WIDA State Relations Specialists, WIDA Client Services Specialists, and DRC Customer Support to have the most current, comprehensive information about all SEA policies, procedures, and plans. Each summer, your State Relations Specialist and DRC will work with you to review and update the SEA Profile. If an SEA requests a change to the SEA Profile at another time throughout the year, an updated version is shared with WIDA, DRC, and the SEA.

ACCESS for ELLs 2.0 Checklists: These documents highlight all tasks that need to be completed within a school or district to comply with testing policies and practices specific to their state. They grant SEAs the ability to delineate who should complete each task or to delegate that decision to local education agencies (LEAs). They also list procedures or guidance that the SEA expects LEA staff to follow as they prepare for and administer the test. Checklists are updated by WIDA each fall based on changes to the SEA profile, then approved by the SEA. You may request edits at any time by contacting your State Relations Specialist.

SEA webpage of the WIDA website: Here you may choose to post some policies and procedures that are not part of the ACCESS for ELLs 2.0 Checklist or that you wish to emphasize. Your State Relations Specialist will contact you each fall to work together on updating the page or you may request a change at any time. Any updates will be cross-checked to ensure agreement with information presented in the other three documents above.

WIDA and DRC assume responsibility for accurately disseminating information about testing policies as they are recorded in the above documents and outlined on the following pages. However, if a situation arises that is not addressed in state-specific materials or one of the Consortium-wide policies, the issue may be referred to the SEA. WIDA is happy to consult with SEAs on addressing unique circumstances that are not part of its routine policies and procedures. WIDA State Relations Specialists are prepared to discuss or refer any issue as needed.

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Part 1: ACCESS for ELLs 2.0 Policies

Note: WIDA recommendations are used to guide SEAs in establishing ACCESS for ELLs 2.0 testing policies.

Section 1: Pre-testing

1.1 Test Administrator Qualifications

WIDA recommends that any designated testing staff or volunteers who will have access to secure test materials complete Test Administrator training for the applicable tests. WIDA recommends certification achieved through a passing score (80% or higher) on each relevant quiz for anyone administering the tests to students. The following quizzes are available for the purposes of tracking certification:

- Kindergarten ACCESS for ELLs
- Grades 1–12 Online Administration
- Grades 1–12 Paper Administration
- Grades 1–5 Paper Speaking (locally scored)
- Grades 6–12 Paper Speaking (locally scored)
- Alternate ACCESS for ELLs

WIDA recommends that the Kindergarten ACCESS for ELLs, Grades 1–12 ACCESS for ELLs 2.0 Paper Speaking test, and Alternate ACCESS for ELLs be administered by individuals who are well trained in language acquisition and have experience working with English language learners and be familiar with the student(s). SEAs may determine that other individuals who have completed ACCESS for ELLs 2.0 training can also administer these tests.

SEAs may determine how frequently educators are expected to recertify (e.g., annually, biannually, never), and requirements may vary by test.

WIDA recommends that raters for the ACCESS for ELLs 2.0 Paper Speaking test who have previously scored the Speaking tests review training materials and recertify before each testing season. This familiarizes them with the new Speaking tasks that will appear in the coming test administration. Minimally, WIDA recommends that all raters review Module 2: Speaking Assessment Scoring Practice from the Core Speaking Assessment Training, then review the Speaking Tasks and Supplementary Training Materials for the coming year. Encouraging all raters to recertify annually by passing the ACCESS for ELLs 2.0 Paper Speaking quiz(zes) maximizes the likelihood that students will be scored consistently and fairly.

1.2 Training Deadlines

WIDA does not require that Test Coordinators or Test Administrators complete training by a specific date, but they must complete training prior to test administration. WIDA advises that educators follow the recommended timelines in the state ACCESS for ELLs 2.0 checklists to ensure that they complete activities at the necessary times.

WIDA recommends that Test Coordinators complete training early in the school year, as they are responsible for overseeing all aspects of the testing process, which often begin 6–10 weeks in advance of the testing window. Test Administrators may benefit from training closer to the time of administration so that the information is fresh in their minds when they administer the test.

SEA and LEA Test Coordinators can use the Account Management and Training Status features of the WIDA Secure Portal to track educators’ training completion prior to administering ACCESS for ELLs 2.0. The ACCESS Verification of District Training form, located on the Reference Documents tab of the [SEA Secure Documents page](#), is available for use by state and local education agencies to gather documentation that all district personnel who come in contact with the assessments before, during, and after ACCESS for ELLs administration have been trained.

