

# Test Coordinator Training

*ACCESS for ELLs and WIDA Alternate ACCESS  
Rhode Island State Assessment Program*

November 2023

The narrated slide deck of this presentation will be posted to  
[www.ride.ri.gov/Assessment-Training](http://www.ride.ri.gov/Assessment-Training).



# Agenda

- Context
- Part 1: Key State Policies
  - Roles and Responsibilities
  - Training
  - Test Security
  - Student Participation
- Part 2: ACCESS for ELLs and WIDA Alternate ACCESS
  - ACCESS Suite of Assessments
  - Tasks to Complete: Before, During, and After Testing
- Part 3: Accommodations and Accessibility Features
- Resources



# Overview of the RI State Assessment Program



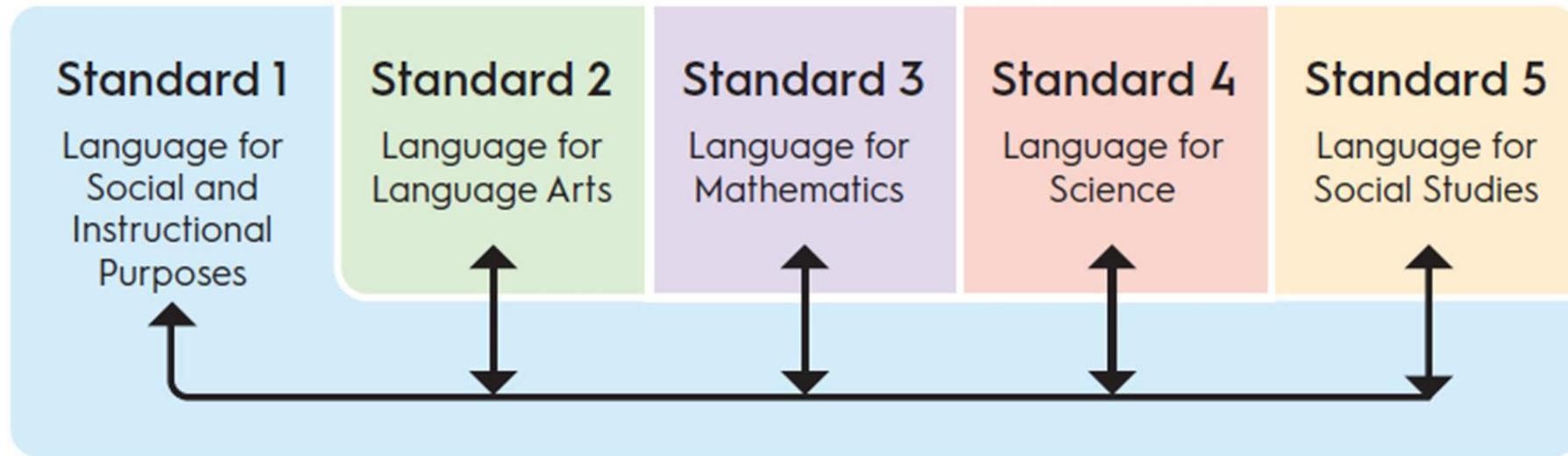
This table shows the test, the content area(s), and grade levels tested of all state assessments.

		Alternate Assessments							
	ACCESS for ELLs <i>English language proficiency</i>	WIDA Alternate ACCESS <i>English language proficiency</i>	DLM <i>ELA and math</i>	DLM <i>science</i>	NAEP	NGSA <i>Science</i>	RICAS <i>ELA and math</i>	PSAT™10 <i>Reading and math</i>	SAT® School Day <i>Reading and math</i>
<b>Kindergarten</b>	K	K							
<b>1</b>	1	1							
<b>2</b>	2	2							
<b>3</b>	3	3	3				3		
<b>4</b>	4	4	4		4		4		
<b>5</b>	5	5	5	5		5	5		
<b>6</b>	6	6	6				6		
<b>7</b>	7	7	7				7		
<b>8</b>	8	8	8	8	8	8	8		
<b>9</b>	9	9							
<b>10</b>	10	10						10	
<b>11</b>	11	11	11	11		11			11
<b>12</b>	12	12			12				



# State English Language Proficiency Assessments

- Aligned to the WIDA\* English Language Development Standards
- Designed to measure students' social and academic proficiency in English associated with language arts, mathematics, science, and social studies



*\* Rhode Island is a member of the WIDA Consortium which is comprised of 41 states and territories and led by the Wisconsin Center for Education Research. The WIDA Consortium develops English language development standards and assessments.*

**RIDE is using the asset-based term Multilingual learners (MLLs), for the federally defined group of English Learners (ELs)**



# Blueprint for MLL Success

## Shared vision:

*All multilingual learners in the state of Rhode Island are empowered with high-quality instructional opportunities, including multilingual education, that leverage their cultural and linguistic assets, promote college and career readiness, and prepare them to thrive socially, politically, and economically, both in our state and globally.*

- Rhode Island's *Blueprint for MLL Success* underscores the importance of **shared responsibility** from educators and district/school administrators.
- Continuous improvement for MLLs starts at the systems-level.
- State assessment results support a data-informed system, and aligning resources accordingly promotes systemwide coherence.

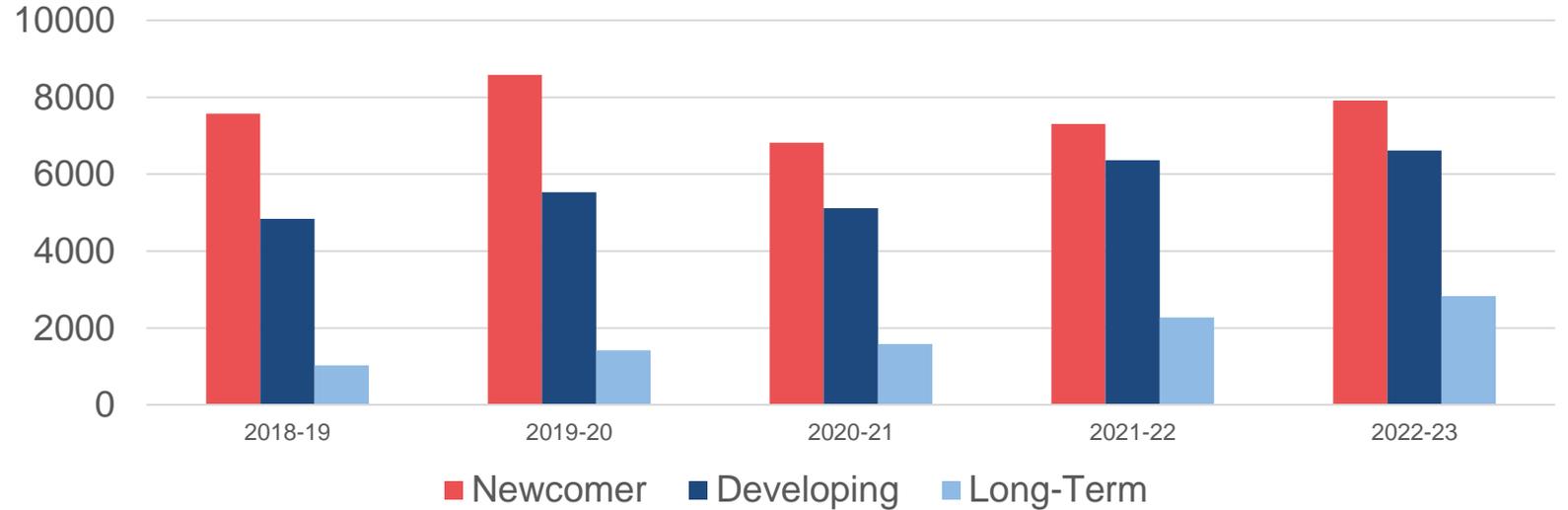


# Demographic Shifts in MLL Population



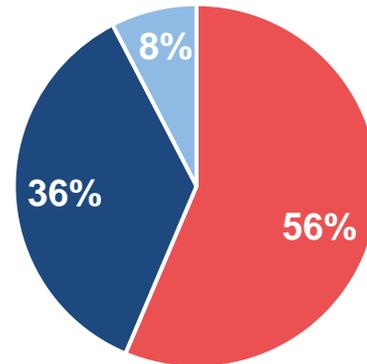
- Although the number of ACCESS test takers has surpassed pre-pandemic counts, this rebound can be explained in part by a rise in enrollment. With that said, demographics have shifted in Rhode Island's MLL population over the course of the pandemic.

MLL Counts by Subgroup

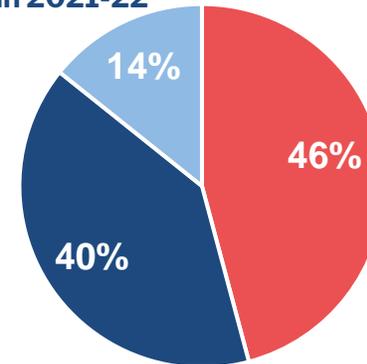


- There has been a statewide increase of Developing MLLs (3-6 years of service), whereas the percentage of Newcomers (0-2 years of service) decreased from 56% in 2018-19 to 46% in 2022-23.

