



**Indiana  
Department of Education**

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# **WIDA Assessment Guidance**

## **2016-2017**

**Indiana Department of Education**  
**Office of Student Assessment**  
**Office of English Learning and Migrant Education**

## Disclaimer

This guidance document has been produced by the IDOE Office of Student Assessment and Office of English Learning and Migrant Education. This document must be used in conjunction with all official testing materials in the administration of the ACCESS for ELLs 2.0. It contains English language proficiency testing policy and procedures to ensure the valid administration of the ACCESS for ELLs 2.0 assessment in Indiana. Corporation Test Coordinators, EL/Title III Directors, and administrators of the ACCESS for ELLs 2.0 must read this document carefully in conjunction with all secure and non-secure test materials.

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# English Language Proficiency Requirements

In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to identify the languages other than English present in their student population, assess the language proficiency of students in order to place them in the appropriate language development program, and administer an annual assessment of English proficiency to include the students' oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. Indiana's ESEA Flexibility Waiver requires the state to adopt an English language proficiency assessment that is college and career ready and aligned to Indiana's English language development standards. Indiana adopted the WIDA English language development standards in October 2013 and joined the WIDA consortium to adopt the corresponding English language proficiency assessments beginning with the 2015-2016 school year.

**How are students identified?** All schools are required to administer a Home Language Survey (HLS) to **all** first time enrollees. For most students, this occurs upon enrollment in Kindergarten, but may also include out-of-state or immigrant students who are enrolling in Indiana schools for the first time. The HLS is used to identify the native language(s) of all students enrolled in the school corporation. For students who are transferring from an Indiana school, school staff will contact the previous school to obtain the original HLS. The HLS is used to identify students in need of English language development services. If a language other than English is indicated for any of the three HLS questions, the student is considered to be a language minority student and needs to be given the W-APT (WIDA-ACCESS Placement Test). The **EL Guidebook**, found at <http://www.doe.in.gov/elme>, includes a sample HLS and a checklist for proper identification. More detailed information about the W-APT can be found starting on page 5 of this guidance.

**When is the W-APT given?** The W-APT must be administered within **30 calendar days** of the beginning of the school year, or within 2 weeks of enrollment if the child enrolls later in the school year. Staff may begin administering the W-APT (WIDA-ACCESS Placement Test) once they have successfully completed the WIDA training course for W-APT administration. The W-APT is a print on demand test accessed from a secure link on the WIDA website by the local Corporation Test Coordinator (CTC) or designee with administrative login credentials. If a student scores below a 5.0 on the W-APT, the student is considered limited English proficient (LEP).

**What is the next step after identifying a student as LEP on the W-APT?** For students identified as limited English proficient, the student will be identified as an English learner, receive federally mandated English language development services, and be annually assessed with the ACCESS for ELLs 2.0 until the student reaches the formal exit criteria. The student must receive a 5.0 overall composite score to be exited.

**Which assessments does WIDA offer for the annual English language proficiency assessment?** WIDA offers the WIDA ACCESS for ELLs 2.0 online, Kindergarten ACCESS for ELLs, and the Alternate ACCESS for ELLs for English Learners with significant cognitive disabilities.

**How will assessment training be provided?** Login credentials, needed to access the WIDA training materials, will be provided to test administrators by their local CTC or designee. The secure portal at [www.wida.us](http://www.wida.us) provides access to the training course and quizzes. The CTC must create accounts for Test Administrators. Those users who had accounts in 2015-16 will keep the same login credentials.

**Which schools participate?** All traditional public schools and charter schools will utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs 2.0 English language proficiency assessment. Accredited nonpublic schools, including those participating in the Choice Scholarship Program, may utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs 2.0 annual English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7). Accredited nonpublic schools may use an alternate English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7).

