

Hawaii State Specific ELP Assessment Manual

WIDA Screener

WIDA ACCESS Placement Test

Kindergarten ACCESS for ELLs

ACCESS for ELLs

Alternate ACCESS for ELLs

SY 2020-21



Table of Contents

Section	Title
1.	Manual Overview
2.	Background on the WIDA Consortium
3.	Contact Information
4.	WIDA: Hawaii State Member Page and Calendar of Important Dates
5.	English Language Proficiency Screeners
5.a.	<ul style="list-style-type: none"> WIDA Screener and WIDA-ACCESS Placement Test (Updated July 2020)
5.b.	<ul style="list-style-type: none"> Determining the Appropriate Screener
5.b.1	<ul style="list-style-type: none"> WIDA Remote Screener (New: For use during the COVID-19)
5.c.	<ul style="list-style-type: none"> Screener Administration Timelines to Complete
5.d.	<ul style="list-style-type: none"> Additional Circumstances Affecting Screening Decisions (Updated July 2020)
5.e.	<ul style="list-style-type: none"> Screener Administrator Training and Resources (Updated July 2020)
5.f.	<ul style="list-style-type: none"> Administration of the WIDA Screeners
5.f.1.	<ul style="list-style-type: none"> <ul style="list-style-type: none"> PTT Administration of WIDA Screener or W-APT
5.f.2.	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Proctors
5.g.	<ul style="list-style-type: none"> Screener Scores and Reports
5.h.	<ul style="list-style-type: none"> EL Program: Entrance and Exit Criteria
5.i.	<ul style="list-style-type: none"> Native Language Proficiency (NLP) Assessment
5.j.	<ul style="list-style-type: none"> Parent(s) Legal Guardian(s) Notification of Placement
6.	Annual ACCESS Assessments
6.a.	<ul style="list-style-type: none"> Hawaii ACCESS Forms
6.b.	<ul style="list-style-type: none"> ACCESS for ELLs (New Information: COS Quick Guide Nov. 2020)
6.c.	<ul style="list-style-type: none"> Kindergarten ACCESS
6.d.	<ul style="list-style-type: none"> Alternate ACCESS for ELLs (New Information July 2020)
6.e.	<ul style="list-style-type: none"> COVID-19 ACCESS Guidance (New Information Nov. 2020)
7.	Parent(s)/Legal Guardian(s) Notification of Annual ACCESS Assessment
8.	Students Required to Take the ACCESS Assessment
8.a.	<ul style="list-style-type: none"> Potential EL Enrolled During Annual Assessment Window
8.b.	<ul style="list-style-type: none"> Returning EL Students
8.c.	<ul style="list-style-type: none"> Parent(s)/Legal Guardian(s) Refusals of ELP Assessment
8.d.	<ul style="list-style-type: none"> MFEP Kindergarten to Grade 2 EL Students
8.e.	<ul style="list-style-type: none"> EL/SPED Students (Updated July 2020)
8.f.	<ul style="list-style-type: none"> EL/SPED Students with Significant Cognitive Disabilities and Alternate ACCESS for ELLs
8.g.	<ul style="list-style-type: none"> ELs who Transfer During the Test Window
8.h.	<ul style="list-style-type: none"> ELs who Transfer In or Out of HDOE (New Information July 2020)
9.	Students Not Required to Take the ACCESS Assessment
9.a.	<ul style="list-style-type: none"> ELs who are Homeschooled
9.b.	<ul style="list-style-type: none"> ELs Experiencing a Significant Medical Emergency
10.	Training and Administration of the ACCESS Assessments (New Information 2020)
10.a.	<ul style="list-style-type: none"> Hawaii ACCESS for ELLs Checklist
10.b.	<ul style="list-style-type: none"> Substitute Administration of ACCESS Assessments

10.c.	● Part Time Teacher Administration of ACCESS Assessments
10.d.	● Proctors for ACCESS Assessments
11.	<u>Accommodations, Universal Tools, and Administrative Considerations for ACCESS Assessments</u>
11.a.	● Universal Tools
11.b.	● Administrative Considerations
11.c.	● Accommodations
11.d.	● Dually Identified EL/SPED Students (Updated July 2020)
11.e.	● Braille Test Booklets
11.f.	● Large Print Test Booklets
11.g.	● Requesting Paper/Pencil ACCESS for ELLs (New Information July 2020)
11.h.	● Request for Scribe
11.i.	● ASL Students
12.	<u>Assessment Materials</u>
12.a.	● Additional Materials Ordering
12.b.	● Materials and Pre-ID Labels for ELs
12.c.	● Materials Received For an EL No Longer Attending the HDOE
12.d.	● Returning Assessment Materials
13.	<u>Test Security and Unique Circumstances</u>
13.a.	● Test Security Procedures (New/Updated Information July 2020)
13.b.	● Do Not Score
13.c.	● Reporting Assessment Incidents
13.d.	● Ensuring ALL ELs are Assessed
14.	<u>Data Validation</u>
14.a.	● Pre-ID Labels and Score Report Corrections
15.	<u>Score Reports and Parent Notifications</u>
16.	<u>Reclassification</u>
-----	<u>Link to Errata Sheet (List of updates to this manual.)</u>

1. Manual Overview

The *Hawaii State Specific English Language Proficiency (ELP) Assessment Manual* is an overview of assessments specific to English learners (ELs). This document serves as a resource for contacts, procedures, and guidelines, and covers the following assessments:

- **WIDA Screener and WIDA ACCESS Placement Test (W-APT)- potential EL ELP screeners**
- **ACCESS for ELLs- annual ELP assessment**
- **Kindergarten ACCESS for ELLs- annual ELP assessment**
- **Alternate ACCESS for ELLs- annual ELP assessment for students with severe cognitive disabilities**

Note: Additional guidance regarding ELP assessments can be located at:

- <https://alohahsap.org/>
 - Other: WIDA ACCESS
 - Resources: HIDOE Assessment News
- <https://wida.wisc.edu/>
 - Hawaii Member page
 - State Specific Information
 - My Account and Secure Portal
 - Test Materials and Training

2. Background on the WIDA Consortium

The WIDA Consortium is a non-profit group whose purpose is to promote educational success for English Learners (ELs). WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. The Hawaii Department of Education (HIDOE) joined the WIDA consortium during the 2009-10 school year and is one of 39 State Education Agencies to adopt the WIDA English Language Development (ELD) standards. The WIDA Screener and W-APT are assessment instruments used to identify students as English learners, and to help educators make decisions about student placement into the EL Program for language support services. ACCESS for ELLs is the assessment instrument used to measure and report annual English language growth in a consistent manner. Complex areas and schools are held accountable for the English language development gains of their ELs based on scores from the annual ACCESS for ELLs English language proficiency assessment.

- General information about WIDA may be found at: <https://wida.wisc.edu/>
- Resources on WIDA ELD Standards are available on the WIDA website under Teach, Teaching with the Standards at: <https://wida.wisc.edu/teach/standards>

3. Contact Information

WIDA/DRC Contacts

WIDA	DRC/WIDA AMS
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Phone: 866-276-7735 email: help@wida.us	Phone: 855-787-9615 email: wida@datarecognitioncorp.com
<ul style="list-style-type: none"> • ACCESS for ELLs Training • ACCESS for ELLs Test Administration Procedures • WIDA Screener • WIDA Standards and Can Do Descriptors • WIDA Professional Learning • WIDA Research WIDA Website User Accounts 	<ul style="list-style-type: none"> • WIDA Assessment Management System (WIDA AMS) • ACCESS for ELLs Online • ACCESS for ELLs Online Administration • DRC INSIGHT (online test software) • WIDA AMS/WIDA Screener and ACCESS for ELLs Online Technical Issues • ACCESS for ELLs Data and Reporting

LOCAL CONTACTS

Assessment Office:	OSSS English Learner (EL) Office:	Complex EL Resource Teachers/District Test Coordinators
Karen Tohinaka Phone: 808 307-3636 email: karen.tohinaka@.k12.hi.us	Andreas Wiegand Phone: 808 305-9717 email: andreas.wiegand@.k12.hi.us	Link to Complex Area EL Resource Teacher Contact Information

4. WIDA: Hawaii State Member Page and Calendar of Important Dates

Hawaii State Member Page on the WIDA webpage:

For information regarding the Hawaii Department of Education's (HIDOE) English Language Proficiency (ELP) assessments, including important dates, review the WIDA Hawaii State Member's page at: <https://wida.wisc.edu/memberships/consortium/hi>

5. English Language Proficiency Screeners

5.a. WIDA Screener and WIDA-ACCESS Placement Test

Assessment of The Need for EL Services:

NEW: SY 2020-21 Preparations and Safety Guidelines During COVID-19 Pandemic:

Refer to the [HIDOE Principal and Health/Safety Handbook](#) released July 2, 2021 to make sure all health and safety guidelines are followed and appropriate preparations for screening students are made, including sufficient staffing. Should school closures occur and only virtual learning be the standard of practice, refer to section 5.b.1. WIDA Remote Screener.

In order to comply with federal requirements, all HIDOE schools are required to determine English Learner eligibility for students who are potential ELs as indicated in the Electronic Comprehensive Student Support System (eCSSS). Students are potential EL or K status as noted in eCSSS upon registration based on their SIS-10W enrollment form language questions (which serves as the HIDOE initial language survey). Students are potential ELs if any of the following

language questions indicate **non English** (including foreign exchange students, and students who have disabilities).

- *Student's First Acquired Language*
- *Language Most Often Spoken at Home*
- *Language Most Often Used by Student*

Native language assistance in filling out the Student Enrollment Form (at no cost to the parents) must be provided by the school to parent(s)/legal guardian(s) as needed. Schools must also determine if a parent(s) or legal guardian(s) has interpretation, translation, or other accessibility needs (e.g. Braille, ASL). Refer also to [*Hawaii Language Access Plan November 2017*](#).

If office staff, EL staff or other school staff have reviewed the enrollment form and further language verification is needed, contact the student's parent(s)/legal guardian(s) to verify languages and document the results using the Home Language Survey (HLS). For further guidance regarding when to send home the HLS, and additional required documentation (i.e., Action Code 01), refer to the Hawaii State English Learner Program Guidance on eCSSS at: <https://www.ecsss.k12.hi.us>, under Resources, English Language Learners.

Schools must be prepared to follow the HIDOE initial assessment guidelines for screening of potential EL students. For decision making guidelines refer to section 5.h, *EL Program Entrance & Exit Criteria*. Refer to HIDOE memo: [*School Year 2020-21 WIDA Screener Assessment of English Language Proficiency and English Learner Program Eligibility*](#).

EL Program eligibility is dependent on the potential EL student's screener test results. Once identified, ELs are only exited based on meeting an overall composite proficiency level (CPL) score of 5.0 on the annual ACCESS for ELLs assessment.

Note: Each potential EL student should have a Student Record Profile (SRP) folder created at the school by EL program staff to keep confidential hard copy records of assessments given, supports and services provided to the student, and parent(s)/legal guardian(s) notifications or communications. If a HLS is administered a copy shall be kept in the student's SRP and Cumulative (CUM) folder along with Action Code 01 documentation. For more information regarding the SRP folder and what to file refer to the [*Hawaii EL Guidance Manual*](#), or contact the respective Complex Area EL RT.

5.b. Determining the Appropriate Screener

To determine EL Program eligibility of potential ELs, the following tests will be used at the various grade levels.

Grade	Assessment
Grade 1 (second semester) - Grade 12	The WIDA Screener
Kindergarten - Grade 1 (first semester)	WIDA-ACCESS Placement Test (W-APT)

WIDA Screener Testing Options

(See also 5.b.1 WIDA Remote Screener which is new and an intermediary option for use during COVID-19.)

Assessment	Details
WIDA Screener Paper	Schools may opt to continue use of the WIDA Screener Paper version.
WIDA Screener Online	<p>Schools may choose to use the WIDA Screener Online version.</p> <ul style="list-style-type: none"> - Technology requirements are the same for ACCESS for ELLs Online. - Technical assistance related to technology requirements will need to be supported at the school-level. - Schools must locally score Speaking and Writing domains

Follow the table below to determine the appropriate screener to administer by grade level and semester.

Grade	First Semester	Second Semester
K	★ Gr. K W-APT – L and S only	Gr. K W-APT – all domains
1	★ Gr. K W-APT – all domains	Gr. 1 Screener – Path A or B
2	★ Gr. 1 Screener – Path A or B	Gr. 2-3 Screener – Path A or B
3	Gr. 2-3 Screener – Path A or B	Gr. 2-3 Screener – Path A or B
4	★ Gr. 2-3 Screener – Path A or B	Gr. 4-5 Screener – Path A or B
5	Gr. 4-5 Screener – Path A or B	Gr. 4-5 Screener – Path A or B
6	★ Gr. 4-5 Screener – Path A or B	Gr. 6-8 Screener – Path A or B
7	Gr. 6-8 Screener – Path A or B	Gr. 6-8 Screener – Path A or B
8	Gr. 6-8 Screener – Path A or B	Gr. 6-8 Screener – Path A or B
9	★ Gr. 6-8 Screener – Path A or B	Gr. 9-12 Screener – Path A or B
10	Gr. 9-12 Screener – Path A or B	Gr. 9-12 Screener – Path A or B
11	Gr. 9-12 Screener – Path A or B	Gr. 9-12 Screener – Path A or B
12	Gr. 9-12 Screener – Path A or B	Gr. 9-12 Screener – Path A or B

5.b.1 WIDA Remote Screener (NEW: For use during COVID-19)

NEW: All Hawaii State Department of Education (HIDOE) schools are required to determine English Learner (EL) eligibility for students who are identified as potential ELs upon enrollment. The United States Department of Education recognizes that, during the COVID-19 national emergency, many facilities are physically closed, including those normally used for registration and screening.” (USED Factsheet May 18, 2020)

Remote Screening Assessment Option

In circumstances where a potential EL student and test administrator absolutely cannot share the same physical space due to the current COVID-19 situation, and/or Return to School model options are such where it is not possible to have the student and EL educator [aka Test Administrator (TA)] be in the same space, the WIDA Remote Screener can be given to potential EL students to obtain an interim decision as to whether to provide EL services. This option should still allow schools to obtain meaningful and valid information to identify potential English Learners.

Good faith efforts with adequate staff appropriated towards the timely and appropriate identification need to be made to meet the timelines. Timelines not met need to be explained in the eCSSS students’ identification notes. Students should receive EL Program services based on the outcome of the Remote Screener (See also SY 20-21 Screener Memo).

Remote Screener Results

Remote Screener Results Fall into 3 Categories:	Approximate WIDA Proficiency Level Equivalent	EL Services to be Provided
1. Newcomer or beginner ELs	Levels 1-2	Yes
2. Developing level of ELP (or expanding), but not in a way that clearly supports the EL identification decision, and where additional in person screening is necessary to determine the student’s EL status	Levels 3-4	Yes
3. Student is fluent or highly proficient	Levels 5-6	No

Additional testing will likely be required after conducting the Remote Screener for most students depending what can be safely accomplished. The ACCESS for ELLs Online assessment will also be a means to assess language skills in the future if additional screening has not occurred by the annual testing window.