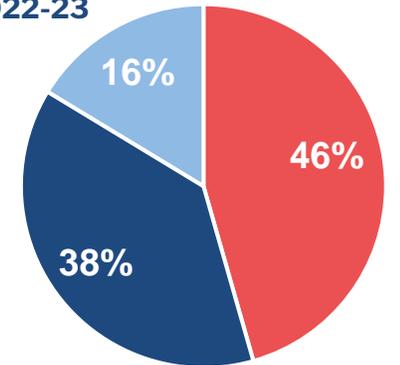
Breakdown of MLLs in 2018-19



Breakdown of MLLs in 2021-22



Breakdown of MLLs in 2022-23

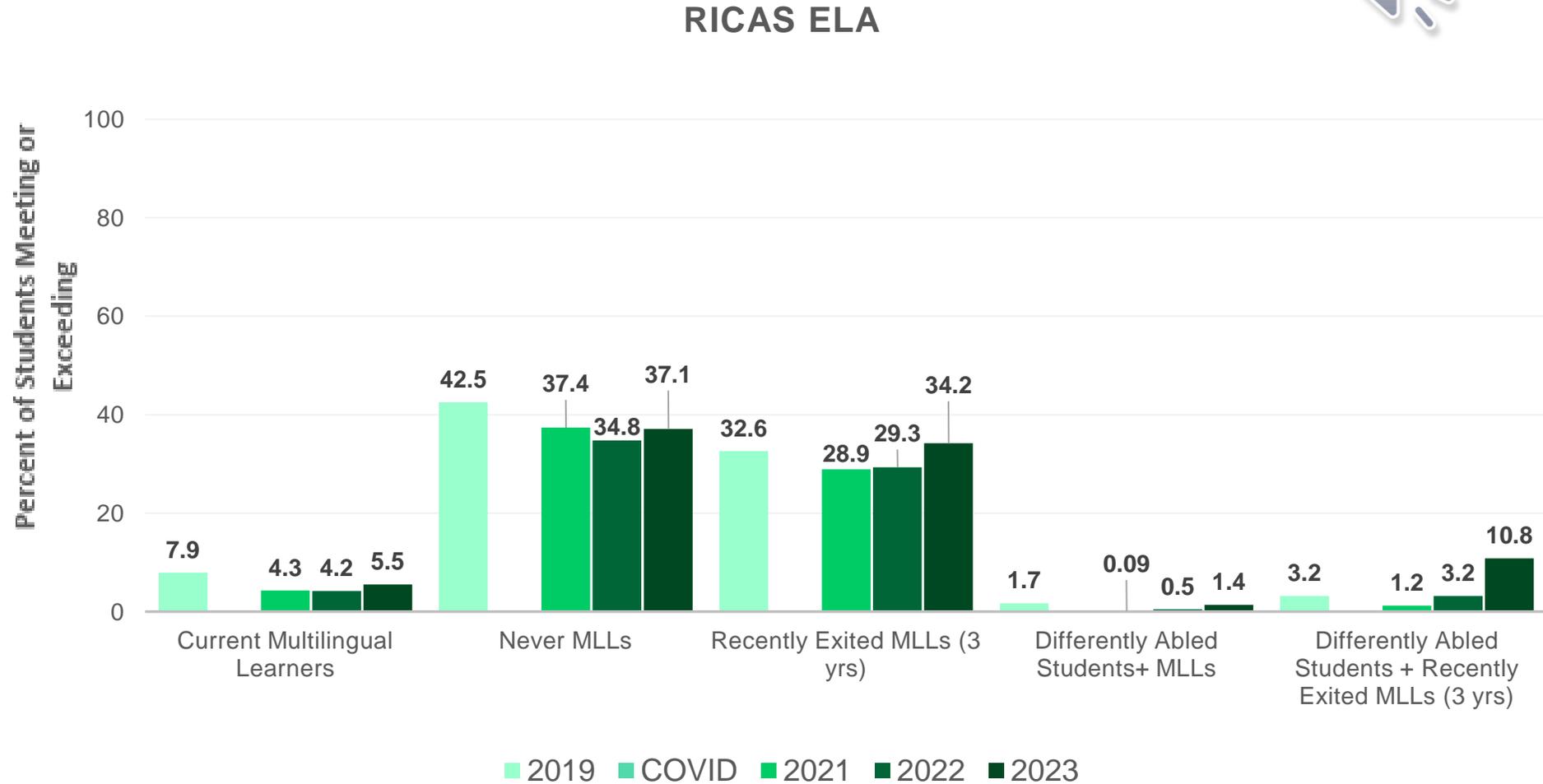


# RICAS ELA: Meeting/Exceeding Expectations by Multilingual Learner Status



- In ELA, proficiency scores in all MLL subgroups indicate **increases** in comparison to 2022.
- The Differently Abled MLL Student** subgroup continues to demonstrate proficiency **below 5%**.

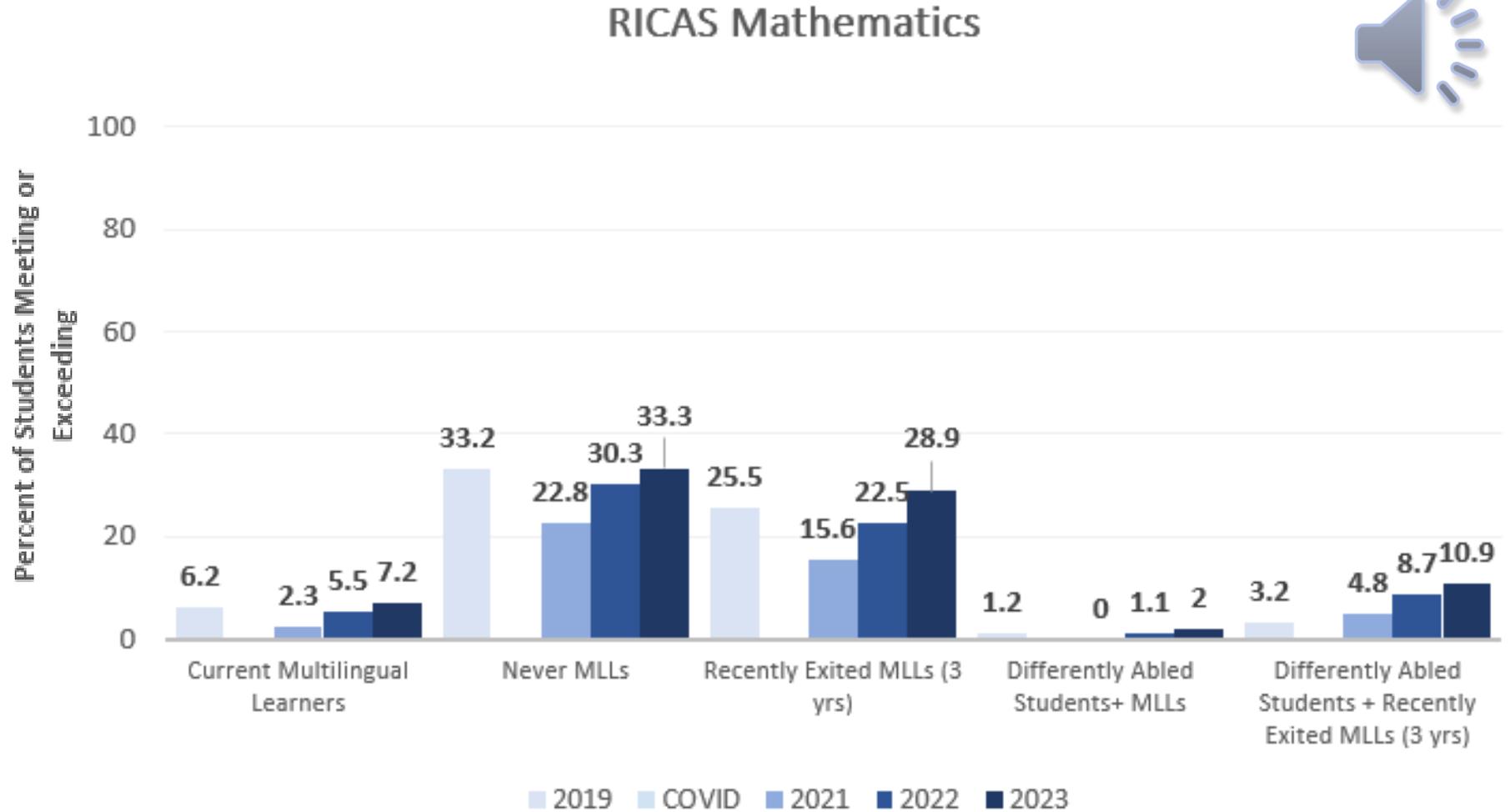
Number of Students Tested	
Subgroup	2023
Current MLLs	7,492
Never MLL	48,912
Recently (3 yrs) Exited MLLs	1,509
Differently Abled Students (DAS) + MLL	1,484
DAS + MLL Recently (3yrs) Exited	74



# RICAS Math: Meeting/Exceeding Expectations by Multilingual Learner Status

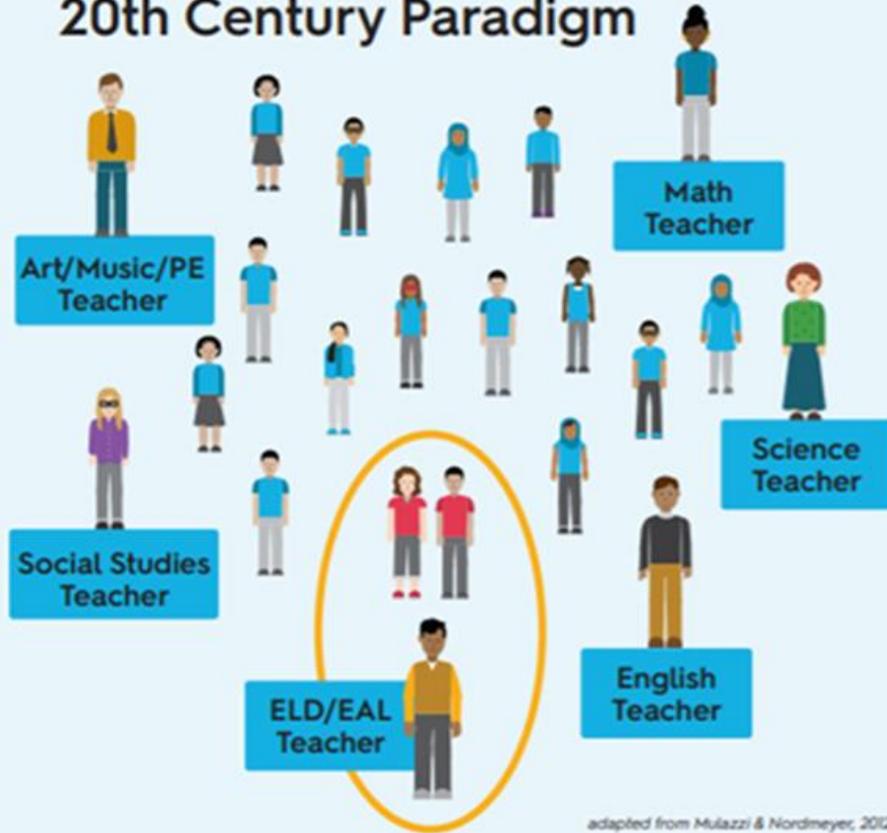
- In Math, all subgroups including MLLs, demonstrated **increases** in proficiency, with the most significant increase in the **Recently Exited MLLs (3 yrs) subgroup (6.4%)**.
- **Differently Abled + MLL Students** continue to maintain the largest achievement gap with **2%** of students meeting or exceeding expectations.