***As a reminder, federally mandated ELP assessments must be overseen and administered with state and local funds.***

# Roles and Responsibilities

## Corporation Test Coordinator (CTC)

Corporation Test Coordinators are responsible for the overall coordination of test administration activities for all state tests. The CTC will:

- Be the main point-of-contact with Data Recognition Corporation (DRC), the testing vendor for WIDA Assessment Management System (WIDA AMS) found at <https://www.wida-ams.us/>. The Office of Student Assessment will send an updated list of Corporation Test Coordinators to DRC and WIDA in early September. Those users who had accounts in 2015-16 will keep the same login credentials.
- Disseminate accurate, specific, and up-to-date details regarding WIDA to staff throughout the year.
- Set up other user accounts within WIDA AMS.
- Collaborate with the corporation/school STN administrator to complete the *Testing Online and Barcode (TL “Test Layout”) for WIDA* file submission in October. The purpose of this data collection is to gather student information used to populate student-level information for online testing and barcode labels.

**The CTC may assign a separate Test Coordinator (e.g., English Learner/Title III Director) the responsibilities of:**

- Setting up new user accounts for training on the WIDA website ([www.wida.us](http://www.wida.us)).
- Ensuring that staff are trained before they administer W-APT.
- Printing and distributing the W-APT. The W-APT is a print on demand test that is accessed from a secure link on the WIDA website).
- *Prior to administration of the annual assessment:*
  - Ensuring that all test administrators have been trained and have passed the applicable online quizzes.
  - Setting up new user accounts on the [WIDA AMS](http://www.wida.us) website.
- Overseeing the administration of the annual assessment.

## Technology Coordinator

Technology Coordinators are responsible for all technical and system set-up for online testing and for coordinating with Data Recognition Corporation (DRC) on any local system issues. They will complete web-based trainings through the WIDA Assessment Management System ([WIDA AMS](http://www.wida.us)). The CTC must create an account for the Technology Coordinator on the WIDA AMS website. Those users who had accounts in 2015-16 will keep the same login credentials.

For more information about the technology requirements, please visit <https://www.wida.us/assessment/access20-tech.aspx>.

## Test Administrator

Test Administrators are responsible for administering W-APT, if applicable, and *ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, and/or Kindergarten ACCESS for ELLs*. **All staff members who will administer any of the annual assessments in the 2016-17 school year are required to take the appropriate training course(s) for the tests they will administer and receive online certification from WIDA.** The WIDA Training Modules can be found **via the secure portal at the [WIDA website](http://www.wida.us)**. The WIDA assessments must be administered only by personnel who hold a license granted by the Indiana Department of Education, per Chapter 10 Test Policies of the [2016-2017 Indiana Assessment Program Manual](#). The license must be an instructional, administrative, or school services license. Non-certified personnel (e.g., teacher’s aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may only serve as proctors, **not** as test administrators. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test administrator. Proctors may, however, assist the administrator before, during, and after the test administration.

# WIDA-ACCESS Placement Test (W-APT)

In the 2016-2017 school year, the WIDA-ACCESS Placement Test, also referred to as the W-APT™, is administered to all students for whom a language other than English is identified on the Home Language Survey. The W-APT functions as a screener that is used for both initial assessment and English Language (EL) program placement of students who are identified as limited English proficient (LEP). The W-APT is a print on-demand test that is accessed from a secure link from the WIDA website by the local Corporation Test Coordinator (CTC) or designee with administrative login credentials.

**The Test Administrator must complete W-APT training via the secure portal at the [WIDA website](#) prior to administering the placement test. If W-APT certification was completed previously, W-APT re-certification is not required for 2016-2017.**

## Indiana W-APT Criteria for LEP Identification:

Kindergarten			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade/Test Domains	W-APT Scores	
Kindergarten: 1 <sup>st</sup> Semester	Kindergarten/ Speaking Listening <i>(Do not administer Reading/Writing)</i>	Combined Speaking & Listening less than 29	Combined Speaking & Listening 29 or higher
Kindergarten: 2 <sup>nd</sup> Semester	Kindergarten Speaking Listening Reading Writing	Combined Speaking & Listening less than 29 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Speaking & Listening 29 <i>or</i> above <i>and</i> Reading 14 <i>or</i> above <i>and</i> Writing 17 <i>or</i> above