According to WIDA, “WIDA Remote Screener is a very short test, designed to provide a limited amount of information while maintaining student engagement in a phone conversation and testing experience. It cannot provide enough information for students to be assigned specific proficiency level scores. In-person testing, conducted when feasible, is needed to fully assess a student’s skills and set an accurate baseline for tracking growth.” Refer to the Remote Screener Test Administrator Manual.

Preparing for WIDA Remote Screener Administration

All English language proficiency Test Administrators (TAs) are required to complete annual certification or recertification. To participate in WIDA Remote Screener training, log into <https://wida.wisc.edu/> to access your WIDA, My Account & Secure Portal and applicable assessment training materials. Contact

your Complex Area EL Lead or Resource Teacher for login information if you do not have an account at <https://bit.ly/21elCTX>.

Both the student and certified WIDA Remote Screener trained TA will need to have access to a cell/regular phone, and a printed test materials packet will need to be provided before a scheduled test time.

Additional information, considerations, requirements and training can be found in your WIDA account under the Remote Screener tile. Note, this option should only be used when it is clearly not feasible to provide the regular Kindergarten W-APT and or Grade 1-12 Screener, and may require additional testing in the future. As applicable, the eCSSS identification notes should be updated to indicate the remote screener administration date, and students' interim status, e.g., EL services to be provided (or not).

Communicating with Parents/Guardians:

To communicate with parents who do not speak English to explain that their child will participate in the Remote Screener utilize bilingual staff proficient in the student's native language and English. Bilingual School Home Assistants (BSHAs) or bilingual staff can be used to set up the call. If bilingual staff or BSHAs are not available, schools may request interpretation services. Refer to 11/01/2017 HIDOE memo: [Language ACCESS Plan](#) (LAP), [Translator/Interpreter Vendor List](#) and [Hawaii LAP](#). See also translated instructions for Remote Screener packet below.

Note, HIDOE has an obligation to screen all potential ELs. Providing an explanation of the Remote Screener to parents is not meant to solicit a refusal to test.

Materials and Set Up

- Materials needed: Student Packet, Test Administrator Script, Student Scoresheet, and Test Administrator Manual. Refer to training modules for specifics on accessing and using WIDA Remote Screener materials.
- Provide materials: the student needs to have the student packet (printed materials) in hand at home (materials should not be viewed until screening).
 - The following [Remote Screener Parent/Guardian Packet Instructions](#) can be sent home to parents/guardians with the test packet.
 - See also Remote Screener **translated instructions**: [Remote Screener Parent/Guardian Packet Instructions](#).
 - Students in the first semester of any grade cluster will take the assessment for the grade cluster below. For example, a student entering Grade 2, would take the assessment for Grades k-1. A student entering Grade 4 would take the assessment for Grades 2-3.
- Set a time: the test administrator needs to call the student.
 - Screening will take approx 30 minutes.
 - For students in grades K-5, recommend that a responsible adult is present
- Equipment: cellphone (a video call is recommended)
 - interpreter by phone (only if a video call is not an option)

Materials Delivery:

There are several options for schools to consider for delivery of Remote Screener test materials. Materials do not need to be returned and parents should be instructed to throw them away. Test materials packet delivery options:

- Send home with student during First phase, in-person training (Aug. 17-20)
- Mail
- Parent pick up via campus drive by

- Give to parents during grab-and-go meals
- Home delivery

Note: Student test materials **DO NOT** need to be returned. Test Administrator should file Student Scoresheet in student's SRP file if possible, or in a Remote Screener File stored at the school in a secure location.

Many, though not all, of the administrative considerations, universal tools, and accommodations mentioned in the [Accessibility and Accommodations Supplement](#) apply to the WIDA Remote Screener. To document accommodations used for the WIDA Remote Screener utilize the [Remote Screener Accommodations Checklist](#). All accommodations must be documented in eCSSS and based on Individualized (IEP)/504 team agreement. For guidance regarding administrative considerations and universal tools see the Remote Screener training resources and Accessibility and Accommodations.

Parent Notification of Results:

A sample alternate Parent Notification letter which can be edited by the school to be used with Remote Screener and can be found in eCSSS on the EL Page, under Program and Process, Row 4, Attachment B/B.

Additional Notes:

- If students cannot be assessed with the Kindergarten W-APT or Screener and the **Remote Screener** or the **Telephone Interview** is administered, Attachment B/B.1 can be updated manually. A Remote Screener sample Attachment B/B.1 with suggested language and instructions can be found [here](#).
- **eCSSS Entry:** Update the eCSSS identification notes to indicate: Date Remote Screener administered, approximate proficiency level, and any other pertinent information, (e.g., 8/17/20 Remote Screener administered with a student identified as a Newcomer/Beginner. Additional formative assessment to determine appropriate EL supports will be conducted. Interim Parent Remote Screener Notification sent home on 8/18/2020).
- **Note,** although students will be receiving EL Program services, students' status will remain potential EL "K" status until the actual W-APT or Screener can be administered, and actual scores are entered, etc.

Native Language Proficiency Assessment:

Students whose Remote Screener results fall into category 1: Newcomer or beginning EL (approximate WIDA English Proficiency Level 1-2), should be given the NLP assessment if possible. If this is not possible due to COVID-19, complete the NLP when students are back on campus, if necessary, also depending on the results of the WIDA Screener or W-APT. At any time, if there is a concern about native language development or if additional information is needed regarding the student's current performance in the native language, especially for planning IEP goals and objectives, by all means administer the NLP. File the results in the student's SRP folder. Note, NLP scores will not be able to be entered into eCSSS when using the Remote Screener.

EL Program Services:

Although EL status will remain Potential EL (K) in eCSSS. Provide EL services, face-to-face or virtual as needed, based on screener outcomes. Refer to Remote Screener Results table above.

5.c. Screener Administration and Timelines to Complete

Use the following timelines to complete potential EL student screening based on a student's first day of school attendance.

Student Arrival and Timeframe for Completion of All Identification Procedures

If a student arrives on or between the first day of school and the 14th calendar day of school, complete all identification procedures by the 30th calendar day.

If a student arrives after the 14th calendar day from the first day of school, complete all identification procedures within 14 calendar days.

5.d. Additional Circumstances Affecting Screening Decisions

Returning EL Students:

If an identified EL student returns to the HIDOE after being out of the system for more than a year and does not have a current WIDA Screener, W-APT, or ACCESS for ELLs test score, the WIDA Screener or Kindergarten W-APT should be administered again to guide instruction. The new scores should be entered into eCSSS using the new versioning functionality (see eCSSS navigational guides for help on "versioning" at: <https://www.ecsss.k12.hi.us/>). In the event that a student would not qualify for continued EL services based on the new Screener results, the annual ACCESS for ELLs must still be administered, as this is the only assessment instrument used for exiting a student once identified as EL.

If a returning EL student, or an EL student new to HIDOE, transfers from another WIDA state does have recent ACCESS for ELLs scores (less than 1 calendar year) schools can use the other state's ACCESS scores in lieu of having to administer another screener. These recent ACCESS scores must be entered into eCSSS. In such cases, forward the appropriate official ACCESS for ELLs scores documentation (Individual Score Report), to the respective Complex Area EL Resource Teacher (EL RT) for input and update into eCSSS. The entry and saving of these scores should change a student's status from potential EL (K-Status) to active EL (J-Status) once the EL Program tab is also completed. Navigation Guides on how to input EL data into eCSSS and Frequently Asked Questions can be found on the [eCSSS EL Resources Page](#). Proceed with annual ACCESS testing as required.

Student who has reclassified (exited) in another state:

- Students reclassified in another WIDA state need not be re-identified as an EL in Hawaii (and can be monitored) when the student's ACCESS for ELLs Overall Proficiency Level is 5.0 or higher. Submit the Action Code 07 form to the state EL Program Office and the respective EL RT. .
 - [Newly Enrolled HIDOE Potential English Learner \(EL\) Student Who Has Been Exited in Another State](#)
- If the student has exited an EL Program from a non-WIDA state, if both the school team and EL RT recommend exit after reviewing ELP scores, grades, other test scores, etc., an exit can be considered on a case-by-case basis by the State EL Program Office.
- When considering a request to exit a student and not provide EL services from either a WIDA or non-WIDA state, submit the Action Code 07 Form titled, [Newly Enrolled HIDOE Potential English Learner \(EL\) Student Who Has Been Exited in Another State](#) with appropriate

documentation to the EL RT for review. If approved, the form will be passed on to the State EL Program Office for consideration and update into the eCSSS database.

Hawaiian Language Immersion Program (HLIP) Students:

- **eCSSS “K” status in HLIP school:** Potential EL students who are currently enrolled in a HLIP do not need to be given the WIDA ELP Screener or the ACCESS for ELLs.
- **A Potential K student who transfers out of the HLIP is** required to be screened with either the W-APT or WIDA Screener, and placed into the schools LIEP if eligible for EL Program services.
- **eCSSS “J” status in HLIP school:** HLIP students do not need to be given the ACCESS for ELLs. However, HLIP schools are responsible for addressing any language development needs for students who have been previously identified as active ELs (eCSSS “J” status). The school registrar should identify the student as attending HLIP upon enrollment in SSES. For additional information on the HLIP indicator in eCSSS reference: [HLIP Indicator on EL Worksheet](#).
- **eCSSS “J” Status Transfers out of HLIP Schools:** If an EL student transfers out of the HLIP and returns to a non HLIP HIDOE school or program they must be placed into the school’s LIEP for ELD services, and given the annual ACCESS for ELLs. Furthermore, if the student’s screener results are more than a year old, the screener should be administered again to guide instruction.

Students with Disabilities

In order to comply with federal requirements, HIDOE schools must follow the initial assessment guidelines below to determine whether students are eligible for EL services. This includes students with disabilities.

Therefore, the W-APT or WIDA Screener should be administered. In cases where students have severe cognitive disabilities the screener at minimum should be attempted to be administered in all four domains. The screener has two main purposes: To identify students who may be candidates for EL services, and to determine the academic English language proficiency level of student in order to determine appropriate levels and amounts of instructional services needed. The information collected during screening, even though it is only one data point, can aide in conversations during the IEP meeting and when planning for student goals and objectives. The student's IEP team can determine (and document in IEP) that for blind or deaf students certain domains (Speaking, Listening, Reading, or Writing) of the assessment should not be administered. Rerefer also to the W-APT or WIDA Screener *Test Administration Manual (TAM)*, Appendix B: *Accommodations for ELs with Disabilities: Accessibility and Accommodations*.

Accommodations: For students who require an accommodation per an IEP or a 504 Plan refer to the W-APT or WIDA Screener TAM, Appendix B: *Accommodations for ELs with Disabilities: Accessibility and Accommodations*, and the *WIDA Accessibility and Accommodations Framework* which outlines provided supports for all ELs, as well as targeted accommodations for students with an IEP or 504 plan. These supports are intended to increase the assessment accessibility. All accommodations must be recorded in eCSSS, and if using Online Screener in WIDA AMS.

American Sign Language (ASL) Students

The Individualized Education Plan (IEP) or 504 team should convene to make decisions regarding assessments and accommodations for ASL students, and if the student is potential EL, the team should include someone who is familiar with language development in multilingual learners and students with hearing impairments. Potential ELs who are deaf or hard-of-hearing, including those for whom ASL is their first language, can generally participate in the Reading and Writing domains of the W-APT (second semester Kindergarten W-APT) and/or WIDA Screener.

In addition, students who have been identified as both ASL and EL should be administered the domains of the annual ACCESS for ELLs they are able to take (e.g. Reading/Writing).

Accommodations: A WIDA certified test administrator who is an ASL interpreter can sign test directions in ASL, and/or there is the option to use the human reader accommodation for certain domains in alignment with the student's skills and abilities. School Test Coordinators and Complex Area EL staff (District Test Administrators) should work together to ensure that all Test Administrators have completed training requirements and ensure the interpreting or accommodation(s) provided do not invalidate the assessment.

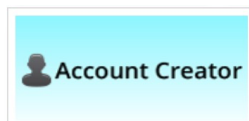
For the domains where students cannot be assessed, the **SPD** (SPED) bubble should be filled in on the back page of the paper-based test booklet, or for online assessment, **SPD** indicated in WIDA AMS under the Do Not Score Codes. Furthermore, the [Testing Incidents Google form](#), *Do Not Score* section should be completed by schools to record details regarding incidents such as when a student cannot be assessed in a particular domain of the ACCESS for ELLs or Alternate ACCESS assessment, and in particular, when a “Do Not Score” code is required. See Google form for submission date for the current school year. See WIDA District/School Test Coordinator Manual pg. 45-46 for Do Not Score codes and further detailed instructions.

If the student's primary mode of communication is ASL, generally only the Reading and Writing scores are needed to determine EL Program eligibility, and Listening/Speaking domains need not be administered based on students' abilities. For questions contact the EL Program Office. In such cases where only Reading and Writing are administered, to document in eCSSS, enter a 1.0 in Screener scores for the Listening/Speaking domains and also Oral, and determine eligibility solely on the Reading/Writing domains. Indicate in the testing notes what has been done and to the effect of, “Students primary mode of communication is ASL, ignore the Listening/Speaking scores.” The same note would apply and should be written on the Annual Parent Notification Letter.

5.e. Screener Administrator Training and Resources

W-APT and WIDA Screener Test Administrators must be trained in its administration. Certification or recertification must be completed annually. Completion of applicable online training course modules and quizzes should be done after July 1st annually, preparing for the upcoming school year (annual certification date range in WIDA Secure Portal is July 1st to June 30). Complex Area EL Leads/RTs should monitor to verify that Test Administrators (TAs) are certified to give the W-APT or WIDA Screener by reviewing TA completion status in the WIDA Secure Portal, Management & Training Status tab.

To participate in the WIDA Screener and/or W-APT training log into WIDA, My Account & Secure Portal, to locate the applicable assessment training materials. Test Coordinators and/or Administrators who do not have a WIDA account should contact their complex area testing coordinator (EL Resource Teacher). EL Resource Teachers can create Test Coordinator/Administrator accounts using the Account Creator tab located in the WIDA, My Account & Secure Portal.



The following information will be needed:

- full name

- email (USE NEW GMAIL)
- position title
- state
- district
- school
- roles of user

WIDA Screener Online administration requires Test Coordinators to have a WIDA Assessment Management System (AMS) account. To create a school level Test Coordinator/Administrator WIDA AMS accounts complex area EL Resource Teachers must log into their WIDA AMS account and add users by using the User Management tab. For more information on creating accounts refer to the [WIDA AMS User Guide](#) located on the WIDA AMS main/welcome page and/or in the Documents tab.

Permissions will also need to be granted to Test Coordinators/Administrators for the annual *ACCESS for ELLs assessment*.

Note, it is highly recommended that each school have a minimum of two WIDA certified test administrators to ensure that all assessments are completed by the testing window. Training certificates should be kept on file at the school site. Complex Area EL Leads/RTs will be monitoring to verify that Test Coordinators/Administrators are certified to give the WIDA W-APT and/or WIDA Screener.