Number of Students Tested	
<b>Subgroup</b>	<b>2023</b>
Current MLLs	8,205
Never MLL	48,850
Recently (3 yrs) Exited MLLs	1,505
Differently Abled Students (DAS) + MLL	1,495
DAS + MLL Recently (3yrs) Exited	73

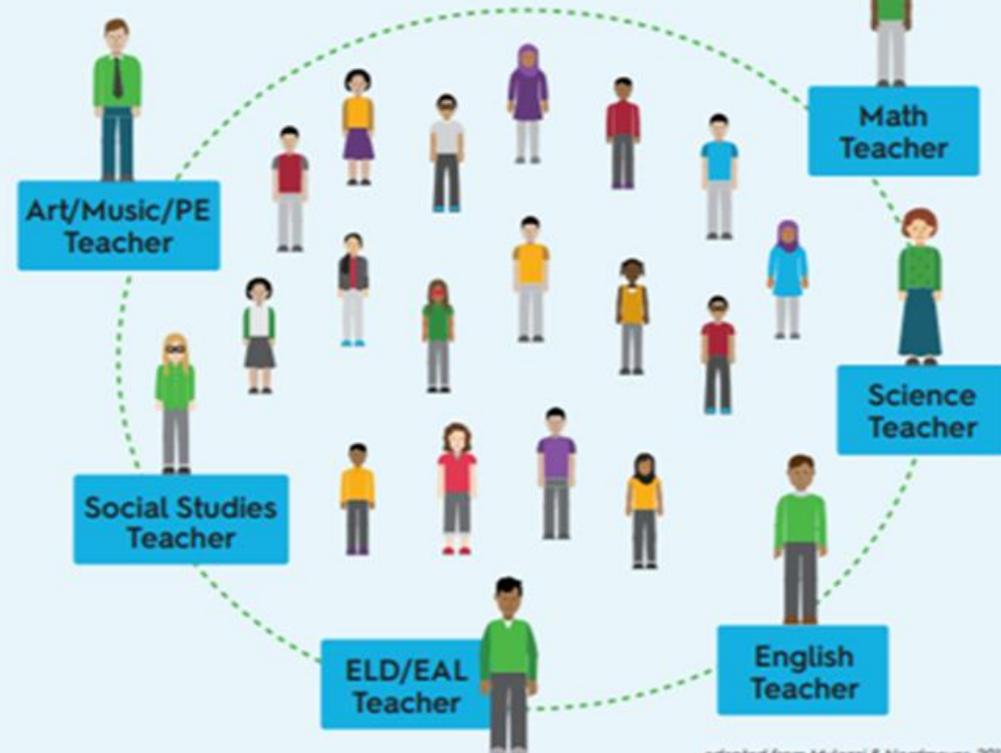


# FROM 20TH TO 21ST CENTURY TEACHING

## 20th Century Paradigm



## 21st Century Paradigm



# Part 1: Key State Policies

Roles and Responsibilities

Training

Test Security

Student Participation



# Roles and Responsibilities



# Clarification about Test Administrators and Proctors

	Test Administrator	Proctor**
<b>Who can fulfill this role?</b>	<p>Educators employed by the district:</p> <ul style="list-style-type: none"> <li>certified teachers (including those holding provisional/emergency certificates)</li> <li>teachers serving as a long-term substitute*</li> <li>district and school administrators</li> <li>school psychologists, school social workers, librarians, school counselors, and speech pathologists who hold certifications for their positions</li> </ul>	<ul style="list-style-type: none"> <li>Educators employed by the district (same as test administrators)</li> <li>Student teachers may serve as proctors (or hall monitors), but they cannot administer the test or be alone with the students; the test administrator must be present at all times.</li> </ul>
<b>What are the responsibilities?</b>	<ul style="list-style-type: none"> <li>Administering the assessment according to the directions and script</li> <li>Ensuring test security protocols are followed</li> <li>Actively monitoring students while testing</li> <li>Distributing and collecting materials</li> <li>Answering basic questions from students</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring test security protocols are followed</li> <li>Answering basic questions from students</li> <li>Helping the test administrator monitor the students</li> </ul>

\* Long-term substitute is any substitute who is teaching at the school who will be there long enough to be trained and to administer the test(s).

\*\* Classes larger than 25 students may benefit from having a proctor to assist the Test Administrator



# ACCESS Test Administration Roles

- **Test Coordinator:** the individual responsible for facilitating overall test administration from start to finish. This includes managing logistics and supporting others' roles. Some places have District Test Coordinators and others have School Test Coordinators – and some have both.
- **Technology Coordinator:** provides technological support prior to and during test administration (for ACCESS for ELLs Online only).
- **Test Administrator:** gives the assessment and monitors the students while they complete it.
- **Proctor:** monitors students in a classroom while testing and ensures test security protocols are followed, answers basic questions from students



# Training Requirements – *Test Coordinators and Technology Coordinators*

## Test Coordinator

1. View training tutorials for the tasks listed in state checklist
2. Complete the knowledge checks at the end of each training tutorial which help Test Coordinators review key concepts and prepare for test coordination
3. Recommended to complete the trainings and quizzes for Test Administrators that are appropriate:
  - Kindergarten ACCESS for ELLs
  - Grades 1–12 Online Administration
  - Grades 1–12 Paper Administration
  - Grades 1–5 Paper Speaking (locally scored)
  - Grades 6–12 Paper Speaking (locally scored)
  - WIDA Alternate ACCESS

## Technology Coordinator

1. Read DRC INSIGHT Technology User Guide
2. Complete Technology Readiness Checklist



# Training Requirements – *Test Administrators*

Returning Test Administrators	New Test Administrators
<ol style="list-style-type: none"><li><b>1. <u>Test Administrator Core Training</u></b><ul style="list-style-type: none"><li>• Presentation given by your school or district test coordinator.</li><li>• Covers state and school policies for administering state assessments.</li></ul></li><li>2. View <b>training tutorials</b> for the tasks listed in the state checklist for ACCESS and Alternate ACCESS</li><li>3. Complete the <b>knowledge checks</b> at the end of each training tutorial (<a href="#">WIDA Secure Portal</a>).</li><li>4. Complete the appropriate <b>quizzes</b> (see list in adjacent column):<ul style="list-style-type: none"><li>• Any test administrator who will be scoring a Speaking domain (Kindergarten, Paper, Alternate) must recertify <b>annually</b></li><li>• Otherwise, recertification is required <b>every three years</b> or upon <b>adoption of a new tool</b>.</li></ul></li></ol>	<ol style="list-style-type: none"><li><b>1. <u>Test Administrator Core Training</u></b><ul style="list-style-type: none"><li>• Presentation given by your school or district test coordinator.</li><li>• Covers state and school policies for administering state assessments.</li></ul></li><li>2. View <b>training tutorials</b> for the tasks listed in the state checklist for ACCESS and Alternate ACCESS</li><li>3. Complete the <b>knowledge checks</b> at the end of each training tutorial (<a href="#">WIDA Secure Portal</a>).</li><li>4. Complete the appropriate <b>quizzes</b>:<ul style="list-style-type: none"><li>• Kindergarten ACCESS for ELLs</li><li>• Grades 1–12 Online Administration</li><li>• Grades 1–12 Paper Administration</li><li>• Grades 1–5 Paper Speaking (locally scored)</li><li>• Grades 6–12 Paper Speaking (locally scored)</li><li>• WIDA Alternate ACCESS</li></ul></li></ol>



# Certification Quizzes

If you are administering...

Then you must take...

ACCESS for ELLs Online



## Online ACCESS for ELLs: Administration

The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the ACCESS for ELLs Online assessment.

[Course Details](#) [Course Resources](#)

ACCESS for ELLs Paper: Listening, Reading, and Writing



## Paper ACCESS for ELLs: Administration

The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the ACCESS for ELLs Paper assessment.

[Course Details](#) [Course Resources](#)

ACCESS for ELLs Paper: Speaking



## Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener

The purpose of this course is to help test administrators successfully score the Speaking domain for ACCESS for ELLs Paper, WIDA Screener Online and WIDA Screener Paper for grades 1-5.

[Course Details](#) [Course Resources](#)



## Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener

The purpose of this course is to help test administrators successfully score the Speaking domain for ACCESS for ELLs Paper, WIDA Screener Online and WIDA Screener Paper for grades 6-12.

[Course Details](#) [Course Resources](#)



# Certification Quizzes

If you are administering...

Then you must take...

Kindergarten ACCESS for ELLs



## Kindergarten ACCESS for ELLs: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the Kindergarten ACCESS for ELLs assessment.