Grades 1-12			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade/Test Domains	W-APT Scores	
1 <sup>st</sup> Grade: 1 <sup>st</sup> Semester	Kindergarten Speaking Listening Reading Writing	Combined Speaking & Listening Less than 29 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Speaking & Listening 29 <i>or</i> above <i>and</i> Reading 14 <i>or</i> above <i>and</i> Writing 17 <i>or</i> above
1 <sup>st</sup> Grade: 2 <sup>nd</sup> Semester  2 <sup>nd</sup> – 12 <sup>th</sup> Grades: Both Semesters	1 <sup>st</sup> Grade- 12 <sup>th</sup> Grade Speaking Listening Reading Writing	Grade adjusted overall score is less than 5.0	Grade adjusted overall score is 5.0 <i>or</i> above

**\*Please note: See test administration manual for specific guidance. Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the W-APT for their current grade level.**

## Sample W-APT Scoring Sheet

Upon administering the W-APT, the administrator will utilize the [W-APT score calculator](#) to determine the grade adjusted composite proficiency level. Since the W-APT utilizes grade-level clusters e.g., Grade 6-8), the student's composite proficiency level will be adjusted to reflect the grade level of the student. For example, a newly enrolled 6<sup>th</sup> grader and 8<sup>th</sup> grader would be administered the same W-APT, but if both received the same number of correct answers, the 6<sup>th</sup> grader's grade adjusted composite score would be higher. The higher linguistic demands of 8<sup>th</sup> grade would require a student to be more proficient in order to maintain the same composite score as a student in a lower grade.

### Grades W-APT™ 6-8 Scoring Sheet

Test Administrator  Date

#### Student Information

School/District   
 First name  Last name   
 Age  Birth Date   
 Student ID  Home Language

**Student's Current Grade** 7  
**Grade Level Cluster** 6-8  
**Speaking**  
 Test Total Number of Boxes Marked "Exceeds" or "Meets" 8  
**Writing Test**  
 Writing Test Proficiency Level (PL) 2  
**Listening Test**  
 Number of Correct Answers 14  
**Reading Test**  
 Number of Correct Answers 5

Speaking Proficiency Level	6
Writing Proficiency Level	2
Listening Proficiency Level	4
Reading Proficiency Level	1
Literacy Composite Proficiency Level	1.5
Grade Adjusted Literacy CPL	1.7
Oral Composite Proficiency Level	5.0
Grade Adjusted Oral CPL	5.3
Overall Composite Proficiency Level	2.55 (truncated = 2.5)
Grade Adjusted Composite Proficiency Level	2.7

Use the grade adjusted composite proficiency level for identification

## Assigning scores to the Kindergarten W-APT

The Kindergarten W-APT does not provide an overall composite score but rather indicates a student’s verbal skills as low, medium, high, or exceptional. Utilize the legend below to transfer these indicators to a numeric value. A numeric value is needed to report a student’s proficiency level on the DOE-LM (English learners and immigrant students) and to notify parents via the Annual Parent Notification form. The main purpose of the W-APT is to determine whether a student qualifies as an English learner, so test administrators should use their educational judgment to report the exact proficiency level.

The W-APT Kindergarten Test Administration Manual suggests that Kindergarten W-APT scores are intended only for “general grouping useful for making placement decisions.” Because the Kindergarten W-APT is not intended to give specific diagnostic results aligned to the WIDA ELP standards, Kindergarten LEP students should be closely monitored and provided with appropriate supports based on their observed language development needs.