Assessment and Required Training

Assessment	Required Training
W-APT Training	In your My Account & Secure Portal annually complete the Kindergarten W-APT administrator training course PRIOR to assessing students. <ul style="list-style-type: none"> - Review Kindergarten Test Administrator Manual - View Kindergarten W-APT Webinar - Review Kindergarten Scored Student Writing Samples
WIDA Screener (online and paper) Training	In your My Account & Secure Portal test administrators annually complete the required training course and successfully pass the appropriate grade cluster quizzes at the end of the Speaking Scoring and Writing Scoring training modules to obtain certification. Quiz scores must be 80% or higher to receive certification.

Notes:

- A copy of the certificate shall be provided to the school's EL coordinator to be filed in their EL/Title III binder.
- Key Resources such as the WIDA Screener Test Administration Manual and Overview Webinars are available for WIDA Screener Paper and WIDA Screener Online at: <https://www.wida.us/assessment/Screener>.
- **Annual recertification is required.**

Materials:

- WIDA Screener Paper materials are available for use at each school.
- Additional Test Administrator Manuals, Test Administrator Scripts, and Student Response Booklets Path A and B can be downloaded online from the WIDA website after login at no cost.
- To purchase additional consumable WIDA Screener test materials (with general funds only), visit: <https://www.wida.us/client/screener/paper/materials-resources.aspx>
- Individuals who have questions regarding additional materials or resources for testing should contact their respective Complex Area EL Resource Teacher/District Test Coordinator.

5.f. Administration of the WIDA Screeners (WIDA Screener or W-APT)

Individuals that meet **ALL** of the criteria listed including completion of training requirements may administer the WIDA Screener and the W-APT Screener. Long-term substitute teachers **can only** administer the WIDA Screener, or the W-APT Screener if **ALL** of the following applies.

Administration Requirements:

- Hold a full teaching license for the grade level or content, meet state assignment requirements and comply with the ESSA Hawaii highly qualified requirements
- Electronically agree to Non-disclosure and User Agreement (in WIDA Account & Secure Portal)
- Complete training and certification requirements for the test to be administered, e.g., WIDA Screener, and the W-APT Screener, and ACCESS for ELLs
- Substitutes hired by the school on a long-term substitute basis to fill in for a teacher who is out on extended leave due to illness, maternity leave, or any such leave officially approved by the employing district; and
 - Assigned duties must include all duties customarily performed by the regular teacher such as lesson planning, other state mandated test administration, and report card generation.

5.f.1. Part Time Teacher (PTT) Administration of WIDA Screener or W-APT

EL PTTs may administer the WIDA Screener or W-APT if the following conditions are met:

- Hired by the school to work with EL population; **AND**
- Has completed appropriate certification requirements, training checklist, and passes the applicable quiz(es) meet certification requirements for administration.
- PTTs are deemed to have sufficient English fluency/literacy if their Bachelor's degree has been completed at a regionally accredited institution of higher education.

With the principal approval, a PTT who **does not** meet the required conditions may serve as a Proctor (under supervision and in close proximity of a WIDA certificated regular classroom teacher) for WIDA Screener Online group assessments. This also applies to Paraprofessional Educators (PPEs), and Paraprofessional Tutors (PPTs) providing direct instructional support or performing non-instructional duties. EL staff (i.e. PPEs, PPTs, and Educational Assistants) may only serve as Proctors. Proctors shall ensure that ALL test procedures are followed, and they should generally not interact with the students (refer to section 5.f.2. *Proctors*).

5.f.2. Proctors

Proctors are provided to support WIDA certificated Test Administrators and may NOT administer any of the W-APT or WIDA Screener Online/Paper assessments. Proctors do NOT need to take the WIDA online TA Certification Course, A certificated test administrator at the school will train proctors using WIDA Quick Start Guide and other Key Resources specifically explaining what a Proctor can and cannot do, documented by sign-in sheets.

Proctor training will also specifically highlight that a proctor is not required to remain in your class the entire testing period, but are provided to support Test Administrators especially at the start and end of each testing session and for group assessments. Furthermore, Proctors shall only:

- Walk around the room to monitor students' behavior, but shall not talk directly to any student
- Inform the Test Administrator if anyone becomes ill, is disruptive, or appears to be cheating
- Assist Test Administrator with distribution of test materials, prepare computers, etc.

Notes:

- If an EL/SPED or EL/504 student needs a skills trainer present during screening, they are considered a Proctor and should complete required training.
- A non-certified individual SHALL NOT administer or score any assessments, or domain of an assessment.

5.g. Screener Scores and Reports

Screener results and other student EL Program information must be entered into eCSSS within the appropriate timeline or at minimum within 14 days of completion of any process.

All W-APT and WIDA Screener Paper language domains are locally scored. For the WIDA Screener Online, the Speaking and Writing domains are locally scored using WIDA AMS. For each of these screeners educators who have passed the relevant Speaking and Writing Scoring Quiz(zes) are certified to score student responses. Test administrators will need to utilize the WIDA Scoring Calculator in WIDA AMS before transferring scores to the student's record in eCSSS. Individuals who are having trouble logging into WIDA or WIDA AMS should contact their respective Complex Area EL Resource Teacher.

Reporting Scores:

Students who complete all four domains of the screener (W-APT, WIDA Screener Paper or Online) will receive Proficiency Level scores in each of the four domains (Speaking, Listening, Reading, Writing) and three composite scores which are:

- Overall (based on student performance in all four domains)
- Oral (based on student performance in Speaking and Listening)
- Literacy (based on student performance in Reading and Writing)

- Individual Domain Proficiency Level scores are reported as integer scores, so no decimals are reported.
- Composite Scores will be reported as integers and may also include .5 interval scores (for example, scores of 1, 1.5, 2, 2.5, etc.).

Screeners are utilized to determine EL Program eligibility and what type of Language Instruction Education Program (LIEP) and instructional foci will meet the English language needs of the student. For more information, refer to these additional Resources:

- *Screeners Interpretive Guide*: <https://wida.wisc.edu/assess/screener>
- *Screeners Calculator*: <https://wida.wisc.edu/assess/screener/paper>
 - <https://wida.wisc.edu/assess/screener/paper/calculator>
- Training tool and navigation guide for WIDA Screeners score entry, Title: *EL eCSSS Worksheet (Team Referral)* on eCSSS, under EL Resources: <https://www.ecsss.k12.hi.us/>.

5.h. EL Program: Entrance & Exit Criteria

EL Program eligibility is dependent on the potential EL student's grade level and test(s) taken per the table below.

EL Program: Entrance & Exit Criteria

Potential ELs in: Grade & Semester	Test	Score Range	EL Eligible	Category
Grades 1-12 (Grade 1 in second semester)	WIDA Screener (All domains)	1.0 - 2.5	Yes	NEP
		3.0 - 4.5	Yes	LEP
		5.0 - 6.0	No	IFEP
Kindergarten (First Semester)	W-APT (Only Listening and Speaking Domains are required; Reading & Writing are optional); *Also administer NLP when NEP	0 - 10	Yes	NEP*
		11 - 28	Yes	LEP
		29 - 30	No	MFEP
Kindergarten (Second Semester)	W-APT (All four domains must be taken: Listening,	<ul style="list-style-type: none"> • Combined listening & speaking score 0-10; OR • Reading score 0-5; OR 	Yes	NEP*

and Grade 1 (First Semester)	Speaking, Reading, & Writing) *Also administer NLP when listening and speaking is 0-10	• Writing score 0-7	Yes	LEP
		• Combined listening & speaking score of 11-26; OR		
		• Reading score of 6-10; OR	No	MFEP Kindergarten, (Second Semester)
		• Writing score of 8-11		
		ALL Must be true:		IFEP (Grade 1, First Semester)
		• Combined listening & speaking score of 27-30; and		
		• Reading score of 11-15; and		
		• Writing score of 12-18		

For additional guidance around EL student identification and when assessment is required, refer to the [Hawaii EL Guidance Manual](#), Chapter 3, [EL Program Identification and Referral Flowchart](#). For guidance around monitoring of Monitored Functionally English Proficient students in grades K-2, refer to Chapter 8.d..[MFEP Kindergarten to Grade 2 EL Students](#)

If an EL meets the criteria indicated above (NEP*) requiring a Native Language Proficiency (NLP) assessment to be administered, the NLP assessment must be administered within 45 days from their first day of attendance or EL Program referral. See also section 5.i.

5.i. Native Language Proficiency Assessment

The [Native Language Proficiency \(NLP\) Assessment](#) (NLP) is administered to newly identified EL students in Grades K-12 within 45 days from their first day of attendance or EL Program referral, when a students' listening or speaking proficiency level is one or two on the WIDA Screener. It is administered in Kindergarten and first semester Grade 1 if the W-APT oral proficiency raw score is 10 or below. Bilingual staff proficient in the student's native language and English will need to administer the NLP assessment. If Bilingual School Home Assistants (BSHA) are available in your complex area contact the respective Complex Area RT to request translation/interpretation services. Refer also to [Hawaii Language Access Plan November 2017](#).

In the absence of a bilingual staff proficient in the student's native language, a translator can be hired/contracted. Schools are responsible for payment to contracted translators. An EL staff member may also complete the Language Proficiency Assessment Interview with the parent(s)/legal guardian(s) in person or via the telephone. For further information on translator agencies refer to HIDOE memo dated November 01, 2017 titled: [Language ACCESS Plan, Attachment 1 Interpreters](#). The native language assessment result must be recorded in eCSSS

within 14 days of the NLP administration. Students who need an NLP will not have a Testing Complete date in recorded in eCSSS until the NLP score is entered into the EL Worksheet.

5.j. Parent/Legal Guardian Notification of Placement

The Annual Parent Notification Letter: *Notification of Placement in the English Learner Program* which includes parent/guardian rights, their child's English language proficiency scores and the school's selected Language Instruction Educational Program (LIEP) be must annually sent home within the parent notification timeline (within 30 calendar days of the start of the school year, or 14 calendar days from the first day of student attendance, if not at the start of the school year). In order to ensure that parents can access the letter's information, schools are responsible for providing information in a format that parents can understand (e.g. translation, interpretation, or alternate means accessible such as Large Print, Braille, or ASL). Refer also to [*Hawaii Language Access Plan November 2017*](#).

For additional information regarding the Annual Parent Notification Letter, placing EL students into appropriate LIEPs, for LIEP types and descriptions, or guidance for completion of a Parent Refusal of EL Program services and the required documentation (Action Code 04), refer to the [*Hawaii EL Guidance Manual*](#) available on eCSSS, under Resources, ELL: <https://www.ecsss.k12.hi.us/>.

6. Annual ACCESS Assessments

Assessing EL students' ELP annually is required under obligations of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §6301 et seq., ("ESEA") and under the Equal Educational Opportunities Act of 1974, 20 U.S.C. §1703(f) (hereafter "EEOA") and Title VI of the 1964 Civil Rights Act, 20 U.S.C. § 2000d et seq., and its implementing regulations at 34 C.F.R. part 100 (hereafter collectively "Title VI").

6.a. Hawaii ACCESS Forms

Hawaii state specific ACCESS assessment forms are located on the WIDA site, on the Hawaii Member's page, at: <https://wida.wisc.edu/memberships/consortium/hi>, under *Requirements and Resources, Manuals, Guides, and Test Materials*.

Direct link to folder: [*Hawaii-specific Forms Related to Student, Materials and ACCESS Test Management*](#). Also found at: <https://bit.ly/2liw1m1>

Refer to the following document: [*Overview of ACCESS for ELLs Forms & Guidance*](#), for information around form due dates, and where to submit or file each form.

The following forms are used and referenced throughout the sections of this manual:

Form	Section Number and Title
HIDOE Opt-Out Guidance	8./8.c. Students Required to take the ACCESS Assessment
HIDOE Protocol for Transferring Students and Student Transfer Form	8.h. ELs who Transfer During the Test Window
HIDOE Significant Medical-Emergency Exemption Form	9.b. ELs Experiencing a Significant Medical Emergency
HIDOE Test Security Form for Proctors and Skills Trainers	10.d. Proctors for ACCESS Assessments
HIDOE Admin Consideration Student Record Form	11.b. Administrative Considerations
HIDOE/WIDA Unique Accommodations Request Form	11.c. Accommodations
HIDOE/WIDA Accommodation Selections (for Kindergarten, Alternate, and ACCESS for ELLs)	11.c. Accommodations
HIDOE Paper Verification Form	11.g. Requesting Paper/Pencil ACCESS for ELLs
HIDOE Scribing Protocol	11.h. Request for Scribe
HIDOE Additional Materials Ordering Form	12.a. Additional Materials Ordering
HIDOE Materials Not Returned Form	12.d Returning Assessment Materials
NEW: ACCESS for ELLs Testing Incidents Google Form The above link includes the four action areas listed below:	See below for sections
1. HIDOE Pre-ID Label & WIDA AMS Correction	14.a. Pre-ID Label & Score Report Corrections
2. HIDOE Do Not Score & Testing Incident Report <ul style="list-style-type: none"> ○ Paper Testing Incident Report Form for submittal within and addition to the incident information submitted in the Google Form above. 	13.a. Do Not Score 13.b. Reporting Assessment Incidences
3. HIDOE EL Student Transfer <ul style="list-style-type: none"> ○ Protocol for Transferring guidance related to transfer students 	8.h. EL Students who Transfer During the Test Window
4. HIDOE Score Report Correction	14.a. Pre-ID Label & Score Report Corrections
6.b. ACCESS for ELLs	

The WIDA ACCESS for ELLs assessment is a secure, large-scale high stakes assessment, that must be administered to all active EL students annually (including students whose parents refused EL Program services). The ACCESS for ELLs addresses the academic WIDA English Language Proficiency standards at the core of the WIDA Consortium approach to constructing and evaluating the progress of ELs. Federal laws require that all ELs participate in annual ELP assessments at every grade level. These annual assessments measure English Learner English language proficiency and progress in the language domains of Listening, Reading, Speaking, and Writing. No student identified as an EL may be exempted from these tests, including students with disabilities.

Preparing to Administer the ACCESS for ELLs:

ACCESS for ELLs Test Administrators must be trained in its administration. **Certification or recertification must be completed annually.** Completion of applicable online training course modules and quizzes should be done after July 1st annually, preparing for the upcoming school year (annual certification date range in WIDA Secure Portal is July 1st to June 30). Complex Area EL RTs will monitor to verify that Test Administrators (TAs) are certified to give the W-APT or WIDA Screener by reviewing TA completion status in the WIDA Secure Portal, Management & Training Status tab.

Test Administrators are to complete the required ACCESS for ELLs training and all applicable quiz with 80% or higher before administering the assessment. Training is available through the WIDA Secure Portal. Individuals must have an account to log in. Those who do not have a WIDA account should contact their respective Complex Area EL Resource Teacher. Certificates should be filled at the school.