[Course Details](#) [Course Resources](#)

WIDA Alternate ACCESS



## Alternate ACCESS: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the WIDA Alternate ACCESS assessment.

[Course Details](#) [Course Resources](#)

New 2024: Brand new training course to reflect new Alternate ACCESS



# Test Security



# General Security Requirements

- *All* educators involved with preparing for or administering any part of the state assessments *must*:
  - complete the required training for each assessment
  - make sure the district or school test coordinator has a record of their completion of the required training.
  - sign the affirmation of test security documents for each assessment (*for ACCESS, this is included in the NDUA – Non-Disclosure and User Agreement which is completed online*)
  - receive and read the Test Administrator Manual(s) for that assessment
  - ensure all secure materials are tracked and monitored when used for test administration.
  - report all testing irregularities to their school test coordinator.
- *Only* authorized personnel may enter or be present in testing rooms while students are testing.  
This means:
  - parents, students not scheduled to be testing, school personnel not assigned to the room as test administrators or proctors, researchers, and reporters are **not allowed** to enter the testing rooms.
  - School administrators, district personnel, and RIDE observers may enter testing rooms to monitor and observe testing procedures.
  - Technology staff may enter testing rooms to troubleshoot problems.



# Examples of Test Irregularities

A test irregularity is any action that results in non-standard test administration. Test irregularities may result in invalidating scores. Examples include:

- coaching, erasing, altering, or interfering with students' test responses in any way
- giving students access to test questions or prompts prior to testing
- questioning students about test content after the test
- copying, reproducing, or using any test materials in a way that is inconsistent with test administration or security policies
- not providing a documented accommodation or providing an accommodation not documented in the student's IEP
- a technology disruption that could not be resolved
- not following security procedures for receiving and returning test materials, or failing to account for all secure test materials before, during, and after testing
- not following test administration directions or failing to read provided script
- allowing students to use their cellphones or access the internet
- administering one domain across multiple days



# Process for Reporting Irregularities

*RISAP Test Coordinator Handbook, pg. 15*

Follow these steps to report a test irregularity:

1. All test irregularities must be reported by the test administrator to the school test coordinator.
2. The School Test Coordinator must collect any information and/or documentation and promptly inform the LEA or District Test Coordinator.
3. Unless the incident requires immediate response from RIDE, the LEA/District Test Coordinator must complete the online report. Instructions for completing the online report can be found in the RISAP Test Irregularity User Guide at <https://www3.ride.ri.gov/irregulartest/UserGuide.pdf>
4. If the incident requires immediate assistance, please contact Ana Karantonis at 401-222-8940 or Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum, at 401-222-4693.



State Assessment Test Irregularity Report



# Monitoring Visits

Federal law requires monitoring of all state assessments. **The monitoring process allows RIDE to:**

- answer any questions district and school staff have before testing to ensure a smooth administration.
- verify that all test administrators have been properly trained.
- ensure that students who require accommodations receive them during testing.
- ensure test administration procedures are followed.

## NOTE:

- District and school test coordinators will be notified if your school was selected for a monitoring visit well in advance of the visit.
- Test coordinators should notify their test administrators of the monitoring visit and what to expect.
- All test coordination and administration questions should be answered before testing begins.
- When observers enter a testing location, test administrators should continue to administer the state assessment according to protocol. Observers may or may not have questions for the test administrator.



# Student Participation in State Assessments



# General RISAP Student Participation Policy

RISAP Test Coordinator Handbook ([www.ride.ri.gov/TC](http://www.ride.ri.gov/TC))

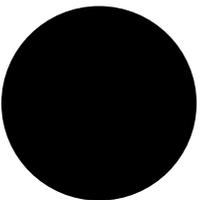
All public-school students are expected to participate in the state assessments in one of three ways:

1. Without accommodations
2. With accommodations
3. Alternate assessments (DLM and WIDA Alternate ACCESS)



# Participation in ACCESS and Alternate ACCESS

- The following MLL students must take the ACCESS or Alternate ACCESS tests:
  - All active MLL students currently receiving services or
  - All MLL students who are eligible but not enrolled in services
  - In grades 3-12, students who qualify for DLM may take Alternate ACCESS and it must be designated in the IEP.
  - In grades K-2, students who are eligible for Alt ACCESS must have it designated in the IEP.
- Monitored 1 and Monitored 2 students **may not** take the ACCESS or Alternate ACCESS for ELLs tests.



# Current Grade Level:

RISAP Test Coordinator Handbook ([www.ride.ri.gov/TC](http://www.ride.ri.gov/TC))

- **Current Grade Level** is the grade level indicated in the Enrollment Census for the current school year.
  - Student data, including grade level and IEP status, come from the LEA enrollment system. If this information is incorrect, it must be fixed by the district. RIDE cannot change any student information.
  - RIDE will register the student for all required tests at their grade level and according to their EL and alternate assessment designations.
  - Testing the student at any other grade level other than what is reported to RIDE may result in test scores being invalidated.
- Additionally,
  - If a student skips a grade level, the student does not make up tests for the skipped grade.
  - If a student is retained, the student takes the test(s) for their current grade level, even if the student took the test(s) the previous year.



# Students Attending Outplacement Schools

[www.ride.ri.gov/TC](http://www.ride.ri.gov/TC) "Outplacement Schools"

- It is the responsibility of the LEA to ensure that the outplacement school understands which tests must be administered to the student and that the student's Enrollment Record and information in the MLL Census are accurate.
- Outplacement schools need to coordinate with the sending districts to create a plan to administer the ACCESS test.
  - Example 1: LEA sends Test Administrator to outplacement school to administer the test.
  - Example 2: Outplacement school staff complete training requirements and administer the test.
    - Requires coordination to ensure staff have emails/user accounts from sending district
    - Requires hand delivering of secure paper test materials, if applicable.
- RIDE is working with WIDA/DRC to add the outplacement schools to their organization lists for the **2024-25** school year. This will allow outplacement schools to have their own accounts in WIDA AMS and WIDA Secure Portal, and to have materials shipped directly to them.



# Part 2: ACCESS for ELLs and WIDA Alternate ACCESS

ACCESS Suite of Assessments

Tasks to Complete: Before, During, and After Testing



# ACCESS Suite of Assessments



# ACCESS for ELLs Suite of Assessments

The following assessments are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of Multilingual learners (MLLs):

- **ACCESS for ELLs (K-12):**
  - **Kindergarten ACCESS for ELLs**, a paper-based assessment for Kindergarten
  - **ACCESS for ELLs**, an online and paper-based\* assessment for Grades 1–12
- **WIDA Alternate ACCESS**, a paper-based assessment for ELLs in Grades K–12 who have significant cognitive disabilities

\*All students in grades 1-12 are expected to take the test on computer unless they have an accommodation that requires paper testing or their school has an approved waiver to administer paper tests.

# ACCESS for ELLs Domains

Assessing students' academic language abilities in English includes:

## Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

## Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

## Writing

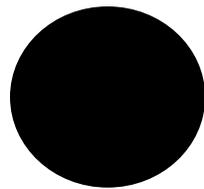
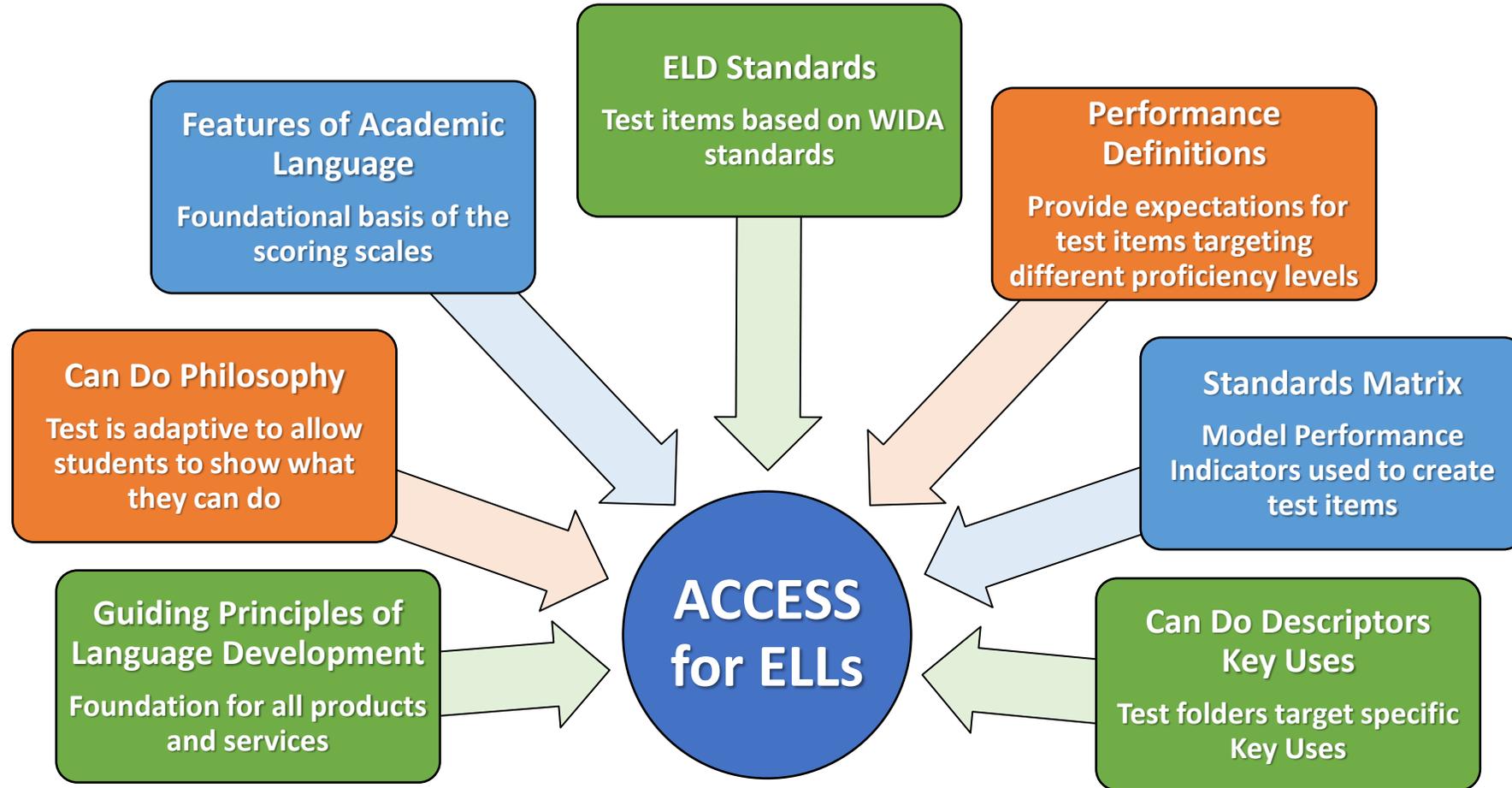
Engage in written communication in a variety of situations for a variety of purposes and audiences