1.3 Accommodations

Accommodations are available only to ELLs with disabilities when specified in a student’s Individualized Education Program (IEP) or 504 Plan and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately.

WIDA offers guidelines outlined in the Accessibility and Accommodations Supplement (available at wida.us/accessibility). SEAs may advise their educators to follow the guidelines in that supplement, their own local guidelines, or both, as long as the state-approved accommodations do not invalidate the construct of the test. If you would like to request that WIDA Assessment staff review any proposed accommodations to ensure their validity prior to implementation, please notify your State Relations Specialist.

1.4 Language Instruction Education Program (LIEP) Classification

Each student should have a single classification each year. By focusing on each year, a multiyear program could be classified differently as the support provided to a student changes as they gain English proficiency. While a student could be provided with multiple types of support in a year, the decision rules have been structured to lead to a single program being identified and one data entry point per student per year. This is possible because the system focuses on two distinct, well differentiated dimensions, the Language Focus and the Class Composition.

The LIEP classifications in the table below are from the point of view of services provided for each individual EL.

New LIEPs	Definition	Instructor’s Language
EL Bilingual	<p>Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language.</p> <p>Class Composition: ELs share the same native language</p>	Bilingual
Mixed Bilingual	<p>Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language</p> <p>Class Composition: ELs and non-ELs are placed together in the same classroom</p>	Bilingual
EL-specific Transitional Instruction	<p>Language Focus: The student’s native language is used to support English proficiency acquisition, but proficiency in a student’s native language is not a program goal</p> <p>Class Composition: ELs only</p>	Bilingual

Mixed Classes with Native Language Support	Language Focus: The student’s native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom	Bilingual
EL-specific English-only Instruction	Language Focus: English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support Class Composition: ELs only	ESL or Bilingual
Mixed Classes with English-only Support	Language Focus: English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom	ESL or Bilingual
No Support Provided	This item is included for data collection purposes and doesn’t qualify as an LIEP. ELs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual certified educator.	

The questions below should be used to identify the correct LIEP classification for a student. Once you can answer both questions, the correct program will be listed in the table below in the square where the answers match.

- What is the goal of the program with respect to a student’s native language?
- What is the composition in a majority of a student’s academic classes?

Target Languages for Improvement			
Content Class Composition	English and Native Language	English with Native Language Support	English with English-only
EL-specific Content Classes	EL Bilingual	EL-specific Transitional Instruction	EL-specific with English-only Support
Mixed Content Classes	Mixed Bilingual	Mixed Class with Native Language Support	Mixed Class with English-only Support

1.5 Testing Mode

SEAs may determine whether their state administers the online or paper format for ACCESS testing, or they may allow LEAs to choose the format that works best for their district. States that use the online format should provide guidelines that outline the circumstances in which the paper-based test would be administered.

A 2016 comparability report is available by request; please contact your WIDA State Relations Specialist.

Based on analysis to date, WIDA’s Technical Advisory Committee has given input on the comparability of scores and recommends that state education agencies choose either all online or all paper assessment. Caution should be exercised when interpreting scores across schools or districts where both modes of the assessment were administered because of the differences between the paper and online tests.

1.6 Online Writing Test Response Mode

At this time, students taking ACCESS for ELLs 2.0 Paper and all students in Grades 1–3 handwrite their test responses in a booklet.

WIDA AMS has two different test session options for the Grades 4–12 online Writing test: keyboarded responses or handwritten responses. The default response mode is the setting that is automatically selected when setting up Writing test sessions in WIDA AMS. For Grades 4–5, the default response mode is based on each SEA’s guidelines. For Grades 6–12, the default response mode is keyboarding. Regardless of the default response mode, designated testing staff at the state or local level can change the response mode if needed.

1.7 Braille

Unified English Braille (UEB) contracted and uncontracted formats will be available for Grades 1–8 in the domains of Listening, Reading, and Writing. Tests for Grades 9–12 will be available in English Braille American Edition (EBAE) with Nemeth (contracted and uncontracted) in the same three domains. By 2019–2020 all grade-level clusters will be available in UEB (contracted and uncontracted). As UEB is implemented, EBAE will be discontinued at that grade band.