Additional information can be found at:

- WIDA: ACCESS for ELLs: <https://wida.wisc.edu/assess/access>
 - Note: Refer to Hawaii ACCESS for ELLs Checklist located on Hawaii member page .
- Accessibility and Accommodations Framework: <https://wida.wisc.edu/assess/accessibility>
- Hawai'i Statewide Assessment Program Portal: *Crosswalk of Accessibility Features Guide* available at: <https://smarterbalanced.alohasap.org/resources/>, in Resources, Accessibility and Accommodations Folder
- HIDOE assessment timeline: <https://wida.wisc.edu/memberships/consortium/hi>
- **New:** HIDOE Assessment Office [Central Office Server \(COS\) Quick Guide](#) (Step-by-step instructions for complex areas and schools to check the online assessment administration readiness of schools for the ACCESS for ELLs).

6.c. Kindergarten ACCESS for ELLs

Like ACCESS for ELLs, the Kindergarten ACCESS for ELLs is a secure, large-scale, high-stakes English language proficiency assessment given to kindergarteners who have been identified as English learners (ELs). It is a paper-based assessment that is individually administered and takes approximately 45 minutes. It is administered annually to monitor EL student English language

development progress. The Kindergarten ACCESS for ELLs is aligned to WIDA's English Language Development Standards and assesses the four language domains of Listening, Speaking, Reading, and Writing.

Preparing to Administer the Kindergarten ACCESS for ELLs: Test Administrators are to complete the Kindergarten ACCESS for ELLs training and Test Administration Quiz before administering this assessment. Training is available through the WIDA Secure Portal. Individuals must have an account to log in. Those who do not have a WIDA account should contact the respective Complex Area EL Resource Teacher. Keep/file certificate at the school.

Recertification is required annually.

- Additional information and resources can be found at:
<https://wida.wisc.edu/assess/access/tests/kindergarten>
- Accessibility and Accommodations information:
<https://wida.wisc.edu/assess/accessibility>

6.d. Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is a secure assessment created by WIDA to meet federal accountability requirements and to provide a measure of English proficiency for ELs with significant cognitive disabilities. It is an assessment of English language proficiency for students in grades 1–12 who are classified as English learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. This paper-based assessment is individually administered and locally scored by a WIDA certified test administrator who has completed all training requirements and has passed quizzes with 80%. This assessment is based on Alternate Model Performance Indicators (AMPIs), which provide expectations of what students should be able to process and produce at a given Alternate English language proficiency level. Keep a copy of the certificate at the school.

Alternate ACCESS for ELLs and Kindergarten Students:

The Alternate ACCESS is intended only for ELs in grades 1-12 who have, or function as if they have, significant cognitive disabilities severe enough to prevent meaningful participation in ACCESS for ELs assessment. There is no Alternate ACCESS for Kindergarten. A school does NOT have to give the Kindergarten (K) ACCESS for ELs assessment to a Kindergartener with significant cognitive disabilities if the IEP team (must include staff with expertise and knowledgeable about ELs) has determined that the student meets the criteria for the Alternate ACCESS assessment, and it is documented in the IEP prior to the assessment window. If the IEP team has not determined a student meets the criteria to participate in Alternate Assessment, the regular Kindergarten ACCESS should be attempted, and all other testing procedures should be followed.

The decision not to administer the K ACCESS for ELLs should be documented in eCSSS, Yearly Testing tab. Any materials received should be returned unused, unmarked, and without a Pre-ID label. This is NOT a scenario where the "Do Not Score" SPD code would be used. SPD code is for when the IEP or 504 team has determined a student should not participate in a particular domain of the assessment. This student exemption from taking the assessment only applies to the

Kindergarten school year as there are Alternate assessments for grades 1 through 12.

Decision Making Guidelines

To determine whether the Alternate ACCESS for ELLs is appropriate,

- Refer to the Hawaii State Department of Education (HIDOE) memo dated August 3, 2016, titled: [*Frequently Asked Questions \(FAQs\) – English Learners \(ELs\) with Disabilities*](#), and section 8.f. *EL/SPED Students with Significant Cognitive Disabilities and Alternate ACCESS*
- Review all of the associated WIDA website tools and tabs, Participation Guidelines, Decision Tree, and Participation Criteria found in the following WIDA link, <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>, to make an informed decision on whether to administer the Alternate ACCESS for ELLs.
- Upon team determination, dually identified EL/SPED students, the Alternate ACCESS for ELLs can be ordered and administered if the Individualized Education Program (IEP) team agrees, and it is selected and ordered in eCSSS. The eCSSS navigation guide, titled: [*ACCESS for ELLs: Selecting Accommodations, Alternate Assessment, or Administrative Considerations in eCSSS*](#) provides guidance on how to select Alternate Access for ELLs and input accommodations into eCSSS.
 - eCSSS must reflect that an Alternate ACCESS for ELLs is selected in addition to any Accommodations and Modifications that are being provided to eligible IDEA/504 students.
 - For **NEW** students eligible for the Alternate ACCESS for ELLs as determined by an IEP team, the initial test ordering deadline (see WIDA Hawaii Member Page for dates), is usually around the third week of November to order materials (including Alternate) must be met. In addition, any accommodations must also be entered into eCSSS. If the ordering deadline is missed contact the EL RT if there are additional students that will require an Alternate ACCESS for ELLs assessment.

Preparing to Administer the Alternate ACCESS for ELLs:

To prepare for administration of the Alternate ACCESS for ELLs log into the WIDA website, electronically agree to Non-disclosure and User Agreement, and complete the training and Alternate ACCESS for ELLs Quiz passing it with a score of 80% or above. Those who do not have a WIDA account should contact their respective Complex Area EL Resource Teacher.

Recertification is required annually.

Additional information can be found at:

- Alternate ACCESS for ELLs: <https://www.wida.us/assessment/alternateaccess.aspx>
- WIDA Accessibility and Accommodations Supplement, information and resource: <https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf>
- HIDOE Assessment Office: [*A Crosswalk of Accessibility Features Across State Assessments in Hawaii*](#) or link: <https://bit.ly/2Dalbup>

6.e. COVID-19 ACCESS Guidance (Added for School Year 2020-21)

SY 2020-21 ACCESS for ELLs Annual Assessment Guiding Documents:

Note, All English Learners (J status) and Potential ELs (K status) will need to be assessed with the ACCESS for ELLs or Alternate ACCESS as applicable. In addition, potential EL (K status) students tested with only the interim Remote Screener will ALL need to be tested. Refer also to section 6, [Annual ACCESS Assessments](#)


Online test sessions and any paper materials will be ordered for all ELs and Potential ELs (K status) via the state's Pre-ID file upload. See also section 12, [Assessment Materials](#).

Hawaii specific documents to support the administration of ACCESS for ELLs during COVID-19 are available at <https://alohahsap.org/>.

Navigation:

Go to the Smarter Balanced tile



- Find the Resources tab  to locate the following resources:
 - Trainings and Webinars Folder
 - Fall 2020 folder
 - New WIDA ACCESS Test Coordinator Training
PowerPoints and recordings are located here, as well as
 - [ACCESS Frequently Asked Questions SY 2020-21](#)
PowerPoint
 - [ACCESS Procedures 2020-21](#) (see notes in red)
 - Hawaii DOE Memos (assessment related memos)
 - Hawaii DOE Assessment News (Assessment News 2020-21 folder, and archived assessment news)

Refer also to the following resources specific to SY 2020-21 ACCESS administration:

- ***HIDOE SY 2020-21 EL FAQs***
 - [ACCESS for ELLs Testing](#)
 - [ACCESS Pre-ID File/Materials](#)
 - [Students Required to take ACCESS](#)
 - [ACCESS Administration](#)
- November 09, 2020, ACCESS memo titled, [State English Learner \(EL\) English Language Proficiency Assessment Test Window, Attachment A](#) (Pre-ACCESS Parent/Guardian Letter), and [Attachment B](#) (Notice of Language Assistance).
- Section 8.c. Parent/Legal Guardian Refusal of ELP Assessment
 - Updated Opt-Out procedures for this school year: In order to minimize contact and alleviate extra work during the COVID pandemic, principals may have one meeting where the discussion includes all state assessments. This meeting would be for parents who have testing concerns, or wish to refuse testing (this can be done via a phone call, email, or in a face-to-face meeting). Parents can email their refusal letter to the school if they wish, or use the postal service. The parent refusal of ACCESS for ELLs letter and correspondence with parents (opt-out guidance letter) should be filed in the student's SRP folder, in eCSSS notes, and recorded in

the [2020-21 ACCESS for ELLs Testing Incidents Google form](#).

- [HIDOE Opt-Out Guidance \(Administrator and Parent Letter\)](#) Must log into HIDOE Intranet, go to the Office of Strategy Innovation and Performance, Assessment and Accountability, and Documents.

WIDA Resources:

- [WIDA Assessment Best Practices During COVID](#)
 - Please note: the guidance in this document reflects WIDA’s analysis of current best practices. It is not medical advice. It does not replace or amend guidance provided by the CDC, the state, county, or your district. This document can be accessed in the Key Resources Box in the ACCESS and Screener training courses in the WIDA Secure Portal and in the Download Library.

7. Parent/Guardian Notification of Annual ACCESS Assessment

Each year before the ACCESS test schools should send home the *ACCESS for ELLs: Letter to Parents of ELs* to announce the annual ACCESS for ELLs assessment. A sample is included in the HIDOE memo titled, *State English Learner (EL) English Language Proficiency Assessment Test Window*, is posted annually. A fillable letter is located [here](#), and on eCSSS website under Parent Letters/Forms, and is also available on the WIDA Hawaii page under Manuals, Guides, and Test Materials, Hawaii Specific Forms. The *Notice of Language Assistance* letter should be attached to the *ACCESS for ELLs Letter to Parents of ELs*, and is also included in the memo and on eCSSS. In order to ensure that parents can access the letter’s information, schools are responsible for providing information in a format that parents can understand (e.g. translation, interpretation, or alternate means such as Large Print, Braille, or ASL). Refer also to [Hawaii Language Access Plan November 2017](#).

Note: HIDOE has an obligation to annually assess all ELs for progress and proficiency in English, and is providing this letter as a courtesy to parent(s)/ legal guardian(s). The notification letter is not meant to solicit a refusal to test.

8. Students Required to take the ACCESS Assessment

The state is obligated by federal law to assess the English language growth and proficiency of all students who are identified as ELs. This includes dually identified students, foreign exchange students, and parent refusals. All students identified as ELs are required to take the annual ACCESS for ELLs English language proficiency assessment. See also section 6, Annual ACCESS Assessments.

8.a. New Potential EL Student Enrollment During Annual Assessment Window

The WIDA Screener and Kindergarten W-APT is used to identify potential ELs. For potential EL students who register during the assessment window, the WIDA Screener or W-APT should be given first. If the student qualifies as an EL, the ACCESS for ELLs should also be administered. If additional assessment materials are required, or if schools have new EL teacher or coordinators

that need support, contact the Complex Area EL RT to request additional materials and/or to access the WIDA Screener or Kindergarten W-APT.

8.b. Returning EL Students

If a student has left the HIDOE system for more than a year and does not have a current WIDA Screener, W-APT, or ACCESS for ELLs test score less than a year old, the WIDA Screener or Kindergarten W-APT should be administered again to guide instruction. The new scores should be entered into eCSSS using the versioning functionality (see eCSSS Navigational Guides for help on “versioning”). In the event that a student would not qualify for continued EL services based on the screener, the annual ACCESS for ELLs must still be administered, as this is the only assessment instrument used for exiting a student once identified as EL.

Note: Navigation guides can be located under Resources, ELL, at: <https://www.ecsss.k12.hi.us/>

8.c. Parent/Legal Guardian Refusal of ELP Assessment

The State is obligated to assess all ELs English language progress annually. This applies to ELs who have Parent/Legal Guardian Refusal status (“L” or Action Code 04 status) on file, and Active EL (“J” status) students. If a parent(s)/legal guardian(s) should refuse the ACCESS for ELLs the following procedures apply:

- A parent/legal guardian must annually refuse, in writing, their child's participation in the ACCESS for ELLs.
- Principals should review the *Opt Out Guidance* before communicating with the parent(s). Intent and purpose of the test shall be explained per the Opt-Out Guidance document. If a parent/legal guardian does not want their child to be tested even after school administrators have followed the Opt-Out Guidance procedures, then a copy of the parent refusal of testing letter, and copy of the Opt-Out Guidance letter given to the parent/guardian by the principal shall be filed in the EL student’s SRP folder. This also applies to parent refusal of EL program services.
 - **In order to ensure that parents can access the letter’s information, schools are responsible for providing information in a format that parents can understand (e.g. translation, interpretation, or alternate means such as Large Print, Braille, or ASL). Refer also to [Hawaii Language Access Plan November 2017](#).**
- Record the parent refusal of testing information in eCSSS [Testing Notes](#) tab. Notes should indicate that Opt Out Guidance procedures were followed and parent/guardian has still refused testing. **NEW: Do not use the Do Not Score code DEC for parent decline. DEC should only be used for student decline.**

A copy of the *Opt Out Guidance* document can be found on the HIDOE Intranet (login required) at: <http://www.hawaiipublicschools.org>. Go to the Office of Strategy Innovation and Performance, Assessment and Accountability, and the form is found on the web page under Documents.

8.d. MFEP Kindergarten to Grade 2 EL Students

EL students who are given the W-APT or WIDA Screener and are deemed English proficient in Kindergarten or first semester Grade 1 will have the status of Monitored Functionally English Proficient (MFEP) and will be monitored for two full academic years to ensure continued academic progress. If an MFEP student is struggling academically they should be returned to EL, via Action Code 50, prior to the annual EL assessment, provided with EL Program support, and administered the annual ACCESS for ELLs assessment. Students who are struggling academically are defined by:

- Having at least one “Not Yet” (NY) mark in Kindergarten, or
- “Well Below” (WB) marks in first or second grade

Student Focus Teams can also determine EL Program support is necessary for students struggling academically as determined by having many Developing Proficiency report card marks.

Note: For MFEP students who are struggling academically per the criteria listed above, or who have been returned via Action Code 50, an ACCESS for ELLs test booklet will automatically be ordered if captured prior to the Pre-ID file submission (i.e., schools will receive a test booklet and pre-ID label in the school’s WIDA assessment shipment).

8.e. Dual Identified EL/SPED or 504 Students

The Individuals with Disabilities Education Improvement Act (IDEA; 2004) and Section 504 (504) require that the individualized Education Program (IEP)/504 team include individuals who have knowledge or special expertise regarding the student. For all students identified as eligible for EL and special education, the IEP/504 team shall include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. The IEP/504 team must, in the case of a student with limited English proficiency, consider the student's language development needs and how those needs relate to the student's IEP/504 Plan including but not limited to, language development goals, accommodations, and participation in statewide assessments.

The Individuals with Disabilities Education Act also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, and/or administrative considerations as applicable and documented within their IEP or 504 Plan.

All ELs must take the state’s annual English Language Proficiency (ELP) assessment. This includes dually identified EL/SPED and EL/504 students. The student’s IEP/504 Plan team, should convene to make instructional decisions, determine accommodations, and which ELP assessment is appropriate for administration, ACCESS for ELLs online, paper, or the Alternate ACCESS for ELLs assessment.