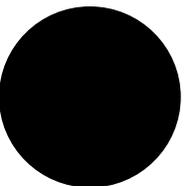
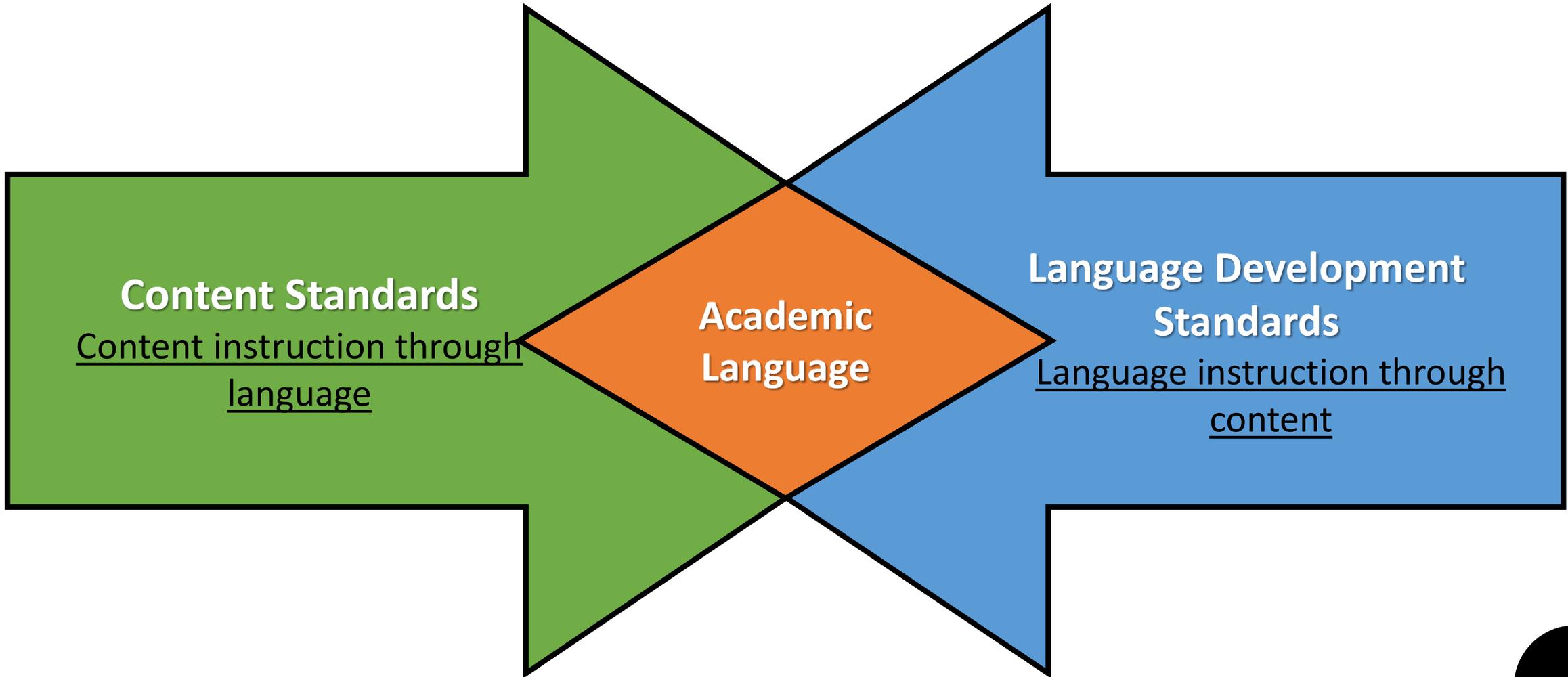
## Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences



# Connections to the Framework





# Kindergarten ACCESS for ELLs

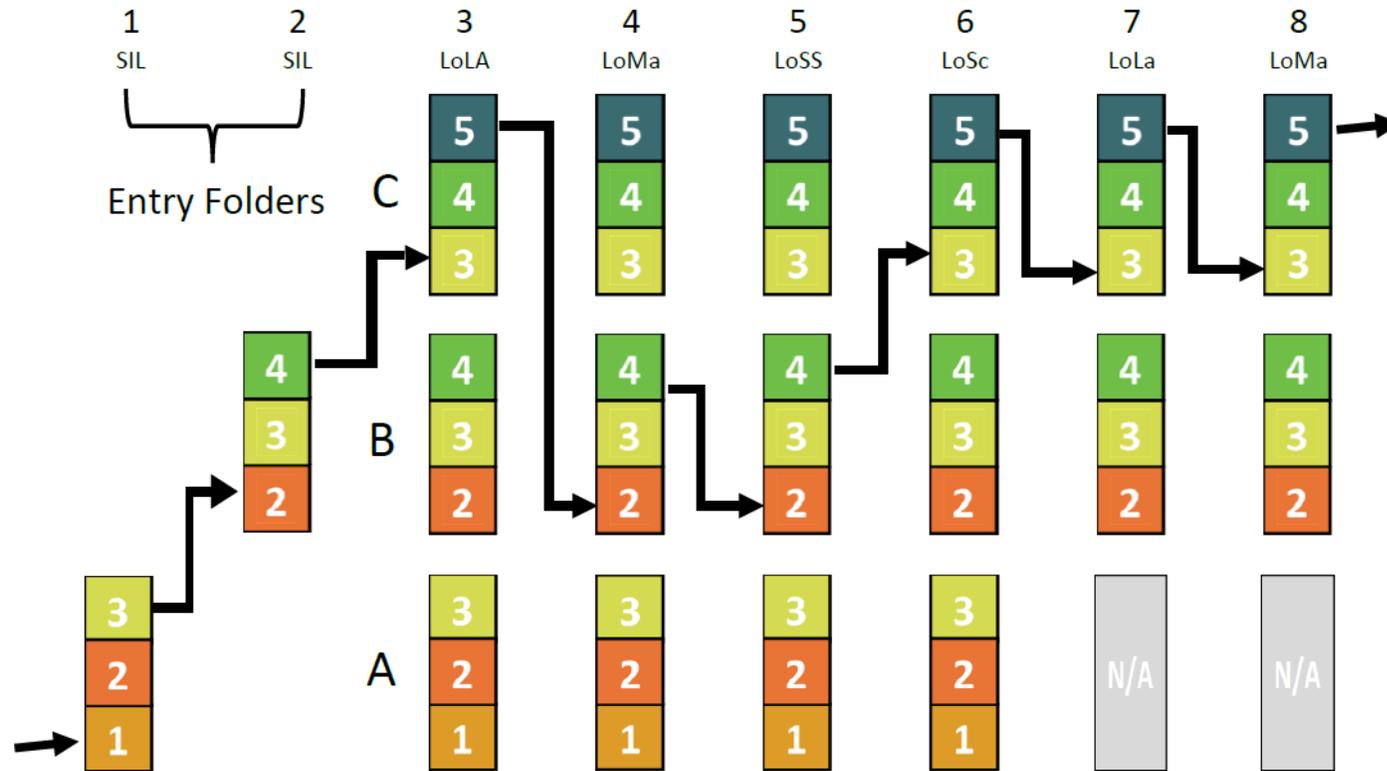
- Individually administered
- Completely adaptive
- Includes manipulatives
- All components are scored by the Test Administrator (TA) during test administration



# Adaptive Testing Online

Performance in 1 folder determines the next folder

Sample path through the ACCESS for ELLs Listening and/or Reading



# ACCESS for ELLs Online: Student Experience

- Graphic-supported items
- Audio-supported directions
- Narrated and guided introduction by a human voice for each domain test
- Thematic folders pertaining to a unified theme
- Practice items
- Modeled responses for the productive domains
- Simple navigation
- Uncluttered and streamlined interface
- Embedded accessibility features, such as:
  - Magnification
  - Highlighter
  - Writing tools (e.g. cut and paste, copy, underline)



# Preparing Students

## ACCESS Test Practice and Sample Items

[Assess](#) < [ACCESS for ELLs](#) < [Preparing for ACCESS Testing](#) < ACCESS Test Practice and Sample Items

**WIDA**  
For full information on ACCESS for ELLs, see the [Test Administrator Manual](#).

### Preparing Students for ACCESS for ELLs Online

#### Test Demo

Watch the test demo before you go through the sample items. The test demo takes about 15 minutes to introduce the features of the test platform and introduce the item types students will see. Item types include multiple choice, hotspot, and drag-and-drop. Review the demo at least once before showing it to students.

Students do not need to click or interact as the test demo plays, so you can have students watch the demo on their own or you can show the demo to a group of students all at once.

There are two modules of the test demo that don't play automatically. These modules cover handwriting responses to the Writing test and using test accommodations. When these topics are applicable to your students, select and play them from the menu on the left.

Allow students to re-watch the test demo as needed. Many schools schedule a time for students to watch the demo and then immediately try out what they've learned by completing the sample or practice items.

#### Student Support

Talk with all students about using universal tools during testing just as they do in the classroom. Tools that are built into the test platform for any student to use at any time include the following:

- Opens the Color Contrast and Color Overlay menus from which students can change the color and contrast of the content in the test platform.
- Allows the student to highlight the text of the test item. When the highlighter is active, the menu includes an Off option.
- Places a horizontal line on the screen that the student drags up or down to help with tracking across lines of text.