ACCESS for ELLs 2.0 Braille Formats Available for 2017–2018				
Grade Band	EBAE w/Nemeth Contracted	EBAE w/ Nemeth Uncontracted	UEB Contracted	UEB Uncontracted
1			Listening, Reading, Writing	Listening, Reading, Writing
2			Listening, Reading, Writing	Listening, Reading, Writing
3			Listening, Reading, Writing	Listening, Reading, Writing
4–5			Listening, Reading, Writing	Listening, Reading, Writing
6–8			Listening, Reading, Writing	Listening, Reading, Writing
9–12	Listening, Reading, Writing	Listening, Reading, Writing		

1.8 Monitoring of Initial Materials Order Placement

For SEAs who place the initial materials order via Pre-ID file, it is important that district sites fill in their test delivery mode in the file. SEAs should make every effort to ensure that the test delivery mode is included for all sites. If it is not filled in, DRC is not able to determine what materials are needed for paper testing or the number of Grades 1–5 writing test booklets to send for online testers. Therefore, the site will not receive these materials in its initial shipment. After the Pre-ID file has been processed, the SEA will receive a “Sites with No Testing Mode Selected” report. SEAs should review this report and ensure that sites with missing mode information place an additional order for the missing materials.

For SEAs whose districts place the initial materials order, DRC will provide a report to the SEA five days prior to the close of its initial ordering window so that the SEA may reach out to sites that have not yet ordered test materials.

Beginning in 18-19, DRC will include 3 sheets of district and school labels in the initial shipments.

1.9 Overage of Paper Materials

To ensure sites have all the materials they need for test administration, each district will receive a 15% overage of paper materials. Half of this overage will be shipped to the district and half will go to sites within the district. Other materials process for 18-19 will remain unchanged from the previous year. Note, if a district places an initial order for 10 or fewer tests, no overage will be shipped.

SEAs will again be responsible for actual printing and distribution costs of unused tests in excess of 115% of the number of actual students tested (please refer to your MOU for details).

1.10 Additional Materials Orders

District Test Coordinators will be responsible for placing additional materials orders. This will streamline the ordering process and facilitate management and use of the overage provided. Districts are advised to place just one additional materials order. To monitor additional material orders, SEAs will receive a weekly report of any additional materials orders placed by districts.

The following additional materials will be provided electronically:

- DRC Return Labels
- UPS Return Shipping Labels
- Test Administrator Manual
- District and School Coordinator Manual
- Grade 4–12 Test Administrator Online Script
- State-specific Directions (Goldenrods) on the SEA website
- Non-Disclosure and User Agreement

In most cases, additional materials orders will be shipped to district addresses rather than school sites. There are some exceptions, listed below, that will receive additional shipments at school addresses:

- All sites in Maryland, Hawaii, Massachusetts, and Northern Mariana Islands
- Some rural Alaska sites
- Atlanta, Chicago, Philadelphia, and Las Vegas

Requests for expedited shipping on additional materials orders and additional District/School labels require SEA approval. SEAs must email wida-cssea@datarecognitioncorp.com to make the request.

1.11 Payment Agreements

SEAs may arrange for payment to be made from the SEA, the LEAs, or some combination of each. This must be negotiated and recorded in your Memorandum of Understanding (MOU) or Interagency Agreement (IA) with WIDA at the start of each new contract period, which occurs well in advance of testing. The Wisconsin Center for Education Research (WCER), is WIDA's home and the official vendor for test payment. Invoicing and collection of payment for ACCESS for ELLs 2.0 is managed by DRC on behalf of WIDA, and will be executed as outlined in the MOU or IA.

Section 2: During Testing

2.1 Attemptedness Criteria

The attemptedness policy requires evidence that a student is engaged with a scorable test item. For any domain, paper or online, that does not have an appropriate Do Not Score code marked on the back of the test booklet or indicated in WIDA AMS, the following will apply:

ACCESS for ELLs 2.0 ONLINE	
Domain	Minimum Criteria for “Attempting” the domain
Listening	There is at least one scored item in the domain with a response captured (and visible in the data file). Practice items are not scored items and therefore do not count towards an “attempt.”
Reading	There is at least one scored item in the domain with a response captured (and visible in the data file). Practice items are not scored items and therefore do not count towards an “attempt.”
Speaking	The student clicked on the “Record” button for at least one scored item. Practice tasks are not scored items and therefore do not count towards an “attempt.”
Writing	Keyboarding: a visible key stroke is attempted. (Example: a letter, a symbol.) Space bar and returns do not count as attempted. Handwriting: there is some marking on the booklet in the response space.

ACCESS for ELLs 2.0 PAPER	
Domain	Minimum Criteria for “Attempting” the domain
Listening	There is one scored item with a response bubbled. Practice items are not scored items and therefore do not count towards an “attempt.”
Reading	There is one scored item with a response bubbled. Practice items are not scored items and therefore do not count towards an “attempt.”
Speaking	The booklet has been returned with something bubbled in on the Speaking response page.
Writing	There is some marking on the booklet in the response space.