Note: If the student has an ELP score above Level 2 on the initial screener, it could be an indicator that the student already has sufficient cognitive and/or language ability to take the

regular ACCESS for ELLs, but ultimately it depends on the decision of the IEP team who knows the student best.

Reference the following resources to support decision making:

- [Alternate ACCESS Participation Guidelines](http://bit.ly/2q7dALT) (<http://bit.ly/2q7dALT>), additional information in section 8.f. below.
- *Universal Tools, Administrative Considerations, and Accommodations for ACCESS Assessments*, refer to section 11.

Accommodations

Testing accommodations are not the same for ACCESS and the Smarter Balanced Assessment. Reference Hawaii State Assessment Program [Crosswalk of Accessibility Features](#).

Accommodations for each assessment must be determined separately. The IEP team must determine and document in the IEP/504 Plan the appropriate accommodations for students that would allow the student to best demonstrate what the student knows and can do on the assessment. Accommodations must be determined based on each student's individual needs and cannot invalidate the assessment scores. Refer also to [Accommodations Selection Planning Guides](#) and section 11 of this manual for information regarding selecting *Universal Tools, Administrative Considerations, and Accommodations for ACCESS Assessments*.

Unique Circumstances

Should there be a domain for which the student cannot be assessed per an IEP/504 team decision (e.g. Speaking or Listening, Reading or Writing) schools should fill the **SPD** bubble on the back page of the paper-based test booklet, or for the online assessment, indicate **SPD** in WIDA AMS under the Do Not Score Codes.

- In addition, the [Testing Incidents Google form](#), *Do Not Score* section must be completed by the end of the assessment window.
 - See WIDA District/School Test Coordinator Manual pg. 46 for Do Not Score codes and further detailed instructions.
 - Contact the Assessment Office for support with adjustments in student's WIDA AMS testing sessions.
 - Keep in mind that tier placement decisions may need to be made for the Speaking and/or Writing domains due to the required order of domain testing, Listening first, then Reading, which determines if a student is given Tier A or Tier B/C on the Speaking and Writing domains.

WIDA has created a white paper or authoritative report outlining possible ways of calculating overall composite scores for EL/SPED or 504 students who may have a disability that prevents them from taking a domain test. In such instances, an overall composite score cannot be calculated, which may impact the EL students reclassification status as well as school accountability. HDOE has adopted Model 2: Assign the Average Observed Domain Score(s). Implementation of Model 2 calculations will take place beginning with 2019-20 school year's ACCESS assessment results. Calculation will be applied to compute alternate overall composite scores and proficiency levels for ELs missing one or more domains on the ACCESS for ELLs and Alternate ACCESS for ELLs assessment for ELs with significant cognitive disabilities. Refer to the following resource:

- [Less Than Four Domains: Creating an Overall Composite Score for English Learners with Individualized Education Plans](#), option two pg. 6-8.

The Model 2 calculation also applies to section 8.f. below.

8.f. EL/SPED Students with Significant Cognitive Disabilities and Alternate ACCESS

The Individuals with Disabilities Education Act (IDEA; 2004) mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, and/or administrative considerations as documented within their IEP. The student's IEP team must consider the student's language development needs and how those needs relate to the student's IEP including but not limited to, language development goals, accommodations, and participation in statewide assessments.

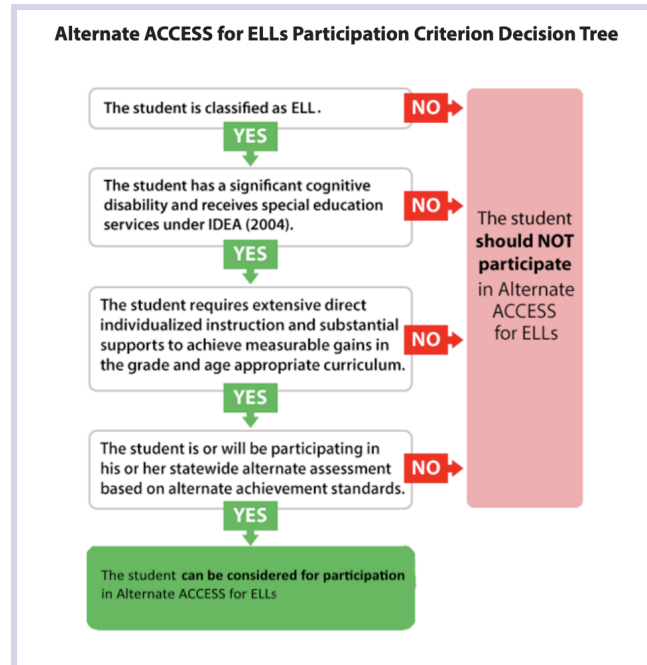
IEP teams shall convene to make decisions regarding which accommodations are appropriate and which assessment is recommended. For dually identified EL students with significant cognitive disabilities, the Alternate ACCESS for ELLs can be ordered (by selecting in eCSSS) and administered, if the IEP team finds the student to be eligible. Note: Students who take the HSAA may be eligible for the Alternate ACCESS for ELLs.

Alternate ACCESS Participation Guidelines

To determine whether the Alternate ACCESS for ELLs is appropriate, schools may use the following checklist to document decision making processes during the IEP team meeting:

[Alternate ACCESS Participation Guidelines](http://bit.ly/2q7dALT) (<http://bit.ly/2q7dALT>). Refer also to the following:

- *Alternate for ELLs Participation Criterion Decision Tree* (seen in the image below)
- WIDA Accessibility and Accommodations Supplement found in the WIDA Secure Portal, Alternate ACCESS Training Course: <https://portal.wida.us/client/index.aspx> (you must have an account to log in).
- *WIDA Alternate ACCESS for ELLs* associated tools and tabs located at: <https://wida.wisc.edu/assess/alt-access>.



Note: IEP team must address and document in the IEP Plan the above decisions prior to the administration of the assessment.

Accommodations

Testing accommodations are not the same for ACCESS and SBA. Reference Hawaii State Assessment Program [Crosswalk of Accessibility Features](#). Accommodations for each assessment must be determined separately. The IEP team must determine and document in the IEP Plan the appropriate accommodations for students that would allow the student to best demonstrate what the student knows and can do the assessment. Accommodations must be determined based on each student's individual needs and cannot invalidate the assessment scores. Refer also to Refer also to [Accommodations Selection Planning Guides](#) and section 11 of this manual for information regarding selecting *Universal Tools, Administrative Considerations, and Accommodations for ACCESS Assessments*.

Documentation:

Documentation in the IEP for the ACCESS or Alt ACCESS or accommodations must be written in the "Clarifications for Services and Support" section of the IEP.

- If it is determined that the Alternate ACCESS is appropriate, the Alternate ACCESS for ELLs checkbox should be selected in eCSSS, refer to navigation guide in table below.
- Enter selected accommodations and administrative considerations in eCSSS per directions in navigation guide in table below.
- Authorized school staff (members of the IEP team) may continue to view the selected accommodations, administrative considerations in the ELL Program record in the eCSSS.
- Previous assessments and results may also be accessed and reviewed in the "Status Tab" and "Display Student Assessments" link. See navigation guide in table below.

Navigation Guide	Purpose
ACCESS for ELLs: Selecting Accommodations, Alternate Assessment, or Administrative Considerations in eCSSS	<p>Provides step-by-step instructions on how to input the following into eCSSS:</p> <ul style="list-style-type: none"> • test accommodations for the ACCESS for ELLs annual assessment; • selecting the Alternate ACCESS for ELLs; and • Administrative Considerations for ACCESS for ELs.

Unique Circumstances:

In the event that an IEP team has not made an assessment determination, the student is unable to take one or more domains, or a student cannot be assessed, the following recommendations should be followed:

- The regular ACCESS for ELLs should be attempted if a determination to give the Alternate ACCESS for ELLs cannot be made (e.g., students who are in non-tested HSAA grades (1, 2, 9, 10, 12), where a determination should have been made, but was not.
- For students in HSAA tested grades, if previously given the HSAA, and if not able to take the ACCESS for ELLs in the language domains due to the severity of cognitive impairment or disability, consideration should be given to whether the alternate should be ordered/attempted during this test window, or in subsequent school years. The medical exemption procedures might need to be considered in such cases.
- Should there be a domain for which the student cannot be assessed per an IEP/504 team decision (e.g. Speaking or Listening) schools should fill the **SPD** bubble on the back page of the paper-based test booklet, or for the online assessment, indicate **SPD** in WIDA AMS under the Do Not Score Codes.
 - In addition, the *HIDOE ACCESS for ELLs 2.0 Do Not Score* form must be completed by schools to record details regarding incidents such as when a student cannot be assessed in a particular domain of the ACCESS for ELLs or Alternate ACCESS assessment, and in particular, when a “Do Not Score” code is required. This form is submitted to the respective Complex Area EL RT by the end of the assessment window. See form for submission date for the current school year.
 - See WIDA District/School Test Coordinator Manual for Do Not Score codes and further detailed instructions.
 - See section 8.e. for information on calculating an overall score for students with disabilities who are missing a domain score.

Additional Information:

- School test coordinators need to update accommodations or administrative considerations in eCSSS and/or indicate whether an Alternate ACCESS for ELLs is needed **two days prior** the “*SEA loads Pre-ID file into AMS*” date listed on Hawaii’s Member page on the WIDA website available at: <https://wida.wisc.edu/memberships/consortium/hi>.

- If the deadline to select an Alternate ACCESS for ELLs in eCSSS was missed (two days prior to state loading Pre-ID File into WIDA AMS, see WIDA, Hawaii Member Page date), school's must request additional assessment booklets via their respective Complex Area EL Resource Teacher.
 - The *HIDOE Additional Materials Ordering* form can be accessed at: <https://wida.wisc.edu/memberships/consortium/hi>.
- If administering the Alternate ACCESS for ELLs, training and the related quiz must be completed with an 80% or better.
- If a student has previously been selected to take the Alternate ACCESS for ELLs per team agreement, and the Alternate ACCESS for ELLs checkbox has been selected in eCSSS, no further action is needed to obtain an alternate test booklet.
- More information on the Alternate ACCESS for ELLs can be found at: <https://wida.wisc.edu/assess/alt-access>

8.g. EL Students who Transfer During the Test Window

It is best practice to FULLY COMPLETE testing at a single school site. Alternately, a school should REFRAIN from starting any testing before a student transfers, if they have knowledge that a transfer will occur and they cannot complete the testing at the sending school. Should an EL student transfer schools during the annual ELP assessment window, alert your complex area EL Resource Teacher and follow the guidelines in the [Protocol for Transferring Students during the ACCESS for ELLs Testing Window](#), complete the *HIDOE Transfer Form* (optional paper form to aide in communication, contact your EL RT for instructions on use). Complete the [Testing Incidents Google Form](#), Student Transfer section, for submission of information to state. The protocol and form can also be found on the WIDA Hawaii Member page under *Manuals, Guides, and Test Materials, Hawaii Specific Forms*, at: <https://wida.wisc.edu/memberships/consortium/hi>.

8.h. EL Students who Transfer In or Out of HIDOE (NEW Section)

Transfer IN from another state

- For NEW or returning HIDOE students who arrive after the second Pre-ID file load (student data load) into WIDA AMS, a new student record will need to be created in WIDA AMS, and materials ordered if needed. Refer to the *WIDA AMS User Guide* for instructions.
 - Ensure that student demographic information matches the information in the HIDOE student information system (Infinite Campus and/or eCSSS).
- Order additional testing materials as needed thru the school's Complex Area EL Resource Teacher.
- If a student does not have a Pre-ID Label and one is needed, follow the instructions for using a District/School Label in the *ACCESS for ELLs Test Administrator Manual*.
 - Remember to bubble in all applicable information on the Student Test Booklet.
- When the testing window opens proceed with testing.

Additional Notes:

- If an EL is transferring in from another WIDA state and has recent ACCESS for ELLs

scores (less than 1 calendar year) they can be used in lieu of another screening and scores should be entered into eCSSS. Proceed with administration of the ACCESS for ELLs.

- A student who has been reclassified (exited) in another WIDA state need not be re-assessed in HIDOE and can be monitored when the student's ACCESS for ELLs Overall Proficiency Level is 5 or higher. Refer to section 5.d above.
- When a student has exited an EL Program from a non-WIDA State, if both the school team and EL RT recommend exit after reviewing ELP scores, grades, other test scores, etc., an exit can be considered on a case-by-case basis by the State EL Program Office.
 - Submit Action Code 07 form titled, [*Newly Enrolled HIDOE Potential English Learner \(EL\) Student Who Has Been Exited in Another State*](#) with appropriate documentation to the EL RT for review. If approved, the form will be passed on to the State EL Program Office for consideration and update into the eCSSS database.
- Student information cannot be shared across states via WIDA or DRC due to varying state security policies regarding confidential student information. Schools will need to contact the student's previous school/district to request the student's Individual Score Reports. If the school/district is unable to provide score information, contact the State Education Agency in which the student completed testing.

Transfer OUT of HIDOE to another state

- If the student received a Pre-ID Label, securely destroy the label.
- Remove the student from any test sessions in WIDA AMS as applicable to ensure that progress monitoring dashboards tracking assessment completion in WIDA AMS are accurate.
- If the student has completed any test booklets, ensure materials are shipped back to WIDA DRC by the HIDOE shipping deadline.
 - For the HIDOE shipping deadline refer to the annual ACCESS memo or visit, <https://wida.wisc.edu/memberships/consortium/hi>.
- If any booklets containing student information have been prepared (with a label or bubbling of student demographic information) but do not contain student responses, apply a Do Not Process label.
- If the Student has completed no testing do not enter a Do Not Score code in WIDA AMS or on a testing booklet as this will generate an inaccurate student record.
- Record notes in eCSSS under Testing Notes.
- File assessment records in SRP and CUM for students who transfer out of state after taking the ACCESS for ELLs.

9. Students Not Required to Take the ACCESS Assessment.

9.a. ELs who are Homeschooled

An EL student who meets the requirements of Regulation 4140, is exempt from taking the ACCESS assessment. Parents/guardians of a homeschooled identified EL student can request to test their child at the school in their area if they so desire during the regularly scheduled schools' ACCESS for ELLs administration time. Parents/guardians will need to register their child via Infinite Campus with the school registrar. Registration should occur **two days** prior to the HIDOE and WIDA Pre-ID File student data upload date in order for the school to receive

assessment materials, otherwise additional materials will need to be requested from the school's Complex Area EL Resource Teacher. Check with the school's administrator regarding registration process. Refer to the "SEA loads Pre-ID file into AMS" date listed on Hawaii's Member page on the WIDA website available at: <https://wida.wisc.edu/memberships/consortium/hi>.