<b>1<sup>st</sup> Semester Kindergarten W-APT (Listening and Speaking ONLY)</b>				
<b>Listening and Speaking Raw Score</b>	0-10	11-18	19-28	29-30
<b>Proficiency Descriptor</b>	Low	Mid	High	Exceptional
<b>Proficiency Level for Reporting Purposes</b>	Level 1 or 2	Level 2 or 3	Level 3 or 4	Level 5 (FEP)

For 1<sup>st</sup> semester Kindergarten students, use the raw scores from the Listening and Speaking test to approximate their proficiency level for reporting purposes. For example, a student who receives 26 points is near the top of the high category range, and therefore the test administrator can report Level 4 for this student.

<b>2<sup>nd</sup> Semester Kindergarten/1<sup>st</sup> Semester 1<sup>st</sup> Grade W-APT (Listening and Speaking, Reading, Writing)</b>				
<b>Listening and Speaking Raw Score</b>	0-10	11-18	19-28	29-30
<b>Reading Raw Score</b>	0-5	6-12	13	14-15
<b>Writing Raw Score</b>	0-7	8-14	15-16	17-18
<b>Proficiency Level for Reporting Purposes</b>	Level 1 or 2	Level 2 or 3	Level 3 or 4	Level 5 (FEP) <b>Must meet all 3 criteria</b>

For 1<sup>st</sup> semester 1<sup>st</sup> grade students and 2<sup>nd</sup> semester Kindergarten students, use raw scores from all three assessment domains to approximate their proficiency level for reporting purposes. To test as fluent English proficient (FEP), the student must score in the Level 5 range for **all test areas**. If a student’s Listening and Speaking scores place them at Level 4, but their reading and writing scores fall under a lower proficiency level, the student should be reported in the lower level.

## Scores from WIDA Consortium Member States

W-APT and ACCESS for ELLs scores can be used for determining LEP status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at [www.wida.us](http://www.wida.us). The school corporation in which the student from a WIDA Consortium Member State enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

## WIDA ACCESS for ELLs

The annual English language proficiency test *ACCESS for ELLs* is Indiana's required assessment that complies with federal No Child Left Behind (NCLB) legislation. Beginning with the 2002–03 school year, NCLB required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English for all students identified as LEP in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Because of this federal legislation, all students identified as LEP are tested annually during the state-established window on one of the ACCESS for ELLs assessments to determine student progress and English language proficiency.

### Testing Window for 2016-17

ACCESS for ELLs is a state-mandated test that can only be administered on the dates Indiana has selected as its testing window. All students identified as LEP who are enrolled in the school are required to be assessed during the testing window. The 2016-2017 state testing window for the ACCESS for ELLs is:

**January 9, 2017 through February 24, 2017**

### Specific Guidance for WIDA ACCESS 2.0

WIDA ACCESS for ELLs 2.0, the annual English language proficiency assessment, is divided into six grade-level clusters:

- Kindergarten
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

ACCESS for ELLs 2.0 is a stage adaptive test, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online 1-12 test will **NOT** require test administrators to determine tier placement of students in order to administer the test. However, students in grades 1-5 who will take the writing test on paper will need to be given the appropriate tiered test form. After completing the Listening and Reading tests, the writing tier will be assigned to the student automatically in WIDA AMS.

Domain	Kindergarten	Grades 1-5	Grades 6-12
Listening	Paper	Online	Online
Reading	Paper	Online	Online
Speaking	Paper	Online*	Online*
Writing	Paper	Paper	Online

\*For more information about the technology requirements, please visit <https://www.wida.us/assessment/access20-tech.aspx>.

## Indiana Training Requirements

WIDA is in the process of updating their ACCESS certification procedures for 2016-2017 ACCESS testing, with the new training system scheduled for release in September 2016. The detailed training requirements for each assessment and role will be shared on the [WIDA website](#).

For 2016-2017, Test Coordinators and Test Administrators must complete all certifications related to their role(s) and the test(s) they will administer. Past ACCESS certifications are no longer valid for either the paper test or the online test in 2016-17. Once Test Administrators or Test Coordinators have completed the certification process, their training certificates within the WIDA website portal will be updated as a record of completion.