KINDERGARTEN ACCESS for ELLs	
Domain	Minimum Criteria for “Attempting” the domain
All domains	There is one scored item with a response bubbled. Practice items are not scored items and therefore do not count towards an “attempt.”

ALTERNATE ACCESS for ELLs	
Domain	Minimum Criteria for “Attempting” the domain
All domains	There is one scored item (including “No Response”) with a response bubbled. Practice items are not scored items and therefore do not count towards an “attempt.”

2.2 Mixed Mode Testing

WIDA does not officially allow any mixed mode testing. (In mixed mode testing, students take some domains online and others in the paper-based booklets; note that this definition excludes handwritten responses to the online Writing test, which are allowed.) However, for a variety of reasons, mixed mode testing occurs. While it is anticipated that mixed mode testing will continue to decrease in the coming years, it may still happen. Although it is not a consortium-wide policy, WIDA recommends that SEAs view mixed mode testing as a testing irregularity.

2.3 Submitting an Incomplete Domain

SEAs have the capability to submit a domain test that has not been completed so that the student can move forward to the next domain. One of many examples may involve a student who cannot complete the domain because of a disability (e.g., a deaf or hard-of-hearing student taking the Listening test).

SEAs have the authority to submit incomplete domains, as well as the authority to delegate within their state or territory who else can submit incomplete domains. Your SEA's decision is indicated in your SEA Profile.

Directions for submitting an incomplete domain are available on Reference Documents tab of the [SEA Secure Documents page](#).

2.4 Tier Selection Override

ACCESS for ELLs 2.0 Online automatically selects a student's tier on the Speaking and Writing test, based on his or her initial performance on the Reading and Listening tests. This process ensures that all students are presented with the most appropriate test content that enables them to demonstrate their full English language proficiency. Tier placement is determined by algorithms that take into account student performance in both the Listening and Reading domains and the total score attained on those two domains. Performance on the Reading domain is weighted slightly higher than the Listening domain in the Writing Tier placement algorithm.

The WIDA Executive Committee, comprised of SEAs, decided on the overall tier placement approach. The algorithms (above) were created jointly between WIDA and CAL in order to implement this decision and are based on a detailed analysis of a full year of operational ACCESS for ELLs test data. The algorithms reflect the best predictor of Writing/Speaking performance based on the student's performance on the Listening and Reading domains.

The Tier assignment protocols described above ensure that all students are treated equally. Tier placement is determined by a student's performance on a test that is the same for all students. The tier placement also reflects the student's performance at the time of taking the assessment and is directly related to the proficiency the students have demonstrated during the test. Reassignment of tiers would mean that the overall assessment would be more subjective and less equivalent for all students; this might advantage or disadvantage ELLs. As a result it would be more challenging for educators, families, and administrators to interpret and compare test scores because they would be partly based on varying test administration circumstances. Hence, the scores would possibly reflect the local administration circumstances and decisions as much as they would the student's performance on the test. This would make it more difficult for us to interpret and understand what the student's scores on the test actually mean in terms of the student's English language proficiency level.

To find out what tier has been selected for a student, the Test Coordinator (or, in some cases, Test Administrator) must run the Tier Placement Report in WIDA AMS after students finish the Reading and Listening domains. On very rare occasions, it may be necessary to adjust the automatically assigned tiers for the Speaking and/or Writing tests. An example would be for students who are unable to complete the Listening or Reading test because of a disability or testing irregularity. If this occurs, the educator should contact you, the SEA representative, to make a request to override the tier placement of the student. If you approve the request, you can proceed by contacting your DRC Executive Sponsor, Level 1 contact, or DRC Customer Service at 855-787-9615 or WIDA@datarecognitioncorp.com.

2.5 Regenerating Test Tickets

Regenerating a test ticket removes any previous test record for a student and gives the student a new username and password. The student's test status will be refreshed to Not Started.

SEAs have the authority to regenerate test tickets, as well as the authority to delegate within their state or territory who else can regenerate test tickets. Your SEA's decision is indicated in your SEA Profile.

To regenerate a test ticket, click on the Manage Students link from the Student Management menu. Once you locate the student, click the View/Edit button and select the Test Sessions tab. In the Action column, click the Regenerate Test Ticket button.

2.6 Invalidating Tests

If necessary, test record(s) for a student may be invalidated by SEAs or other designees. SEAs have the authority to invalidate tests, as well as the authority to delegate within their state or territory who else can invalidate tests. Your SEA's decision is indicated in your SEA Profile.