9.b. ELs Experiencing a Significant Medical Emergency

EL Students with Significant Medical Emergencies may be exempt from taking ACCESS. The following EL students are exempt from participating in ACCESS assessments based on approval from the HIDOE Assessment Office, and after review of the the required health care provider documentation:

- An EL student who has a significant medical emergency
- An EL student who is receiving services at an out-of-state residential program

Significant Medical Emergency Verification:

To verify that an EL student is in need for a Significant Medical Emergency Exemption, the school test coordinator must submit the Hawaii State Assessment Program, [Verification of a Student Need for a Significant Medical Emergency Exemption](#) form. Submit the form only if one of the following apply:

- Exemption due to chronic absenteeism for medical reasons - requires a health provider's note excusing school attendance for 11 or more consecutive instructional days
- Exemption due to doctor's orders - requires doctor's orders not to test through at least the majority of a test window entirely (see form for additional details)

Significant Medical Emergency also requires evidence to be submitted by a healthcare provider (i.e., MD, OD, licensed psychologist, other provider). In addition to the school submitting the *Verification of a Student Need for a Significant Medical Emergency Exemption* form, the health care provider must write a note that includes all of the required information. For additional information contact the Assessment Office.

10. Training and Administration of ACCESS Assessments

ACCESS for ELLs, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs are to be administered by WIDA certificated and HTSB licensed instructional personnel. Examples of WIDA certificated personnel are licensed teachers (including bilingual teachers and EL teachers) and licensed non-instructional personnel (coordinators, counselors, program directors, school psychologists, speech and language therapists, assistant principals, principals, assistant superintendents) who have completed the required ACCESS for ELLs training requirements, passed applicable online quizzes (e.g., Speaking, Writing quiz, as applicable) with 80% or higher and received a training certificate for assessment administration. In the absence of licenced personnel, PTTs may administer ACCESS assessments once they have completed the required WIDA training. Refer to section 10.c. below.

Training certificates should be kept at the school site. Complex Area EL Leads/RTs should monitor to verify that Test Coordinators/Administrators are certified to give the ACCESS assessment.

NEW: In addition, the Assessment Office will also be conducting monitoring to ensure that school Test Administrators complete the required WIDA training and have earned their certification. Consequences for not having WIDA certified staff or misadministration of the ACCESS for ELLs assessment will be enforced for those who are found to be out of compliance. Consequences may include but are not limited to:

- The student's test will be invalidated
- The Test Coordinator will be required to complete in-person/virtual training
- The test coordinator and test administrator's status as certified administrators shall be verified by the Assessment Section or designee prior to the opening of the test window
- The school shall be subject to unannounced site visits during the ACCESS for ELL test window

Note: It is highly recommended that each school have a minimum of two WIDA certified test administrators to ensure that all assessments are completed by the testing window. Alternative Learning Programs (ALPS) administrators should ensure they have a Test Coordinator who is WIDA certified and able to administer the ACCESS for ELLs assessment to any ELs as needed.

10.a. Hawaii ACCESS for ELLs Checklist

The *Hawaii ACCESS for ELLs Checklist* located on the WIDA website, Hawaii State page is where test coordinators or administrators can find guidance for each step in the ACCESS testing process from beginning to end. This document is a guide for personnel involved in the administration of ACCESS for ELLs in Hawaii. Guidelines for both online and paper administration are included. As of School Year 2017-18 forward, all HDOE Schools will be administering the Online version of the ACCESS for ELLs. The paper checklist is still available for rare instances where the online is not available, e.g., Kindergarten, Grades 1-3 Writing domain only, Alternate ACCESS for ELLs, and for Paper ACCESS for ELLs administration (based on approval from the Assessment Office). The *Hawaii ACCESS for ELLs Checklist* highlights all tasks that need to be completed before, during, and after testing within a school or district and shows who typically completes each task. Use this checklist to keep track of completed tasks.

10.b. Substitute Administration of ACCESS Assessments

Substitute teachers **can only** administer the ACCESS for ELLs , Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs assessment if **ALL** of the following apply:

Substitute administration requirements:

- Hold a full teaching license for the grade level, meet state assignment requirements and comply with the ESSA highly qualified requirements.

- Complete training and certification requirements for the ACCESS for ELLs assessment.
- Substitute hired by the school on a long-term substitute basis to fill in for a teacher who is out on extended leave due to illness, maternity leave, or any such leave officially approved by the employing district; and
 - Assigned duties must include all duties customarily performed by the regular teacher such as lesson planning, state mandated test administration, and report card generation

10.c. PTT Administration of ACCESS Assessments

EL PTTs may administer the ACCESS for ELLs if the following conditions are met:

- Hired by the school to work with EL population; **AND**
- Has completed required ACCESS for ELLs training, applicable checklists, and passed the online quiz(es) with 80% (Speaking, Writing, Alternate ACCESS for ELLs, and/or Kindergarten ACCESS for ELLs, as applicable).
- PTTs are deemed to have sufficient English fluency/literacy if their Bachelor's degree has been completed at a regionally accredited institution of higher education.

With a principal's approval, a PTT who **does not** meet the required conditions may serve as an ACCESS for ELLs **proctor** for group assessments. This also applies to Paraprofessional Educators (PPEs), and Paraprofessional Tutors (PPTs) providing direct instructional support or performing non-instructional duties. EL staff (i.e. PPEs, PPTs, and Educational Assistants) may **only serve as Proctors** under the direct supervision and in close proximity of a WIDA certificated regular classroom teacher. Proctors must be supervised by a Test Administrator at all times.

Proctors shall ensure that ALL test procedures are followed, and they should generally not interact with the students. Refer to *Proctors for ACCESS Assessments*, section 10.d. for additional information. This requirement is in place to ensure test administration is done correctly and students perform at their best to attain maximum scores, a PTT who does not meet the required conditions **should not** administer or score any assessments (e.g., Paper ACCESS for ELLs Speaking domain, the entire Kindergarten ACCESS for ELLs, or the Alternate ACCESS for ELLs). For further questions regarding EL test administrators, contact the OSSS EL Office or Assessment Office.

10.d. Proctors for ACCESS Assessments

Proctors are provided to support WIDA certificated Test Administrators and may NOT administer any of the online/paper assessments. Proctors do NOT need to take the WIDA online TA Certification Course, a certificated test administrator at the school will train a proctor on the Hawaii Checklist for ACCESS for ELLs, specifically explaining what a Proctor can and cannot do, documented by sign-in sheets.

Proctors must also complete the WIDA Non Disclosure User Agreement and *HIDOE Test Security Form for Proctors and Skills Trainers* and keep a copy on file at the school site. HIDOE

ACCESS for ELLs forms can be located at: <https://wida.wisc.edu/memberships/consortium/hi>, under *Manuals, Guides, and Test Materials*.

Proctor training will also specifically highlight that a proctor is not required to remain in your class the entire testing period, but are provided to support Test Administrators especially at the start and end of each testing session. Furthermore, Proctors shall only:

- Walk around the room to monitor students' behavior, but shall not talk to any student
- Inform the Test Administrator if anyone becomes ill, is disruptive, or appears to be cheating
- Assist Test Administrator with distribution of test materials, prepare computers, etc.

Notes:

- If an EL/SPED or EL/504 student needs a skills trainer present during assessment, they are considered a Proctor and should complete required training.
- A non-certified individual SHALL NOT administer or score any assessment, this includes the Speaking domain of the Paper ACCESS for ELLs, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs.

11. Universal Tools, Administrative Considerations, and Accommodations for ACCESS Assessments

11.a. Universal Tools

Universal tools are available to all students taking ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, WIDA Screener and Alternate ACCESS for ELLs in order to address their individual accessibility needs. Universal tools do not need to be pre-selected for online testing in WIDA AMS or in eCSSS. For additional information on Universal Tools, please refer to the WIDA Accessibility and Accommodations Supplement.

11.b. Administrative Considerations

Complex areas and schools have the authority to make administrative determinations for any EL as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted.

Administrative Considerations for IDEA/504 students:

If a student has an existing ACCESS for ELLs Accommodations record for the current school year entering Administrative Considerations can be done through the EL Worksheet in eCSSS under through the Student Profile: Student Profile, Supports, EL Program, and EL IDEA/504 Tab. Note, existing records are created by a script that pre-populates whatever was selected last school year.

If a new IDEA/504 student is taking the ACCESS for ELLs, they would not have an existing record. Test Coordinators will need to enter any Accommodations and/or Administrative Considerations through the Status tab: Status tab, Display Student Assessments, Test Accessibility Options tab, Add, select ACCESS for ELLs, and enter any accommodations/administrative considerations needed.

Administrative Considerations for NON IDEA/504 students:

Schools shall utilize the *Admin Considerations Student Record* form located on the WIDA, Hawaii Member page to input their student's Administrative Considerations and then file the form at the school as evidence for EL students receiving these considerations.

The following are considered Administrative Considerations:

- Adaptive and specialized equipment or furniture
- Read aloud to self
- Individual or small group setting
- Monitor placement of responses in the test booklet or onscreen
- Participate in different testing format
- Specific seating
- Short segments
- Verbal praise or tangible reinforcement for on task or appropriate behavior
- Verbally redirect student's attention to the test (English or native language)
- Familiar test administrator
- Frequent or additional supervised breaks

11.c. Accommodations

The Individuals with Disabilities Education Act and Every Student Succeeds Act requires that appropriate accommodations are provided for students where needed and in accordance with a their IEP or 504 Plan. Schools should use the *WIDA Accessibility and Accommodations Supplement* and framework to guide the selection and administration of assessment accommodations for ELs in order to produce valid assessment results. Reference also the Hawaii State Assessment Program [Crosswalk of Accessibility Features](#). All accommodations must be selected in WIDA AMS (for online) and in eCSSS based on Individualized (IEP)/504 team agreement. eCSSS navigation guide titled: [ACCESS for ELLs: Selecting Accommodations, Alternate Assessment, or Administrative Considerations in eCSSS](#) provides guidance on how to select and input accommodations into eCSSS, and can be located at:

<https://www.ecsss.k12.hi.us/>. For additional information on accommodations see also, HIDOE Memo dated, August 3, 2016, titled: [Frequently Asked Questions \(FAQs\) – English Language Learners \(ELL\) with Disabilities](#).

The following ACCESS Accommodation Selections forms are available on the WIDA Hawaii Member page under *Manuals, Guides, and Test Materials, Hawaii Specific Forms*, in the *ACCESS Accommodation Selections Forms* folder for school usage when selecting accommodations:

- Kindergarten ACCESS for ELLs Accommodation Selections
- ACCESS for ELLs Accommodation Selections

- Alternate ACCESS for ELLs Accommodation Selections

Note: If used, please file these forms in the EL Student Record Profile folder.

In rare or unique situations where an accommodation is needed for an EL student with a disability that is not included in the HDOE eCSSS list of possible selected accommodations, the school must request for approval of the unique accommodation. Complete the ***HIDOE/WIDA Unique Accommodations Request Form*** prior to the opening of the ACCESS for ELLs annual assessment window. File the form in the student's SRP file, and enter the accommodations in eCSSS, [Testing Notes](#) section for each student who has a unique accommodation. Fax form to Karen Tohinaka @ 808 733-4483. This form is an optional resource that can be used when having IEP/504 meetings and planning for individual student accommodations. This form located on the WIDA Hawaii Member page, under *Manuals, Guides, and Test Materials, Hawaii Specific Forms*, at: <https://wida.wisc.edu/memberships/consortium/hi>.

11.d. Dually Identified EL/SPED Students

Test Coordinators and/or Administrators should follow guidance found in the following sections of this manual:

- Section 8.e.EL/SPED or 504 Students
- Section 8.f. EL/SPED Students with Significant Cognitive Disabilities and Alternate ACCESS for ELLs

In consultation with the IEP team, the EL coordinator or teacher should look at individual student IEPs to see whether or not the student will need an alternate assessment, or if they taken the alternate assessment in the past, review the Present Levels of Educational Performance (PLEP), supplementary aids and services, and the IEP State Assessments section to see what kinds of accommodations the student needs.

The following guidelines apply to accommodations:

- The accommodations should also be provided to ELs in the classroom on a regular basis.
- The accommodation must be allowable for ACCESS for ELLs 2.0 ELP testing.
- The Hawaii ACCESS for ELLs Checklist for test administrators and coordinators requires review of the appropriate accommodations and/or assessment (alternate or regular), and appropriate documents should be brought to the IEP team meeting.

Dually Identified EL/SPED or 504 Plan Students Who Need Accommodations Per an IEP:

For EL/SPED or EL/504 students who need accommodations, check the *WIDA Test Administration Manual* and the *Accessibility and Accommodations Supplement* for a list of accommodations and to see if the accommodations are appropriate for the ACCESS assessment. See also page 29 of the Hawaii State Assessment Program, [Crosswalk of Accessibility Features](#). WIDA DRC can provide certain materials (e.g., braille, large-scale print) which will need to be ordered via the Complex Area EL RT.

School test coordinators need to update accommodations in eCSSS and/or indicate whether an Alternate ACCESS for ELLs is needed **two days prior** the “SEA loads Pre-ID file into AMS”

date listed on Hawaii’s page on the WIDA website available at:
<https://wida.wisc.edu/memberships/consortium/hi>.

If additional materials are needed at the start of the test window, submit all material orders to the Complex Area EL RT. Refer to the “*Additional test materials ordering window in AMS*” dates listed on Hawaii’s page on the WIDA website. The *HIDOE Additional Materials Ordering* form can be accessed at: <https://wida.wisc.edu/memberships/consortium/hi>.

Notes:

- If an EL has a disability that precludes them from being assessed in one or more of the domains of the assessment, testing should occur for the remaining domains.
- Determinations for nonparticipation in a specific domain must be carefully considered for each individual EL student and each specific domain.
 - Should there be a domain for which the student cannot be assessed per a disability and IEP/504 team decision (e.g. Speaking, Listening, Reading, or Writing) schools should fill the **SPD** bubble on the back page of the paper-based test booklet, or for the online assessment, indicate **SPD** in WIDA AMS under the Do Not Score Codes. Ensure decisions are documented in student’s IEP or 504 Plan.
 - In addition, the *Do Not Score* section of the [Testing Incidents Google form](#) must be completed by schools to record details regarding incidents such as when a student cannot be assessed in a particular domain of the ACCESS for ELLs or Alternate ACCESS assessment, and in particular, when a “Do Not Score” code is required. See Google form for submission date for the current school year.
 - For more information on Do Not Score Codes see *WIDA District/School Test Coordinator Manual*, pg. 45-46.
 - Contact the Assessment Office for support with adjustments in WIDA AMS testing sessions.
 - Keep in mind that tier placement decisions may need to be made for the Speaking and/or Writing domains due to the required order of domain testing, Listening first, then Reading, which determines if a student is given Tier A or Tier B/C on the Speaking and Writing domains.