**As a reminder, in order to access training modules via “My Account and Secure Portal”, you must have a WIDA.us username and password. If you have trouble accessing your account, please contact WIDA Client Services Center at 1-866-276-7735 or email [help@wida.us](mailto:help@wida.us).**

## WIDA AMS

WIDA Assessment Management System (AMS) is the system that provides the necessary tools to administer WIDA ACCESS 2.0. An overview of AMS, the tools available, and AMS control options can be found [here](#). Your WIDA.us and WIDA AMS accounts are separate and serve different purposes. Data Recognition Corporation (DRC) manages AMS and should be the first point of contact for questions regarding:

- ACCESS 2.0 Data and Reporting
- Online and paper-based materials ordering
- ACCESS 2.0 technical issues
- Technology-related questions

For the 2017 administration of WIDA ACCESS testing, LEAs will be responsible for validating their own corporation data. More information about the data validation process, as well as the process for data corrections and scoring appeals, will be provided upon completion of the testing window.

To contact DRC regarding AMS, please call Data Recognition Corporation (DRC) at 855-787-9615 or email [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com).

## Ordering Test Materials (in collaboration with corporation data personnel via DOE-TL)

CTCs and WIDA Test Coordinators must collaborate with their corporation STN administrator to complete the DOE-TL (WIDA) file upload to order assessment materials. The purpose of this data collection is to gather student information used to populate student-level information for online testing and barcode labels for WIDA ACCESS 2.0 assessments during the 2016-2017 school year. For collection dates and data collected for this file, please contact your corporation STN administrator.

## Indiana Exit Criteria for ACCESS (Annual Assessment)

For grades K-12, an **overall composite proficiency level score of 5.0 or higher** on ACCESS for ELLs is the requirement for reclassification as Fluent English Proficient (FEP). If using the paper-based version of ACCESS for ELLs 2.0, the student must achieve an overall composite proficiency level score of 5.0 or higher on Tier B or C of the assessment to be reclassified as FEP. FEP students are exited from EL services and enter a two year formal monitoring period following their reclassification. Although they may still receive EL support services, **FEP students do not participate in WIDA ACCESS testing during the monitoring period.**

### Opt-Out Guidance

Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the local school level. School administrators may also wish to inform parents that not allowing their children to take Indiana's assessments may have far-reaching ramifications, including impacting a school's A-F accountability grade and teacher compensation. Refer to the [Indiana Assessment Program Manual](#) for more information.

### Testing English Learners with Disabilities

No LEP student is exempt from participating in the annual English language proficiency assessment. Nearly all LEP students who also have an identified disability will participate in ACCESS for ELLs 2.0. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs 2.0 that is required under Title I and Title III of No Child Left Behind (NCLB) 2001. LEP students with a disability may receive accommodations on ACCESS 2.0 per the student's Individual Education Plan (IEP).

**For LEP students with disabilities who need a paper-based version of ACCESS for ELLs 2.0 as an IEP accommodation, the Test Coordinators will order these within the DOE-TL (WIDA) file upload.** Administrators should note that grade clusters changed to the following clusters in 2015-2016: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. Within each grade-level cluster there are three tiers (Tiers A, B, C). LEP students will have to be assigned a tier respective to their language proficiency level on the request form. The tier specificity of WIDA allows a more exact language domain and comprehensive score.

For LEP students who need a paper-based version of ACCESS for ELLs 2.0, **Tier B and Tier C will be the only versions allowed to formally exit a student from English learner services and reclassify him/her as fluent English proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.**

If the case conference committee determines that an alternate English language proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, Alternate Access for ELLs will be used. Alternate ACCESS for ELLs for eligible students will be ordered within the DOE-TL (WIDA) file upload. Currently, there is no Alternate ACCESS assessment available for Kindergarten students, so LEP Kindergarten students with significant cognitive disabilities should participate in the Kindergarten ACCESS for ELLs.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at <http://www2.ed.gov/about/offices/list/osep/index.html>.