To invalidate a test record, click on the Manage Students link from the Student Management menu. Once you locate the student, click the View/Edit button and select the Test Sessions tab. In the Action column, click the Invalidate button.

2.7 Transcribing Student Responses

Certain accommodations and situations may require a Test Administrator to transcribe a student's response in a standard, scorable test booklet. Student responses must be transcribed verbatim onscreen or in the paper test booklet by the Test Administrator as soon as possible after the test is administered. It is highly recommended that if a student's responses must be transcribed after test administration is completed, at least two persons be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator.

Individuals who provide transcription must:

- Be trained by the SEA or LEA
- Sign the WIDA non-disclosure agreement
- Be proficient in written English
- Be able to decode the student's handwriting
- Braille transcribers must be proficient in the braille code used by the student for writing

Preferably, the transcriber will already be familiar with the student's handwriting and has experience transcribing for the student.

Your state may have additional guidelines for transcription.

2.8 Late Returns

It sometimes happens that districts and schools must return test materials for processing after the posted “return by” date, when all other materials for the state have been processed. However, these materials need to be processed and students given their scores. The deadlines and reporting dates for the 2017–18 late return windows are listed below.

Late Return Windows	Date Received	Reporting Date
Round 1	5/12/19 or sooner	6/7/19
Round 2	6/10/19 or sooner	7/8/18
Round 3	8/19/19 or sooner	9/13/19

2.9 Critical Incident Communications Protocol

In the event of a critical incident affecting ACCESS for ELLs 2.0 Online, meaning a situation has been confirmed that affects either a student’s ability to test and/or users’ ability to manage testing components, WIDA and DRC will follow an agreed-upon protocol for communicating about the incident with users. If the situation does NOT affect student testing, users in states that are not actively testing will NOT be notified.

The WIDA System Status webpage is updated in real time to report the status of WIDA AMS, Insight Secure Browser, Testing Site Manager, and Educator Scoring. All educators can [subscribe](#) to e-mail alerts to be notified of interruptions to these systems.

Phase	Steps
1. Announcement	<p>1a: DRC notifies WIDA of incident.</p> <p>1b: WIDA approves sending of broadcast email to SEAs and LEAs in states that are testing (DRC INSIGHT incident) or all states (WIDA AMS incident).</p> <p>1c: WIDA updates the ACCESS for ELLs 2.0 webpage and notifies all Client Relations staff; DRC updates the WIDA System Status webpage and notifies customer service agents.</p> <p>1d: DRC sends broadcast email.</p> <p>1e: As applicable and approved by WIDA, DRC updates customer service phone tree message.</p>
2. Update(s) Update at end of day (if service not restored)	<p>2a: DRC develops and WIDA approves email with any information that is known about incident.</p> <p>2b: WIDA State Relations Specialists send email to all SEAs.</p> <p>2c: WIDA gives go-ahead and DRC sends broadcast email.</p> <p>2d: DRC updates WIDA System Status webpage.</p>

3. Restoration of Service	<p>3a: DRC notifies WIDA of service restoration.</p> <p>3b: DRC develops and WIDA approves email.</p> <p>3c: WIDA State Relations Specialists send email to all SEAs.</p> <p>3d: WIDA gives go-ahead and DRC sends broadcast email.</p> <p>3e: WIDA updates the ACCESS for ELLs 2.0 webpage and notifies all Client Relations staff; DRC updates WIDA Systems Status webpage and notifies customer service agents.</p> <p>3f: As applicable, DRC updates customer service phone tree message.</p>
4. Root Cause Analysis	<p>4a: DRC develops and WIDA approves email (usually held for WIDA Wednesday communication).</p> <p>4b: WIDA State Relations Specialists send email to all SEAs. SEAs may share with LEAs and any other audience as they see fit.</p>
5. Solution Confirmation May involve series of messages if solution involves multiple steps.	<p>5a: DRC develops and WIDA approves email (usually held for WIDA Wednesday communication).</p> <p>5b: WIDA State Relations Specialists send email to all SEAs. SEAs may share with LEAs and any other audience as they see fit.</p>

Section 3: Post-testing

3.1 Score Reports

By default, DRC will ship one printed Individual Student Report (ISR) to the designated ship-to-site address for every student taking Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs or ACCESS for ELLs 2.0. DRC also sends a Student Roster Report and a Frequency Report. SEAs may elect to have an additional copy (2 total) of the ISR for an additional fee of \$0.25 per student, plus a flat fee of \$75.00.