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Comments on this document? Email [Documentation@wida.net](mailto:Documentation@wida.net) Last revised 6/27/2020

#### Sample Items

Sample items are representative of the format and structure of actual test items and tasks. They are similar in difficulty and depth to the items and tasks students complete on testing day, and they are a helpful preparation tool even for students who have taken the test in prior years.

Sample items do not simulate a complete test experience. They do not cover the full range of content or performance level expectations students encounter on the test.

**When students are completing sample items:**

- Answer questions about test content, testing tools and procedures, and technology.
- Replay test directions. If allowed under your state's testing policy, it's okay to translate test directions into the student's home language.
- Help students log in, navigate, adjust volume, and adjust headphones and headsets.
- Help students use the recording tools in the Speaking test.
- Don't interrupt those who are working independently.
- Don't confirm or correct students' responses.

Students with an active Individualized Education Program or 504 Plan may be able to use a variety of additional accommodations when testing. For example, you can give students the ability to manually play or replay audio that would otherwise play automatically and only once. All students need plenty of opportunity to become familiar with any accessibility support they'll use during testing.

Find details on allowed testing tools in the [Accessibility and Accommodations Supplement](#), available on the [Accessibility and Accommodations page of the WIDA website](#).

**It is especially important that students understand and practice the Speaking test.**  
The Speaking domain test is a unique and, for some students, challenging test experience. To complete the Speaking tasks, students must record their voices using the recording tools built into the test platform. The more opportunities students have to interact with the test platform and become familiar with speaking into a headset, the more comfortable they will be on testing day.

#### Content

- Go to [wida.drcedirect.com/WIDA](http://wida.drcedirect.com/WIDA).
- Click View Sample Items.
- Select a grade-level cluster, domain, and item.
- Enter the username and password shown on the Sign In screen.
- Follow the on-screen directions to move through the introduction screens to the sample item.

Students can also access the sample items from the DRC INSIGHT browser installed on their testing devices.

Review each sample item at least once before students complete it. Students need headphones for the Listening and Writing items. They need headsets with microphones for the Speaking items.

Use sample scripting to guide students through sample items and test platform features. Sample items do not have embedded test directions as the practice items do, so have students watch the test demo before going through the sample items.

Add "acc" to the end of the username to activate accommodations. For example, enter "speaking60acc" instead of "speaking60acc". The accommodations assigned to these logins are manual control of item audio; repeat item audio and, in the Speaking tests, extended speaking response time.

#### Test Practice

The Listening, Reading, and Speaking domain tests begin with an opportunity for students to practice responding.

Practice items are not necessarily representative of the difficulty of scored test items - they are simply a chance for students, particularly those new to testing, to become familiar with the structure of the test and try out the process of responding to items and tasks.

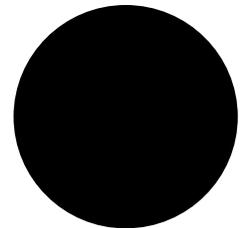
The test platform guides students through these practice items before presenting the scored items.

- Go to [wida.drcedirect.com/WIDA](http://wida.drcedirect.com/WIDA).
- Click Test Practice.
- Select a domain, grade-level cluster, and tier.
- Enter the username and password shown on the Sign In screen.
- Follow the on-screen directions to move through the introduction screens to the practice item.

Students can also access the practice items from the DRC INSIGHT browser installed on their testing devices.

Completing the practice items prior to testing day can be helpful for students who are new to online testing. However, the first thing students do when they take the real test is complete the exact same practice items that are available in advance.

Add "acc" to the end of the username to activate accommodations. For example, enter "speaking60acc" instead of "speaking60acc". The accommodations assigned to these logins are manual control of item audio; repeat item audio and, in the Speaking tests, extended speaking response time.



# ACCESS for ELLs Online: Equipment & Technology Requirements

Technology requirements for the online test are listed on the ACCESS for ELLs 2.0 Technology Page

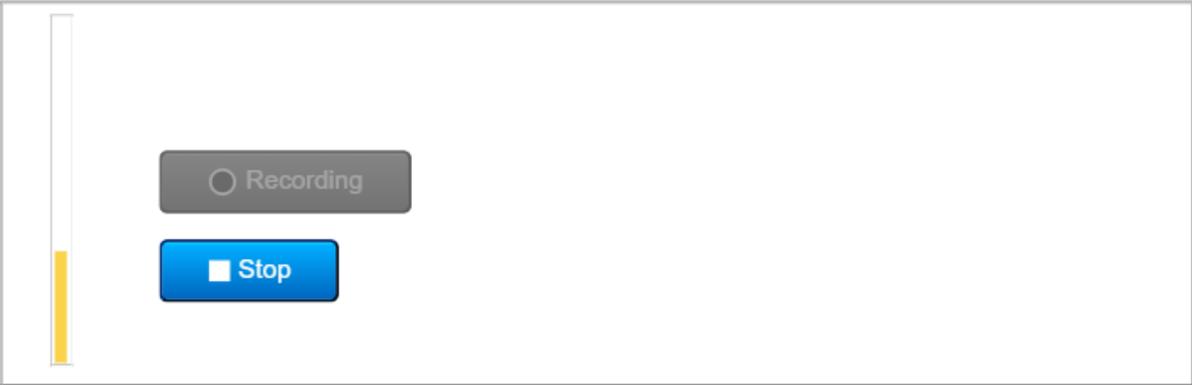
- Headset:
  - **Must have a microphone**
  - Can be used for all domains
  - Necessary for the Speaking domain to record student responses
- Headphones:
  - Can be used for Listening, Reading, and Writing tests
  - To hear test directions and practice items
  - To hear test items on the Listening & Writing tests



# ACCESS for ELLs Online: Microphone Check

You will record your answers using a microphone. Does your microphone work? Follow these steps.

1. Click **Record**.
- 2. Say your name into the microphone.  
Then, say the name of your school.
3. Click **Stop**.  
Listen. Do you hear what you said?
  - If yes, click **I heard my recording**.
  - If no, raise your hand and ask for help.



The interface shows a vertical audio level meter on the left with a yellow bar at the bottom. In the center, there are two buttons: a grey button with a microphone icon and the text "Recording" (disabled), and a blue button with a square icon and the text "Stop".

Exit



# ACCESS Speaking

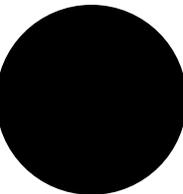
- Speaking Test Guidance
  - Guidance has been posted to help teachers and students prepare for the speaking portion of the ACCESS tests at [www.ride.ri.gov/Assessment-Manuals](http://www.ride.ri.gov/Assessment-Manuals)
    - [Guidance to Students Prior to Taking the Online Speaking Test](#)
    - *Some Highlights:*
      - WIDA recommends testing no more than 3-5 students per test administrator.
      - For students in all tiers, the Speaking test may be administered individually, or in smaller groups of students than mentioned above if needed.
      - Newcomers and/or students at lower proficiency levels may need to be assessed individually, so Test Administrators can provide additional support during the test.
      - For new (or shy) students, if this is supporting the student, the test administrator should sit next to the student in an individual testing session and ask them to "talk to you" while speaking into the microphone.



# ACCESS for ELLs Paper

Administration Format	Approximate Administration Time*	Recommended Scheduled Testing Time
<p><b>Group: Listening, Reading, Writing</b></p> <p><b>Individual: Speaking</b></p>	<p><b>Listening: 20–50 minutes</b></p> <p><b>Reading: 45-50 minutes</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 1, Tier A: 30 minutes</b></li> <li>• <b>Grades 2–12, Tier A: 45 minutes</b></li> <li>• <b>Grades 1–12, Tier B/C: 60 minutes</b></li> </ul> <p><b>Speaking: 15–30 minutes</b></p>	<p><b>Listening: 60 minutes</b></p> <p><b>Reading: 70 minutes</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 1, Tier A: 40 minutes</b></li> <li>• <b>Grades 2–12, Tier A: 75 minutes</b></li> <li>• <b>Grades 1–12, Tier B/C: 80 minutes</b></li> </ul> <p><b>Speaking: 45 minutes</b></p>

\* Time needed to answer test questions



# ACCESS for ELLs Paper

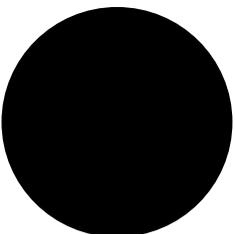
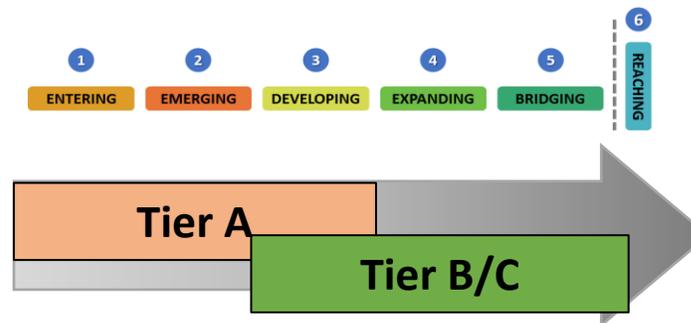
- Six Grade Level Clusters for Paper: Listening, Reading, and Writing Domains



- Five Grade Level Clusters for Paper: Speaking

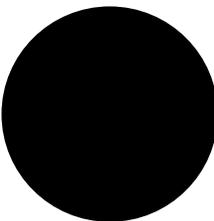
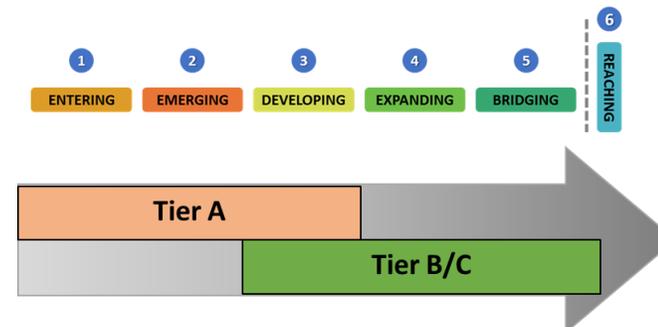