#### Important Notes:

- If the case conference committee determines that the LEP student will take ISTAR Alternate Assessment, then the student qualifies to take the Alternate ACCESS for ELLs assessment. However, because a student cannot formally exit EL services based on Alternate ACCESS results, the committee may decide to administer the general ACCESS for ELLs assessment instead to provide the student with the opportunity to demonstrate fluent English proficiency.
- If the case conference committee determines that the student will participate in ISTEP+ testing, then the student **must** take WIDA ACCESS for ELLs 2.0.

The **Alternate ACCESS for ELLs** aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found on the [WIDA Alternate ACCESS page](#). Currently, students taking Alternate ACCESS may not be reclassified as Fluent English Proficient (FEP) based on their Alternate ACCESS proficiency levels.

## WIDA ACCESS 2.0 Accommodations for ELs with Disabilities

ONLY English Learners with IEPs are eligible for accommodations on WIDA ACCESS testing. The WIDA Consortium has shared extensive guidance regarding accommodations for WIDA ACCESS 2.0. However, to ensure compliance with Indiana guidance, please refer to the Indiana-specific list of approved accommodations. As a reminder, clarifying test directions in the student's native language is **not** an allowable accommodation in Indiana. The Indiana IEP system will be updated to reflect Indiana-approved WIDA accommodations for ELs with IEPs for the 2016-2017 school year. For more detailed descriptions of each accommodation, see the [WIDA ACCESS 2.0 Accommodations](#) guidance.

#### Test Presentation Accommodations:

- Interpreter Signs Test Directions in ASL (SD)
- Manual Control of Item Audio (MC)
- Repeat Item Audio (RA)
- Read Aloud Listening Test Response Options by Human Reader (LH)
- Repeat Listening Test Response Options by Human Reader (RL)

#### Student Response Accommodations:

- Scribed Response (SR)
- Word Processor or Similar Keyboarding Device to Respond to Test Items (WD)
- Student Responds Orally Using External Augmentative and Alternate Communication Device or Software (AC)
- Student Responds Using a Recording Device, Which is Played Back and Transcribed by the Student (RD)
- Student Uses Assistive Technology to Respond to Test Items (AT)

#### Test Environment/Setting Accommodations:

- Test may be Administered by School Personnel in a Non-School Setting (NS)

#### Timing/Scheduling Accommodations:

- Extended Speaking Test Response Time (ES)
- Extended Testing Time Within the School Day (ET)
- Extended Testing Session Over Multiple Days for a Single Domain (EM)

**Available for Paper Administration Only:**

- Read Aloud Test Items by Human Reader (IH)
- Repeat Test Items by Human Reader (RI)
- Large Print Version of Test (LP)
- Braille Version of Test (BR)
- Student Responds Using Braille Writer or Braille Notetaker (BW)

**Braille ACCESS Testing**

For the 2016-2017 administration of ACCESS for ELLs 2.0, WIDA will offer the following Braille formats:

Grade Band	EBAE w/ Nemeth Contracted	EBAE w/ Nemeth Uncontracted	UEB Contracted	EBAE Uncontracted
1			Listening, Reading, Writing	Listening, Reading, Writing
2			Listening, Reading, Writing	Listening, Reading, Writing
3			Listening, Reading, Writing	Listening, Reading, Writing
4 – 5	Listening, Reading, Writing	Listening, Reading, Writing		
6 – 8	Listening, Reading, Writing	Listening, Reading, Writing		
9 – 12	Listening, Reading, Writing	Listening, Reading, Writing		

**For LEP students with disabilities who need a Braille paper-based version of ACCESS for ELLs 2.0 as an IEP accommodation, the Test Coordinators will order these within the DOE-TL (WIDA) file upload.**

Questions regarding administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, Monday through Friday, 7:00 a.m. to 6:00 p.m. EST, or by e-mail at [help@wida.us](mailto:help@wida.us). Additional information may be found on the website at [www.wida.us](http://www.wida.us).