3.2 General Data Corrections

General data corrections correct issues that could have been resolved via data validation but were not. They are applicable only when all data validation opportunities for a state have passed. Despite these data validation opportunities, additional general data corrections are sometimes necessary to ensure accurate accounting of students and their scores.

WIDA will absorb the cost of a number of individual student data corrections, scoring appeals, or test booklet searches equal to the number of Professional Learning Units (PLUs) designated to a given state, a number based on the population of ELLs in that state. For example, if a state has 15 PLUs for 2018–19, WIDA will cover data corrections, scoring appeals, and/or test booklet searches for up to 15 students in the 2018–19 data files. Data corrections for each additional student will be at the DRC price of \$100 per domain charged to the state or district as determined by the SEA. Please note that states may not use units designated for professional learning as general data corrections units.

To request a general data correction, please fill out the General Data Correction Request form located on the Reference Documents tab of the [SEA Secure Documents page](#). The deadlines and reporting dates for the 2018–19 general data correction windows are listed below.

General Data Correction Windows	Due to DRC	Reporting Date
Round 1	7/12/19	8/28/19
Round 2	9/20/19	10/29/19

3.3 Scoring Appeals

For a variety of reasons, on some occasions student scores are questioned. Most commonly, educators and/or families question human-rated constructed response (Speaking or Writing) scores because they feel they do not accurately reflect what they believe the student can do. Historically, there have been approximately 100 appeals each year across the consortium. In most instances this does not result in a change to the score.

WIDA will absorb the cost of a number of individual student data corrections, scoring appeals, *or* test booklet searches equal to the number of Professional Learning Units (PLUs) designated to a given state. For example, if a state has 15 PLUs for 2018–19, WIDA will cover data corrections, scoring appeals and/or test booklet searches for up to 15 students in the 2018–19 data files. If there is an appeal for both Speaking and Writing for a particular student, that counts as 2 appeals. Scoring appeals for each additional domain per student beyond the number of PLUs will be at the DRC price of \$200 per domain per student, charged to the state or district as determined by the SEA. If the student’s score does change as a result of the scoring appeal, a fee will not be incurred; if the student’s score does not change, the \$200 fee per domain will be incurred by the LEA and/or SEA. Please note that states may not use units designated for professional learning as scoring appeals units.

To request a scoring appeal, please fill out the Scoring Appeal Request form located on the Reference Documents tab of the [SEA Secure Documents page](#). The deadlines and reporting dates for the 2018–19 scoring appeal windows are listed below.

Scoring Appeal Windows	Due to DRC	Reporting Date
Round 1	7/12/19	8/28/19
Round 2	9/20/19	10/29/19

3.4 Test Booklet Search

If a student was not included in score reports and it is suspected that a label was not applied to the student’s test booklet, a Test Booklet Search can be requested.

WIDA will absorb the cost of a number of individual student data corrections, scoring appeals, *or* test booklet searches equal to the number of Professional Learning Units (PLUs) designated to a given state, a number based on the population of ELLs in that state. For example, if a state has 15 PLUs for 2018–19, WIDA will cover data corrections, scoring appeals, and/or test booklet searches for up to 15 students in the 2018–19 data files. A \$100 fee applies to each additional search request when the security barcode number is known, and a \$200 fee applies to each additional search request with NO security barcode number, or when the security barcode number provided is incorrect. Please note that states may not use units designated for professional learning as test booklet search units.

To request a test booklet search, please fill out the Test Booklet Search Request form located on the Reference Documents tab of the [SEA Secure Documents page](#). The Request Form can be filled out by the SEA and/or LEA. Requests may take up to six weeks to process after DRC receives the request form.

3.5 Accountability Targets and Program Exit Criteria

The policies for how test results are reported and used to inform decision-making, such as ELL program exit criteria, rest completely with SEAs and LEAs. However, WIDA offers eight hours of technical assistance as part of consortium membership to each SEA each year. This technical assistance may be used by the SEA to inform decisions and policies related to these topics.

Part 2: WIDA Screener Policies

Note: WIDA recommendations are used to guide SEAs in establishing WIDA Screener testing policies.

Section 1: Pre-testing

1.1 Test Administrator Qualifications

WIDA recommends that any designated testing staff or volunteers who will have access to secure test materials complete Test Administrator training for the applicable tests. WIDA recommends certification achieved through a passing score (80% or higher) on each relevant quiz for anyone scoring the Speaking or Writing domain. The following quizzes are available for the purposes of tracking certification:

- Grades 1–5 Speaking
- Grades 6–12 Speaking
- Grades 1–5 Writing
- Grades 6–12 Writing

WIDA recommends that WIDA Screener be administered by individuals who are well trained in language acquisition and have experience working with English language learners and be familiar with the student(s). SEAs may determine that other individuals who have completed WIDA Screener training can also administer these tests.