- Semi-adaptive through Tier A, or Tier B/C Selection



# ACCESS for ELLs Paper: Selecting Tiers

- Use Screener or previous ACCESS for ELLs test scores if available;
  - Place greater weight on student's reading/writing levels than oral skill levels
- Use the Tier Placement protocol in the TAM & the tutorial on the training course.
- Use teacher judgment, when in doubt, place the student in the higher tier

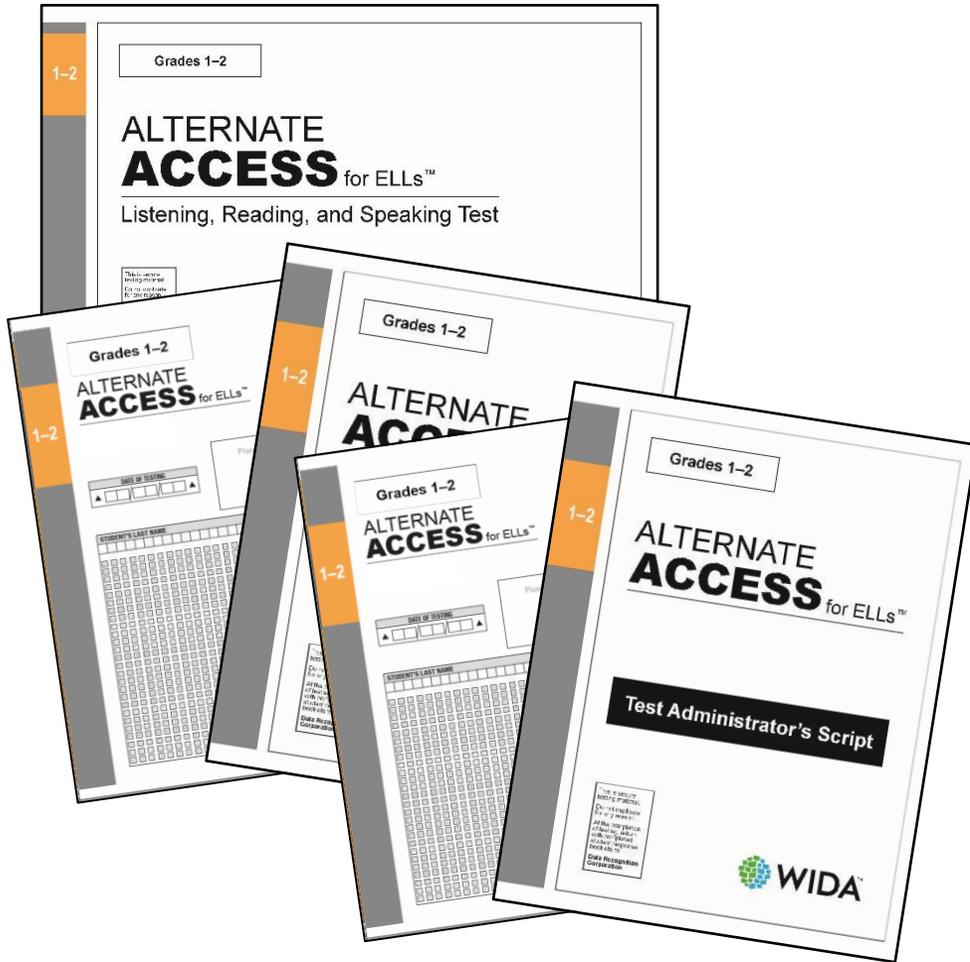


# Alternate ACCESS for ELLs

- Developed specifically for students identified as English language learners with significant cognitive disabilities
- Measures student performance in relation to the WIDA Alternate English Language Proficiency levels
- The assessment is available for grades: Kindergarten and 1-12.



# Alternate ACCESS for ELLs



- Paper-based assessment
- Individually administered
  - 4 sections (Domains)
  - 8 - 10 Tasks in each domain
  - 20 minutes each (Approximately)
- Test format
  - Selected response: listening and reading
  - Constructed response: speaking and writing
- All sections are hand-scored by test administrator.



# Before Testing



# Tasks to complete before testing

## Plan your schedule

- Test schedule and sessions
- Plan communication with families

## Check student registration

- Ensure MLL census is up to date
- **Ensure all students are registered for appropriate assessment**
  - Grade Level
  - ACCESS or Alternate ACCESS
- Enter accessibility features and accommodations in WIDA AMS

## Assemble and train your team

- Roles and responsibilities
- Online accounts and user set-up
- Test security and administration policies

## Prepare technology

## Prepare students for testing

## Inventory materials received

## One week before testing

- Manage test sessions in WIDA AMS
- Verify accommodations for students with an IEP or 504 plan
- Gather and organize testing materials
- Print testing tickets



# 2023-2024 ACCESS & Alternate ACCESS Test Window

[www.ride.ri.gov/Assessment-Schedules](http://www.ride.ri.gov/Assessment-Schedules)

- All schools are expected to administer assessments in school and in-person.
- Start as early in the primary testing window as possible.
- Primary testing may **not** be completed during the makeup window.
- Makeup testing may be completed during the primary window

Grades	Test	Primary Test Window	Makeup Test Window
K-12	ACCESS	Jan. 8 – Feb. 16	Feb. 19 – March 1
K-12	Alternate ACCESS	Jan. 8 – Feb. 16	Feb. 19 – March 1





# General Scheduling and Administration Guidance

- Testing occurs during regular school days.
  - No test session may extend beyond the end of the regular school day.
  - Any individual test session must be completed on the same day in which it begins.
- If scheduling two sessions in one day, avoid conflicts with recess or lunch.
- Consider space and staffing needs for students testing with accommodations or designated accessibility features such as separate location, small group, or specific time of day.
- Plan room set-up to ensure adequate student spacing to maintain test security.
- Select rooms for testing locations, and note any content in the room that must be removed/covered to not violate test environment requirements.



# Registering Students for ACCESS

- RIDE will submit the ACCESS registration file by **November 15**.
- LEAs will need to add any students who enroll after that date directly into WIDA AMS .
- WIDA AMS will be available to manage test sessions beginning on **November 30**.

2023-24 ACCESS Roster will be added after registration file is submitted

Rhode Island Department of Elementary and Secondary Education  
Information Services

Ana Karantonis

eRIDE > MLL Census for Providence (2022-23) Logout

Reset To State Account | Select a District

Update active status as of (date): 11/28/2022 Update

Find student(s) by name/SASID: Find (see below for instructions)

**Preview 2022-23 ACCESS Roster**

2021-22 ACCESS/Ait ACCESS Test Results

provisional placement guide || users guide || planning guide for school year  
set up language table || set up teacher table || set up country table || student listings  
lookup/add student || maintenance reports

SchCode	School Name	Total in Census	# Active	# Monitored	# Eligible Not Enrolled	Last Updated	Date Signed Off
---------	-------------	-----------------	----------	-------------	-------------------------	--------------	-----------------



# Preview of ACCESS roster in MLL Census



[Go Back](#)

## Preview of 2022-23 ACCESS Roster

WIDA Registration File was pulled and submitted to WIDA on November 15, 2022. Please use the "Not In WIDA Registration File" column to identify any new studen

Generated On: 11/28/2022 9:48:29 AM

### Roster Notes:

- Rosters are based on yesterday's student enrollment and LEP census data
- Test Type (O=Online, P=Paper, blank (Kindergarten, Alternate, or Braille))
- If Test Type is P **AND** student's grade is between 01 and 12, then Paper Tier is required
- If Test Type is O or Blank, then Paper Tier is ignored
- Grade 00 is kindergarten

[Active and EBNE Students Who Appear On EL Census and Not On ACCESS Roster](#)



**Please Run this report.**

[Download to Excel](#)

[View Records \[1-2000\]](#) [\[2001-4000\]](#) [\[4001-6000\]](#) [\[6001-8000\]](#)

<u>School Code</u>	<u>SASID</u>	<u>Last Name</u>	<u>First Name</u>	<u>Grade</u>	<u>Test Type</u>	<u>Paper Tier</u>	<u>Large Print</u>	<u>Braille</u>	<u>Alternate ACCESS</u>	<u>Not In WIDA Registration File</u>
--------------------	--------------	------------------	-------------------	--------------	------------------	-------------------	--------------------	----------------	-------------------------	--------------------------------------



# Materials Arrive on 12/20/23

- All materials shipped are secure and must be signed for upon delivery
- Testing materials are delivered to districts\*
- Be sure to inventory materials upon arrival and store them in a secure location
- Be sure to save the box/boxes for return shipment



\* Materials are delivered to schools in Central Falls, Pawtucket, and Providence



# During Testing



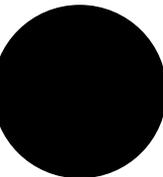
# Tasks to complete during testing

- Track all secure materials
- Monitor test activity
- Investigate security breaches and testing irregularities
- Maintain a list of students requiring make-up tests and schedule their make-up tests
- Be available to test administrators and proctors
- Continue to check and update students' accommodations in WIDA AMS