For additional information on ACCESS assessments for dually identified EL students refer to Section 6.d. Alternate ACCESS for ELLs, 8.e. Dual Identified EL/SPED or 504 Plan Students, or 8.f. EL/SPED Students with Significant Cognitive Abilities,

11.e. Braille Test Booklets

An IEP/504 Team should make the determination that it is in the best interest of a student to make the test available in Braille. In eCSSS the “Braille” option as an accommodation under the SPED/504 tab should be updated for students who need this accommodation. Students should also be assigned to take the regular Hawaii State Assessment using Braille (i.e., they should have NOT been assigned the Alternate Hawaii State Assessment). In addition, the following guidelines should be followed:

- Test Administrators will need to complete ACCESS for ELLs Paper training course (pass quizzes with 80%) and have WIDA certification on file at the school.
- The student must be Braille proficient so as not to confound English language proficiency with proficiency in Braille (Unified English Braille (UEB) in Grades 1-8, English Braille American Edition (EBAE) in Grades 9-12).
- Braille graphics will be included, as this is a graphic-dependent test. If the Braille graphics are also verbally described by the test administrator, such descriptions should be made in the student's native language so as not to confound with English language listening skills.
- The student's responses should be transcribed verbatim by a school staff member into a regular ACCESS for ELLs test booklet for scoring.
- The writing assessment prompts should be transcribed verbatim into the test booklet.
- All test materials, including the test booklets translated into Braille, must be returned to Data Recognition Corporation by the shipping deadline.

11.f. Large Print Test Booklet

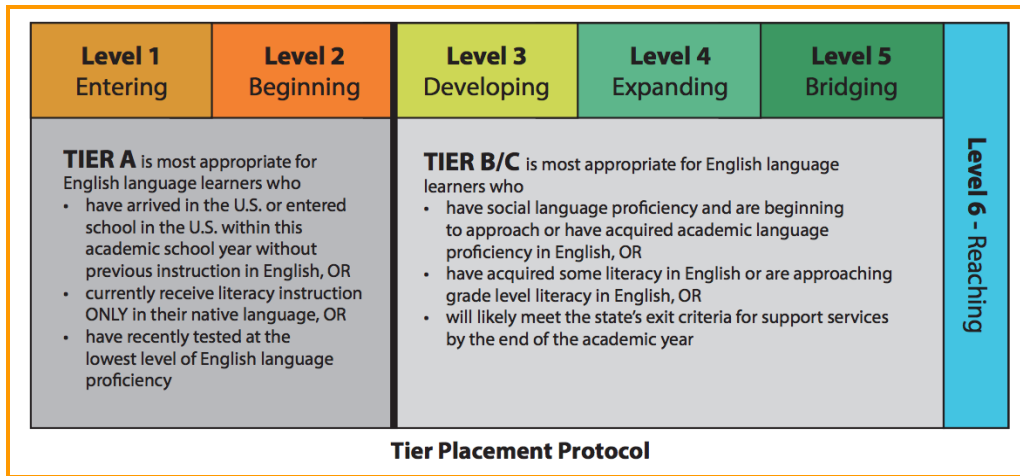
If a Large Print Test Book accommodation is necessary per an IEP or 504 plan, school test coordinators must update eCSSS before the test materials ordering deadline or Pre-ID File upload date posted on WIDA Hawaii Membership page. If this deadline has passed, and it is determined that a large print test is needed, order the test booklet through the respective complex area EL RT by completing and submitting the HIDOE Additional Materials Ordering form. On the form insert the Large Print Test Booklet in the "Other" section. This form can be located on the WIDA site, Hawaii Membership page, under *Manuals, Guides, and Test Materials, Hawaii Specific Forms* at: <https://wida.wisc.edu/memberships/consortium/hi>. Test coordinators must also update the student's EL Worksheet in eCSSS to reflect the required accommodation.

11.g. Requesting the Paper/Pencil ACCESS for ELLs (as an administrative consideration)

If a student requires a paper/pencil assessment due to an administrative consideration or an IEP/504 accommodation, the request must be approved annually by the HIDOE Assessment Office. Review the [*HIDOE Administrative Considerations*](#) policy guidance form and utilize the *HIDOE Paper Verification* form to request a paper assessment. Both of these forms are found on the WIDA site, Hawaii Membership page, under *Manuals, Guides, and Test Materials, Hawaii Specific Forms*, at: <https://wida.wisc.edu/memberships/consortium/hi>.

NEW: If Paper ACCESS for ELLs administration will occur, ensure that the student is removed from any online test sessions in WIDA AMS. This will help to ensure that progress monitoring dashboards tracking assessment completion are accurate. Refer to the procedures for editing student records testing sessions in the WIDA AMS User Guide.

In making a determination on which test tier should be ordered when giving the paper version of the ACCESS for ELLs please refer to the WIDA Tier Placement Protocol as seen below.



If using W-APT (Kindergarten Test Level – e.g., for a Kindergarten student or student tested with W-APT in first semester of Grade 01) to determine paper/pencil ACCESS for ELLs tier use the table below:

Tier	Student Type
Tier A	NEP
Tier B	LEP
Tier C	FEP

In the event that a tier cannot be determined using the rules above, utilize tier “B”.

Note: Teachers have the discretion of making an appropriate tier selection in cases where Tier B was selected because no other information was available in eCSSS. The above process should be used to help make an appropriate determination, and only if permission has been granted by the Assessment Office to administer the paper test. Additional testing materials can be requested as necessary.

Background Information on Tier Selection:

The basis for test order criteria was a review of probability that students would score in the most appropriate proficiency level ranges of the test tiers based on student performance. The goal is to obtain the most precise score as possible and assure that students would achieve the highest possible scores based on previously demonstrated ability.

11.h. Request for Scribe

If an EL student requires a scribe (someone to write down their answers for them), the school should review the *HIDOE Administrative Considerations* policy guidance form on the WIDA website, Hawaii Member page and then request approval by submitting the *HIDOE Scribing Protocol* form to the Assessment Section with a description of the student’s need for the scribe designated accommodation. School test Coordinators must select the scribe accommodation in the students EL Worksheet in eCSSS. See eCSSS navigation guide titled: *ELL-eCSSS ACCESS*

for *ELLs Accommodations 10272015doc*, located on the eCSSS site under Resources, ELLs, at: <https://www.ecsss.k12.hi.us/>.

Scribe requests are based on the following conditions:

- Student has a significant motor or processing difficulty documented in student’s IEP-504 plan, or
- Student has a recent injury (e.g., broken hand or arm)

11.i. ASL Students

American Sign Language (ASL) Students

The Individualized Education Plan (IEP) or 504 team should convene to make decisions regarding assessments and accommodations for ASL students, and if the student is potential EL, the team should include someone who is familiar with language development in multilingual learners and students with hearing impairments. Potential ELs who are deaf or hard-of-hearing, including those for whom ASL is their first language, can generally participate in the Reading and Writing domains of the ACCESS for ELLs.

Students who have been identified as both ASL and EL should be administered the domains of the annual ACCESS for ELLs they are able to take (e.g. Reading/Writing). For the domains where students cannot be assessed, the **SPD** (SPED) bubble should be filled in on the back page of the paper-based test booklet, or for online assessment, **SPD** indicated in WIDA AMS under the Do Not Score Codes. Furthermore, the *HIDOE Do Not Score* section of the [Testing Incidents Google form](#) should be completed by schools to record details regarding incidents such as when a student cannot be assessed in a particular domain of the ACCESS for ELLs or Alternate ACCESS assessment, and in particular, when a “Do Not Score” code is required. The information should be entered into the Google form by the end of the assessment window. See form for submission date for the current school year. See WIDA District/School Test Coordinator Manual pg. 45-46 for Do Not Score codes and further detailed instructions.

Accommodations: For students who require an accommodation per an IEP or 504 Plan refer to the *WIDA Accessibility and Accommodations Framework* which outlines provided supports for all ELs, as well as targeted accommodations for students with an IEP or 504 plan. These supports are intended to increase the assessment accessibility. All accommodations must be recorded in eCSSS, and if using Online Screener in WIDA AMS.

12. Assessment Materials

Each school year the HIDOE orders ACCESS assessment materials and submits a student Pre-ID File to WIDA for each school’s active EL students. This occurs via the HIDOE Pre-ID File Upload (student data upload) to the WIDA data system, usually occurring in mid November, and then again, right before the test window starts.

Refer to the “SEA loads Pre-ID file into AMS” date and SEA loads Pre-ID file into AMS date (for 2nd upload) listed on Hawaii’s Member page on the WIDA website available at: <https://wida.wisc.edu/memberships/consortium/hi>.

Note: Schools should ensure that all ELs have been identified (screened) and any accommodations, administrative considerations, or Alternate ACCESS for ELLs tests have been selected in eCSSS two days prior to the first Pre-ID file upload date listed on the WIDA Hawaii Member page. This ensures that there is time to prepare and upload the Pre-ID file and address any possible errors. If deadlines are missed schools may still need to request any additional booklets via the complex area EL RT if needed.

The primary purpose of the second Pre-ID upload is to update the current file WIDA AMS, including school codes, student demographics, accommodations, and testing selections. This applies to transfer and/or new students enrolling since the November upload. Schools may still need to request any additional booklets via the complex area EL RT if needed

Material Shipment: DRC will automatically provide a percentage of Tier A and B/C booklets for the Writing domain for grade 1-3 students based on the first Pre-ID file upload. The exact percentages are different by grade and cluster. As a whole, there are more Tier A than B/C booklets sent for 1st grade, and more Tier B/C than Tier A booklets sent for 2nd-3rd grade. The tier is not needed for initial ordering. Tier placement will occur after students complete the Listening and Reading domains. Overage sent to the complex area or schools should have enough of each tier. If more of one tier (A or B/C) is needed, complex areas can order more through the Additional Materials Ordering Window. Material ordering must be completed within state-specified ordering windows. Dates are on the Hawaii state page of the WIDA website. See the WIDA Assessment Management System (WIDA AMS) User Guide for instructions on ordering materials, both during the initial test materials ordering window and the additional materials ordering window.

Test materials will be shipped directly to schools. Of the assessment overage materials, 7.5% will go to district, 7.5% will be shipped to schools. Test Coordinators should check materials for accuracy. Report the amount and type of overage to the respective Complex Area RT. School overage must be used first in cases where sites need additional materials. Consult your Complex Area RT if any additional materials are needed.

It is very important that all potential EL students have been screened for ELP in a timely manner in order to ensure that an accurate count of assessment materials is received by each school, and to accurately set up student test sessions in WIDA AMS. School test coordinators have access to WIDA AMS, however, they should NOT update and/or change any student information in WIDA AMS. If any errors are found in eCSSS, WIDA AMS or on Pre-ID Labels, Test Coordinators should alert and work with the respective Complex Area EL RT and complete the [Testing Incidents Google form](#) to address any errors. See also section 14.a, Pre-ID Labels and Score Report Corrections.

Schools and complex areas receive assessment materials approximately one week before the start of the annual assessment window. Staff handling and/or administering the ACCESS for ELLs assessment must sign the Agreement to Maintain Confidentiality (received with test materials) and keep it on file at the school site. Additional copies of the form can be found here: <https://tinyurl.com/yclmwdda>.

Complex Areas/Schools should ensure that:

- Procedures are in place to secure all test materials arriving at the school, and that administrators, office staff, and EL staff are aware of the anticipated arrival of ACCESS

for ELLs materials.

- Materials are reviewed and it is verified that all test materials have been received upon receipt.
 - Contact complex area EL staff if any materials are missing, or if additional paper/pencil materials are needed beyond the material overage provided to the school.
- Materials are kept in a secure and locked location.
 - Keep the test materials until at least 5 days prior to the end of the test window in the event that new or potential ELs arrive during the window. Newcomers or potential ELs arriving in the final days of the ACCESS for ELLs testing window need not be tested if it is an undue burden on the student and have not yet been identified as ELs.
- Test booklet serial numbers are kept track of when distributed as needed to other schools, and that test materials are only given to trained test administrators.
- Test Coordinators may share test materials with Test Administrators prior to the administration of the assessments, ensuring that all test security measures are followed. All test materials must be secured in a locked location and chain of custody documented.
- Materials are returned and en-route to DRC by no later than March 1, 2019. Failure to do so WILL DELAY receipt of school your scores and may potentially delay the timeline for the entire state.

12.a. Additional Materials Ordering

If schools or complex areas have used all of the overage ACCESS for ELLs test materials, additional writing booklets, Kindergarten Kits, or any paper/pencil assessment materials must be ordered via the Complex Area EL staff as soon as needed and/or a new EL student arrives. Download, complete and email or fax the *HIDOE Additional Materials Order Form* to the Complex Area EL RT(s). Note: Requests not provided to EL RTs prior to February 19, 2019 may result in test materials NOT being delivered in time to test students. In addition, Data Recognition Corp (DRC), the ACCESS for ELLs vendor, is unable to guarantee shipping within the test window for orders received after February 18, 2019.

- All orders for additional test materials are to be made by the Complex Area EL RT via the WIDA Assessment Management System (AMS), if needed, and overages are insufficient.
- Please remember to keep test materials at the school site at least through February 20, in the event that new ELs arrive during the test window. Specifically, potential ELs who have been identified as ELs by February 20, should be still given the ACCESS for ELLs in the final week of testing.
- See Contact Information section for Complex Area EL RTs' contact information.

12.b. Materials and Pre-ID Labels for ELs Absent for Part of, or All of the Test Window

ELs who were absent for part of test window.

Several attempts must be made to complete ALL the testing in all domains of the ACCESS for ELLs. In the rare event a student could not be tested in all domains, complete the Absent Do Not

Score for the section the student missed in WIDA AMS, and/or Absent field on the back of the test booklet. All test booklets must be returned and scored even for partially completed booklets.

Schools must complete ALL test domains. The date used should be the day the student completed the last domain.

NEW: If a test is partially completed and a particular domain is not assessed (due to chronic absenteeism and/or after multiple attempts to assess throughout the testing window) record absent (ABS) on the Do Not Score section of booklet or in WIDA AMS. Also record information in the Do Not Score section of the [Testing Incidents Google form](#), and in eCSSS, [Testing Notes](#). Scores will not be reported in test domains with absent (ABS) bubbled.

For students who are not tested in any domain (due to chronic absenteeism and after multiple attempts have been made to assess throughout the testing window) **DO NOT record absent (ABS) on booklet or in WIDA AMS. Return the booklet without a label.** If label is already affixed, apply the Do Not Process Label before returning. Record information in the Do Not Score form and in eCSSS, [Testing Notes](#).

Note: Marking “Absent” will generally result in a “not met” status for HIDOE accountability purposes. All attempts to administer the assessment must be documented.

12.c. Materials Received For an EL No Longer Attending the HIDOE

If a school should receive a Pre-ID label for an EL student no longer attending an HIDOE school, or officially withdrew before the test could be attempted, they must first ensure the withdrawal via the Student Information System (SIS) was done properly. When returning paper materials, do not affix the a student’s label to a test booklet to be scored for that student. If the test booklet is not needed for another EL student, the school should notify the Complex Area EL RT that an extra test booklet is available. The Pre-ID label need not be returned, however, the eCSSS [yearly Testing Notes](#) section for this student must be filled in detailing why the student was not assessed. It is important to note, complex areas must utilize at least 85 percent of the student test booklets ordered to avoid additional costs to the complex area.

12.d. Returning Assessment Materials

All ACCESS for ELLs assessment materials need to be shipped back to WIDA DRC by the HIDOE shipping deadline. For the HIDOE shipping deadline refer the annual ACCESS memo or visit, <https://wida.wisc.edu/memberships/consortium/hi>.