SEAs may determine how frequently educators are expected to recertify (e.g., annually, biannually, never), and requirements may vary by test.

WIDA recommends that raters for the WIDA Screener Speaking test who have previously scored the Speaking tests review training materials and recertify before each testing season. This familiarizes them with the new Speaking tasks that will appear in the coming test administration. Minimally, WIDA recommends that all raters review Module 2: Speaking Assessment Scoring Practice from the Core Speaking Assessment Training, then review the Speaking Tasks and Supplementary Training Materials for the coming year. Encouraging all raters to recertify annually by passing the Speaking quiz(zes) maximizes the likelihood that students will be scored consistently and fairly.

1.2 Accommodations

Accommodations are available only to ELLs with disabilities when specified in a student’s Individualized Education Program (IEP) or 504 Plan and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. It is important for students to have effective modes of communication before administering Screener assessment.

WIDA offers guidelines outlined in the Accessibility and Accommodations Supplement (available at wida.us/accessibility). SEAs may advise their educators to follow the guidelines in that supplement, their own local guidelines, or both, as long as the state-approved accommodations do not invalidate the construct of the test. If you would like to request that WIDA Assessment staff review any proposed accommodations to ensure their validity prior to implementation, please notify your State Relations Specialist.

1.3 Testing Mode

SEAs may determine whether their state administers the online or paper format for WIDA Screener, or they may allow LEAs to choose the format that works best for their district. States that use the online format should provide guidelines that outline the circumstances in which the paper-based test would be administered.

1.4 Online Writing Test Response Mode

At this time, students taking WIDA Screener Paper and all students in Grades 1–3 handwrite their test responses in a booklet. For Grades 4–12, the default response mode is keyboarding. However, if upon logging in and starting the test, a student expresses discomfort, concern, or anxiety about keyboarding, the Test Administrator may allow the student to handwrite his or her response.

1.5 Braille

WIDA Screener is not currently available in braille. If an IEP team determines that it is in the best interest of a student to make the test available in braille, this may be done at the local level following state guidance. The following guidance is provided to ensure the integrity of the assessment:

- The student must be braille proficient so as not to confound English language proficiency with proficiency in braille;
- Tactile graphic must be included as this is a graphics dependent test; and
- If the tactile graphics are combined with picture descriptions, such descriptions should be made in the student’s native language so as not to confound with English language listening skills

1.6 Payment

WIDA Screener Online grades 1-12 is available to all WIDA consortium members at no cost. LEAs may purchase WIDA Screener Paper through WCEPS for a nominal fee. On occasion, SEAs can purchase WIDA Screener Paper as part of the state’s MOU with WIDA.

Section 2: During Testing

2.1 Attemptedness Criteria

Attemptedness criteria help to determine which testing attempts made by students included a sufficient level of engagement with a test item to award the student a score.

WIDA Screener Online	
Domain	Minimum Criteria for “Attempting” the domain
Listening	Students logged in with their test ticket credentials and clicked “Begin test” on a
Reading	Students logged in with their test ticket credentials and clicked “Begin test” on a
Speaking	There is a sound file with an utterance (ambient sound and breathing are not enough to be considered “attempted”). A student must have clicked the record button on a response screen other than during the practice.
Writing	Keyboarding: a visible key stroke is attempted (e.g., a letter, a symbol). Space bar and returns do not count as attempted. Handwriting: there is some marking on the booklet in the response space.

WIDA Screener Paper	
Domain	Minimum Criteria for “Attempting” the domain
Listening	There is one scored item with a response bubbled.
Reading	There is one scored item with a response bubbled.
Speaking	Something has been bubbled on the Speaking response page.
Writing	There is some marking on the booklet in the response space.

2.2 Mixed Mode Testing

Due to the adaptive nature of WIDA Screener Online, mixed mode testing is not possible.

2.3 Submitting an Incomplete Domain

In some limited cases a student may not be able to complete one or more domains, such as limited English language proficiency or a disability. In these situations, the incomplete domain must be force submitted to generate any scores. SEAs have the authority to submit incomplete domains, as well as the authority to delegate within their state or territory who else can submit incomplete domains. The SEA decision will be documented within the SEA Profile.

2.4 Rescreening Students

WIDA Screener should only be administered one time to a student for identification purposes. Rescreening a student is not recommended, but is possible to do up to five times for WIDA Screener Online, and an unlimited number of times for WIDA Screener Paper.

2.5 Invalidating Tests

Invalidating WIDA Screener Online tests is not possible at this time. Additionally, because WIDA Screener Paper test data is not managed through WIDA-AMS, invalidation is also not possible.

2.6 Transcribing Student Responses

Certain accommodations and situations may require a Test Administrator to transcribe a student's response in a standard, scorable test booklet. Student responses must be transcribed verbatim onscreen or in the paper test booklet by the Test Administrator as soon as possible after the test is administered. It is highly recommended that if a student's responses must be transcribed after test administration is completed, at least two persons be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator.

Individuals who provide transcription must:

- Be trained by the SEA or LEA
- Sign WIDA's non-disclosure agreement
- Be proficient in written English
- Be able to decode the student's handwriting
- Braille transcribers must be proficient in the braille code used by the student for writing

Preferably, the transcriber will already be familiar with the student's handwriting and has experience transcribing for the student.

Your state may have additional guidelines for transcription.

2.7 Critical Incident Communications Protocol

In the event of a critical incident affecting WIDA Screener Online, meaning a situation has been confirmed that affects either a student's ability to test and/or users' ability to manage testing components, WIDA and DRC will follow an agreed-upon protocol for communicating about the incident with users. If the situation does NOT affect student testing, users in states that are not actively testing will NOT be notified.

The WIDA System Status webpage is updated in real time to report the status of WIDA AMS, Insight Secure Browser, Testing Site Manager, and Educator Scoring. All educators can [subscribe](#) to e-mail alerts to be notified of interruptions to these systems.

Phase	Steps
1: Announcement	<p>1a: DRC notifies WIDA of incident.</p> <p>1b: WIDA approves sending of broadcast email to SEAs and LEAs in states that are testing (DRC INSIGHT incident) or all states (WIDA AMS incident).</p> <p>1c: WIDA updates the WIDA.us webpage and notifies all Client Relations staff; DRC updates the WIDA System Status webpage and notifies customer service agents.</p> <p>1d: DRC sends broadcast email.</p> <p>1e: As applicable and approved by WIDA, DRC updates customer service phone tree message.</p>
2: Update(s) Update at end of day (if service not restored)	<p>2a: DRC develops and WIDA approves email with any information that is known about incident.</p> <p>2b: WIDA State Relations Specialists send email to all SEAs.</p> <p>2c: WIDA gives go-ahead and DRC sends broadcast email.</p> <p>2d: DRC updates WIDA System Status webpage.</p>
3: Restoration of Service	<p>3a: DRC notifies WIDA of service restoration.</p> <p>3b: DRC develops and WIDA approves email.</p> <p>3c: WIDA State Relations Specialists send email to all SEAs.</p> <p>3d: WIDA gives go-ahead and DRC sends broadcast email.</p> <p>3e: WIDA updates the WIDA.us webpage and notifies all Client Relations staff; DRC updates WIDA Systems Status webpage and notifies customer service agents.</p> <p>3f: As applicable, DRC updates customer service phone tree message.</p>
4: Root Cause Analysis	<p>4a: DRC develops and WIDA approves email (usually held for WIDA Wednesday communication).</p> <p>4b: WIDA State Relations Specialists send email to all SEAs. SEAs may share with LEAs and any other audience as they see fit.</p>
5: Solution Confirmation May involve series of messages if solution involves multiple steps.	<p>5a: DRC develops and WIDA approves email (usually held for WIDA Wednesday communication).</p> <p>5b: WIDA State Relations Specialists send email to all SEAs. SEAs may share with LEAs and any other audience as they see fit.</p>

Section 3: Post-testing

3.1 Identification and Placement

WIDA recommends using WIDA Screener scores to make identification decisions about students' ELL status. WIDA Screener scores may be used to determine whether or not a student should be placed into English language support services. The key recommended use of WIDA Screener is to help educators make identification decisions. The specific scores used in identification decisions are determined by SEAs.

3.2 Unlocking a WIDA Screener Online Score

WIDA and DRC strongly recommend not resetting WIDA Screener scores once they have been submitted. In the unlikely event that an error was made during scoring, a speaking or writing response may be unlocked and rescored. A test administrator or LEA can call DRC customer service to unlock the score if noted on the SEA profile.

Appendix

Document Change Log	
Date	Change
7/16/18	The list of ship-to-school sites was updated in section 1.10 (Additional Materials Orders).