Materials Not Returned:

Secure paper ACCESS materials (containing a security barcode) that could not be returned, (for example, soiled booklets), must be accounted for using the *Materials Accountability Form* in WIDA AMS at: <https://wida.wisc.edu/login>. Functionality in WIDA AMS allows documentation of the quantity of materials returned, as well documentation of any that are not returned, and the reason(s) why. In addition, the *HIDOE Materials Not Returned Form* (located on the WIDA Hawaii Member page, <https://wida.wisc.edu/memberships/consortium/hi>) will need to be

completed indicating the item, serial number, and explain the reason why the item was not returned to WIDA DRC. Schools will submit the form to Complex Area EL RTs via fax or email by the ACCESS materials shipping deadline.

13. Test Security and Unique Circumstances

13.a. Test Security

The security of ACCESS assessments and confidentiality of student information are vital to ensure validity, reliability, and fairness of assessment results. All Test Administrators must complete the required WIDA training and have earned their certification. Complex Area EL Leads will be monitoring that training has been completed. Consequences for not having WIDA certified staff or misadministration of the ACCESS for ELLs assessment will be enforced for those who are found to be out of compliance. Refer to Section 10, [*Training and Administration of the ACCESS Assessments*](#) for more information. All assessment materials must be handled appropriately and kept in a secure and locked location. In addition to the following guidelines found below, Test Coordinators and Administrators must adhere to all test security and materials management guidelines found in section 3 of the *WIDA Test Administration Manual*. Test irregularities/Security breaches and test invalidations (refer to section 13.b. *Do Not Score*) must be reported to District Test Coordinators and the Assessment Office using the appropriate forms to document circumstances. The table below describes security guidelines during various stages of testing.

Guidelines and Procedures

Before Testing	
ACCESS Test Packets	<p>ACCESS Test Packets will be provided to each EL Test Administrator</p> <ul style="list-style-type: none"> ● Testing Packet contents should include: <ul style="list-style-type: none"> ○ WIDA Calendar with testing dates ○ WIDA Modified Test Schedule ○ Copy of the Test Administration Manual (TAM), which includes directions for administration ○ Copy of HI Specific ELP Assessment Manual ○ Office and Test Coordinator phone numbers ○ Copy of the Test Administrator script ○ Scratch paper ○ Pencils (please return after testing) ○ Test Session Ticket Info/Roster/Test Tickets ○ Testing Incident Report Form ○ Do Not Score Form

	<ul style="list-style-type: none"> ○ DO NOT DISTURB Signs (2)
Preparing Testing Room	<p>Prepare testing room</p> <ul style="list-style-type: none"> ● REMOVE OR COVER ALL instructional materials and information displayed on bulletin boards, whiteboards, or charts that students might use to help answer test items. <ul style="list-style-type: none"> ○ This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. ● Prepare a designated place for student backpacks/bags and electronic devices. ● Place “DO NOT DISTURB Testing In Session” signs on door ● Keep doors closed but unlocked
Computers	<p>Have all computers ready for your class. For example, if your Period 1 class has 25 students testing, have 25 computers ready to go with the secure browser on the screen.</p> <ul style="list-style-type: none"> ● Make sure that the student login screen is showing on each computer and have a headset with a mic available and checked for sound. <ul style="list-style-type: none"> ○ Click on the INSIGHT Secure Browser (desktop) or INSIGHT (apps-- chromebook) on each computer to open the secure browser. ● Ensure students are seated with adequate space between them to maintain confidentiality. <p>Tips:</p> <ul style="list-style-type: none"> ● It is recommended that Test Administrators rather than students launch browsers in order to prevent students from accessing other applications. ● Once a student is done with the test and using a Chromebook please be sure to plug the computer back in the mobile lab cart.
Materials	<ul style="list-style-type: none"> ● Prior to administration ensure all student information is accurate ● Distribute booklets/logins/test tickets to the correct students.
Cell Phones/Electronic Devices/Watches	<p>Before the test session, instruct students to</p> <ul style="list-style-type: none"> ● TURN OFF and place all cell phones, electronic devices, and WATCHES in their bags. ● Only take out their headphones or use the ones provided.

	<ul style="list-style-type: none"> Place their bags in a designated, secure area in the classroom that cannot be accessed during the test session.
During Test Session	
Test Materials	Test materials and test items such as reading/writing prompts, questions, or scratch paper must remain secure at all times. Materials shall not be released, retained, discussed, or used for instruction at any time.
Student Supervision	Ensure students are accurately supervised and prohibited from communicating with peers during the test or accessing any electronic devices. Photographing and copying of test materials is prohibited. Test Administrators should supervise students at all times, not leave the testing room, and ensure that students at all grade levels do not have electronic devices, phones, or access to the internet while testing.
Test Problems/Disruptive Behaviors	<p>If there are any problems, Test Administrators and/or Proctors shall</p> <ul style="list-style-type: none"> Notify the Test Coordinator of the problem <ul style="list-style-type: none"> Call the office and office will contact the Test Coordinator (if not present). Test Coordinator or VP/Principal will come to your room ASAP. Complete the Testing Incident Report Form, if applicable. Refer to the table below, <i>Definitions for Test Security Incidents</i>.
Tardy Student	Tardy students will be allowed to enter the test environment as long as there is ample time to test, keeping in mind the length of the testing periods (school decision).
Pausing a Test	<p>Students who do not finish the test during the time provided must click [PAUSE] when directed to do so.</p> <ul style="list-style-type: none"> A countdown beginning with 30 minutes appears on the screen notifying the student of the time left before the system automatically exits the test. To resume the test within 30 minutes of pausing, instruct the student to click the Resume button. The student will be taken to the screen they were on when they clicked to

	<p>pause the test. If the test was on a screen that had audio, the audio will restart from the beginning.</p> <ul style="list-style-type: none"> ● If the test is paused for more than 30 minutes, or if there is no mouse or keyboard activity for more than 30 minutes, the INSIGHT test system will automatically exit the test. The student must log back in to finish the test, which will start up again on the screen at which the test was exited. <p>If the student needs to leave the testing room for more than 30 minutes, click the Exit Test button.</p> <ul style="list-style-type: none"> ● Students will not be able to review or change the answers they have already worked on when the test is paused.
Sick Student	<p>If a student id/becomes ill</p> <ul style="list-style-type: none"> ● Phone the office and student must wait until a staff member comes to your classroom to pick up the student. ● Complete the Testing Incident Report Form.
After Testing	
Materials	<p>Following test administration</p> <ul style="list-style-type: none"> ● Collect all materials from students ● Destroy any scratch paper ● Recheck student information is accurate ● Securely store all test materials in a locked location <p>See also <i>Assessment Materials</i>, section 12. a-d of this manual.</p>
Quiet Work after Testing	<p>When a student completes testing during the testing session, they must turn off the computer and can only engage in “QUIET WORK”.</p> <p>“QUIET WORK” includes the following:</p> <ul style="list-style-type: none"> ● Scribbling or drawing on a blank scratch paper which needs to be collected at the end of the test session and shredded ● Sudoku puzzles, seek a word, coloring intricate color books ● They can read a book but not anything to do with classroom/testing content. <p>NO academic/content homework completion allowed which includes surfing the internet or subject curriculum books, after</p>

	testing in the testing environment, even if it does not contain the content being tested.
Make-Up Testing	Students who are absent from the testing period or who need more time to complete a domain/session will need to be placed in make-up sessions.

The definitions found in the table below will assist in understanding security incident types and will aid when completing the [Testing Incidents Google form](#) and [Testing Incident Report form](#) (paper form for upload). Forms are also located on the WIDA Hawaii Member Page: <https://wida.wisc.edu/memberships/consortium/hi>.

Definitions for Test Security Incidents

Impropriety	An unusual circumstance that has a low impact on the individual or group of students testing with low risk of potentially affecting student performance on the test, test security, or test validity (i.e. a student leaves the test room without authorization, student decline (DEC)). These circumstances can be corrected and contained at the school/state level and do not need to be reported to the Consortium. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, and forwarded to the Assessment Office within 24 hours using the Testing Incident Report form.
Irregularity	An unusual circumstance that impacts an individual or group of students testing which may potentially affect student performance on the test, test security, or test validity (i.e. fire alarm and evacuation). These circumstances can be corrected and contained at the school/state level and do not need to be reported. Report irregularity to the School Principal and TC immediately, and forwarded to the Assessment Office within 24 hours using the Test Incident Report form.
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the School Principal and TC, Complex Area Superintendent and Assessment Office (808-307-3636 contacted by telephone). Test Incident Report form should be completed to document the incident.

13.b. Do Not Score

Indicating Do Not Score on Paper ACCESS for ELLs: Filled-in bubbles in the **DO NOT SCORE THIS SECTION FOR THIS STUDENT** field of a Paper ACCESS for ELLs student response booklet indicates a special circumstance. Fill in the appropriate bubbles only for the conditions explained in the table below. If any of these bubbles are filled in, the score for that domain will not be reported in the data file sent to the state or on all score reports distributed to the district (replaced with an NA on reports).

Domains: L = Listening, R = Reading, W = Writing, and S = Speaking	
ABS	Absent indicates the student was absent for a domain of the test; if so, fill in the appropriate bubbles for the domain the student did not take.
INV	Invalidate indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. State and district policy will inform what constitutes an invalid test. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices. Contact your state for more information.
DEC	Declined indicates a student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. A student cannot opt out of the state's annual assessment. This indicator is used only when a student refuses to participate even after the Test Administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate bubble(s).
SPD	Deferred Special Education/504 indicates that an IEP or 504 team determined that the student should defer participation from one or more of the domains of this test; if so, fill in the appropriate bubbles.

For Pre-ID Labels, this section must be bubbled or Do Not Score Codes must be marked in WIDA AMS to indicate special circumstances. For detailed information on entering Do Not Score Codes in WIDA AMS, please review the [WIDA AMS User Guide](#). In addition to entering the information into WIDA AMS, schools must record the information in the [Testing Incidents Google form](#) (Do Not Score section) located on the WIDA, Hawaii Member page. Describe in detail any incidents that occur during the ACCESS for ELLs administration, in particular, when a “Do Not Score” code is required, and/or if resolution might be required during the validation window. Refer to form for further instructions and due date.

13.c. Reporting Assessment Incidents

NEW SY 19-20: Use the [Testing Incident Report Google form](#) to record testing incidents. Schools must upload the paper copy of the Assessment Program [Testing Incident Report](#) in the Google form and keep a copy of the form at the school. For additional guidance regarding testing incidents contact the Assessment Section.

13.d. Ensuring ALL ELs are Assessed

The state is obligated by federal law to assess the English language growth and proficiency of ALL students who are identified as ELs.

Complex EL RTs should run the Daily Cumulative Student Status Report in wida-ams for EL students mid test window and one week prior to the end of test window to check on testing status and to ensure that schools are assessing all of their identified ELs. This report will show the status of all students in a test session, regardless of whether they started the test or not (pg. 147, WIDA AMS guide).

School ACCESS Test Coordinators can check on their student's ACCESS testing status by going to WIDA AMS and Student Management>Student Status Dashboard or Student Management>Student Test Progress (pg. 94-99, Student Status Dashboard, and pg. 81, Student Test Progress, in the WIDA AMS Guide).

14. Data Validation

Data validation is the process of ensuring that EL student data and ACCESS assessment data has been reviewed and is accurate. During annual data validation periods HIDOE staff and WIDA AMS staff will work together to ensure correctness of EL student and ACCESS assessment data in the WIDA AMS and HIDOE systems.

In certain circumstances schools may need to be contacted to clarify and/or validate student records.

14.a. Pre-ID Labels and Score Report Corrections

Pre-ID labels, WIDA AMS records and/or Student ACCESS score reports should be checked for accuracy. If a pre-ID label, WIDA AMS record, or ACCESS score report has incorrect information, complete the [Testing Incident Google form](#) and applicable section, Pre-ID Label, WIDA AMS Correction, or Score Report Correction, complete all of the required information to facilitate the correction or make the necessary updates.

15. Score Reports and Parent Notification Letters

Score reporting for the annual ACCESS assessment takes place after materials have been returned to WIDA/DRC and are scored. Score reports will become available both hard copy, via USPS delivery addressed to the school Test Coordinator, and electronically, via WIDA AMS website under Score Reports. Once the ACCESS reports are received by schools they are responsible for sending score reports to parents and for filing copies.

Please see Google link for *End of Year ACCESS Guidance* and table with *Guidelines for WIDA ACCESS Reports & Letters*: [Guidance updated for unique circumstances of SY 2019-20.](#)

End of the School Year Actions for EL and Testing Coordinators:

- Send all score reports and parent letters as applicable to student homes prior to the end of the school year. In order to ensure that parents can access the letter's information, schools are responsible for providing information in a format that parents can understand (e.g.

translation, interpretation, or alternate means such as Large Print, Braille, or ASL). Refer also to [Hawaii Language Access Plan November 2017](#).

- **Note:** If this is unable to be completed, please notify your EL RT immediately. The EL RT will document that follow-up with the school EL coordinator is necessary at the start of the next school year to make sure the letters went out to parents/guardians.
- Send home *English Learners (EL) Functionally English Proficient (FEP)- Action Code 03 Exit* letters (exit letters) prior to end of school year based on final ACCESS results in eCSSS when students score an Overall score of 5.0, or more.
 - **Note:** HIDOE Exit letters should be available in eCSSS in Mid May, post-data validation and eCSSS load. The results likely will come a little later than last year, so schools need to plan for a busy week towards the end of the school year.
- Review, reference, and share as applicable, the following WIDA website page and available [resources](#) related to Individual Student Reports (ISR) or more information on accessing score reports, types of reports, interpreting scores, and/or resources for parents and families (including presentations for an orientation):
<https://wida.wisc.edu/assess/access/scores-reports>
- Review and understand the [Interpretive Guide for Score Reports](#) and ensure results get shared with administrators, teachers, and parents.
- Request the hard copy Individual Student Report for students who transferred subsequent to the test window. For students who transferred subsequent to the test window, the receiving school (where student resides currently) should request the hard copy and send home to parents. Emails must be encrypted and marked “confidential”. Hard copies can be sent via intradepartmental mail in a sealed envelope.

Note: For additional information on the procedures related to these steps, you may also refer to the WIDA, Hawaii Member page and [WIDA AMS User Guide](#).

16. Reclassification

EL students will reclassify and exit/transition from the EL program and obtain an Action Code 03 status in eCSSS when they reach a 5.0 Overall ELP score on the ACCESS for ELLs assessment. Students who meet this proficiency level criteria, will be re-categorized to also have a status of Monitored (M) in eCSSS. They will be monitored for 2 full school years. Parent(s)/legal guardian(s) must be notified of students meeting the exit criteria. The action date for Title III accountability measures will reflect the end of the test window of a given test year.

Evidence of students’ exit documentation, Action Code 03 form, shall be kept in students’ permanent records, in the student’s Student Record Profile File and CUM or VISI. For additional information on reclassification of EL students and/or monitoring of reclassified students refer to the [Hawaii EL Guidance Manual](#) available on eCSSS, under Resources, ELL: <https://www.ecsss.k12.hi.us/> or contact the respective Complex Area EL RT.