# Monitoring the Online Test

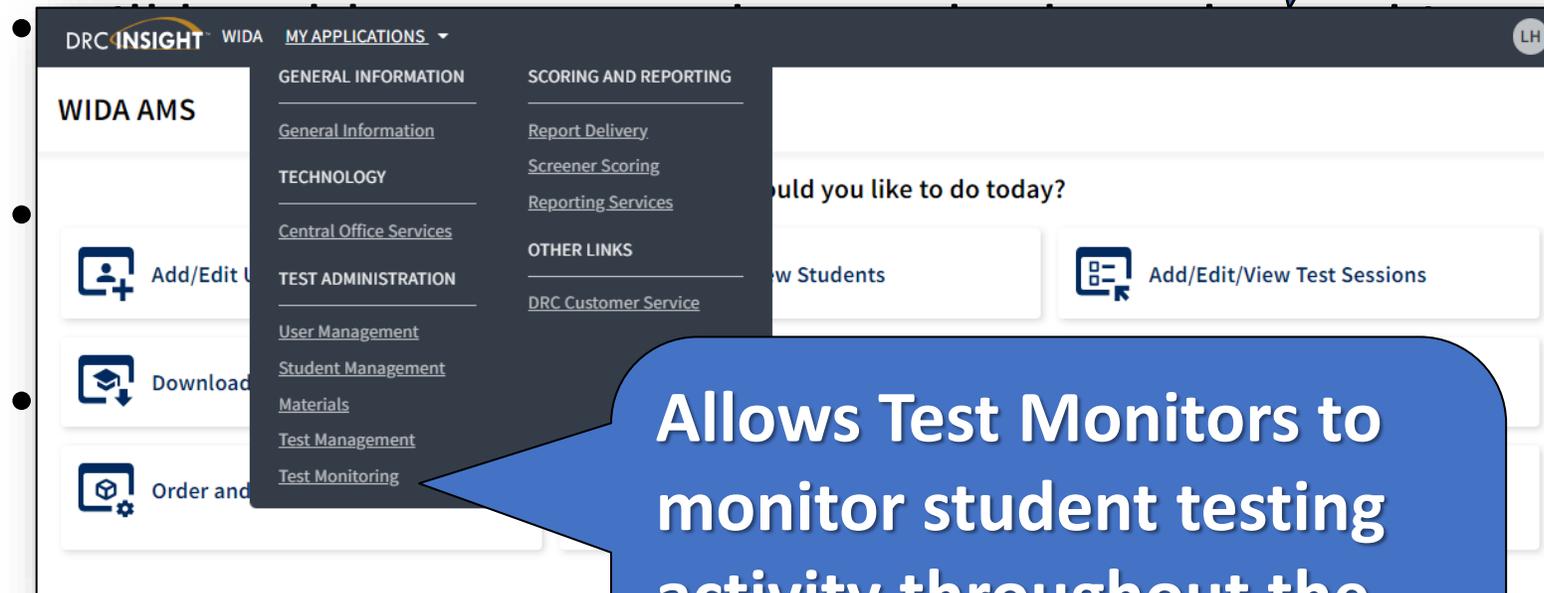
- Monitor the room to ensure students are working independently and not using cell phones or other devices.
- Watch for students who pause for a long time and encourage those students to move on.
- Watch for students who click through the test rapidly and encourage those students to do their best on each item.



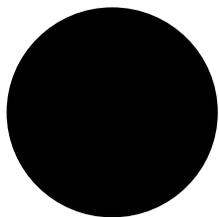
# Test Monitoring



## Test Monitors:



**Is** Allows Test Monitors to monitor student testing activity throughout the duration of their test using a secure dashboard.







# Bubbling In Student Information

WIDA™  
2022-2023

Do not duplicate or sell.

Grades 2-3 Tier A

**ACCESS** for ELLs®  
Writing Test Booklet  
Form 801  
Version 1

2-3  
A

• Use only number 2 pencil.  
• Fill in all circles completely.  
• Complete both front and back covers when using a District/School label.  
• Use only official labels. Do not alter labels or print your own.

DATE OF TESTING

ALIGN TOP OF LABEL HERE ▼  
Place Bar Code Label WITHIN This Box

U571310BLANK ---

SCHOOL NAME

GRADE LEVEL

LENGTH OF TIME IN LEP/ELL PROGRAM

GENDER

REP STATUS

TITLE IN STATUS

MIGRANT

SRA PLAN

SCHOOL USE ONLY

LEP CLASSIFICATION

ACCOMMODATIONS

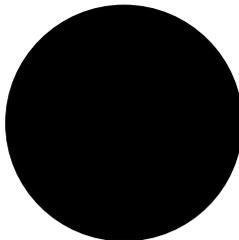
DISTRICT STUDENT ID NUMBER

DISTRICT DEFINED OPTIONAL DATA

Do Not Score This Section For This Student  
(See Test Administrator Manual for student instructions)

ABS  
INV  
DEC  
SPD

- No Pre ID-Label
- Front and back covers
- #2 pencil
- Affix a School/District Information Label
- Accommodations *must* be documented manually without the Pre-ID label



# Student Test Tickets & Rosters

## Student Test Ticket

WIDA Online Test Ticket  
Gr 2-3

<StudentFirstName>  
<StudentLastName>  
Date of Birth: 05/01/2008  
Accommodations: N/A  
Domain: Reading  
Test Session Name: Sample Session 1  
State Student ID: 123456789012345678901234567890

Username: ReallyrealR1  
Password: 123456

**Secure test materials!**

## Student Test Roster

ACCESS for ELLs @ 2.0

Student Test Roster

District:DRC Use Only - Sample District MS  
School:DRC Use Only - Sample School  
Domain:Reading  
Assessment:Reading Gr 45  
Test Session:Generic Grade 4

Completed	Accommodation(s)	Student Name	Date of Birth	State Student ID	User Name	Password
<input type="checkbox"/>	N/A	Brown, Charlie	12/24/2001	3333333334	cbrown30	212463
<input type="checkbox"/>	N/A	Dog, Goofey	11/15/2000	1111111111	gdog2	503949
<input type="checkbox"/>	N/A	Mouse, Mickey	12/21/2001	6543212345	mmouse3	513893



# After Testing



# Tasks to complete after testing

- Ensure all accommodations and Do Not Score codes are correctly marked on the booklet or WIDA AMS
- Recycle unused **non-secure** test materials (Test Administrator Manual, Test Coordinator Manual)
- Return test materials (**all used & unused test booklets, test scripts**) to DRC (do not return non-secure materials)
- Destroy/shred remaining **secure** testing materials (used scratch paper, unused labels, student testing tickets, student rosters)
- Submit any medical exemption requests to RIDE
- Communicate with students' parents/family members about ACCESS results (Individual Score Reports must be provided to families within 2 months of LEAs receiving paper copies)



# Alternate ACCESS for ELLs: Do not score codes

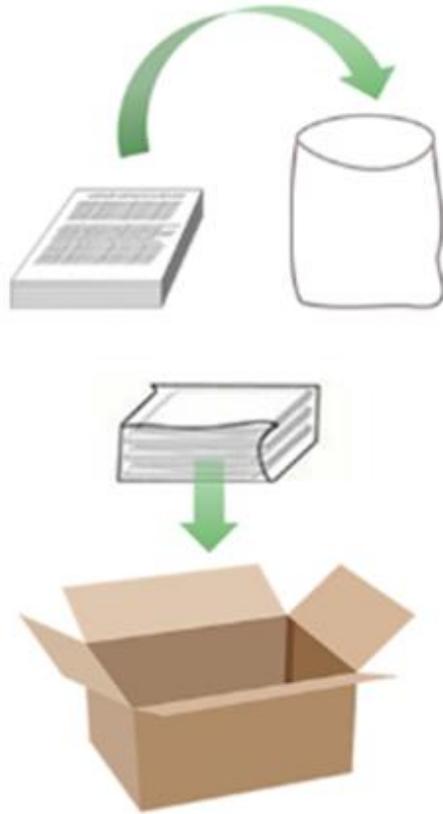
Use the INV & SPD codes only in rare, special cases. Filling in a circle in this field means the student will **not** receive a score for the indicated domain, even if the student completes the domain elsewhere (for example, in the online test platform instead of in the paper booklet).

Do not use the ABS or DEC codes. Please leave blank.

Code	Do Not Score Circumstance
 ABS	The student was absent and did not take a particular domain test.
INV	A particular domain test was invalid according to state or district policy. For example, this code might be used due to inappropriate testing practices.
 DEC	The student declined to take or complete a particular domain test. ACCESS for ELLs is a required annual assessment, and students cannot opt out. Use this code only after several unsuccessful attempts to engage the student in the assessment.
SPD	The student's IEP or 504 team has determined that the student should not participate in a particular domain test due to the student's special education needs.
Always indicate the affected domains when using a Do Not Score Code. L = Listening R = Reading W = Writing S = Speaking	



# Returning Test Materials



Return by **3/8/24**



Explicit Return Instructions in District  
and School Test Coordinator Manual



# Medical Exemptions

[www.ride.ri.gov/assessment-exemptions](http://www.ride.ri.gov/assessment-exemptions)



State Assessment  
Exemption Requests

- **Reminder:**
  - o ALL state assessments included in online
- **Submission Window:**
  - o **March 1st –April 1st, 2024:** ACCESS and Alternate ACCESS
- **Criteria:**
  - o **Definition:** An incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident. Typically, a medical emergency prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.
  - o *Cannot* receive classroom instruction either in school, at home or in the hospital/mental health facility.
  - o *Cannot* participate in testing even with accommodations.



# Steps for Completing a Medical Exemption\*

**Superintendent's office is responsible for submitting the medical exemption (see RISAP TC Handbook Appendix E).**

- 1. School:** Discuss the student's situation and need to request a medical exemption with the District Testing Coordinator and/or Superintendent. The Testing Coordinator and/or Superintendent may decline the school's request to submit a medical exemption.
- 2. School:** Complete Forms 2 and 3 and provide to the district.
- 3. District:** Once the school has Forms 2 and 3 complete, then the district can complete Form 1 (District Assurances Form) through the Medical Exemption application in eRIDE. **There is no paper copy to send to RIDE. Only the superintendent's office may submit a medical exemption.**
- 4. RIDE:** Reviews Form 1 in the eRIDE system. If needed, RIDE will contact the principal or the superintendent for clarification if there are any questions.
- 5. RIDE:** Emails the superintendent when a decision has been reached.
- 6. District:** Logs into eRIDE Medical Exemption application to review the decision.

\* Outplacement Schools: Requests must be submitted through the sending district office. **Outplacement schools do not have access to the Medical Exemption portal in eRIDE and cannot submit a request.**



# Part 3: Accommodations and Accessibility Features



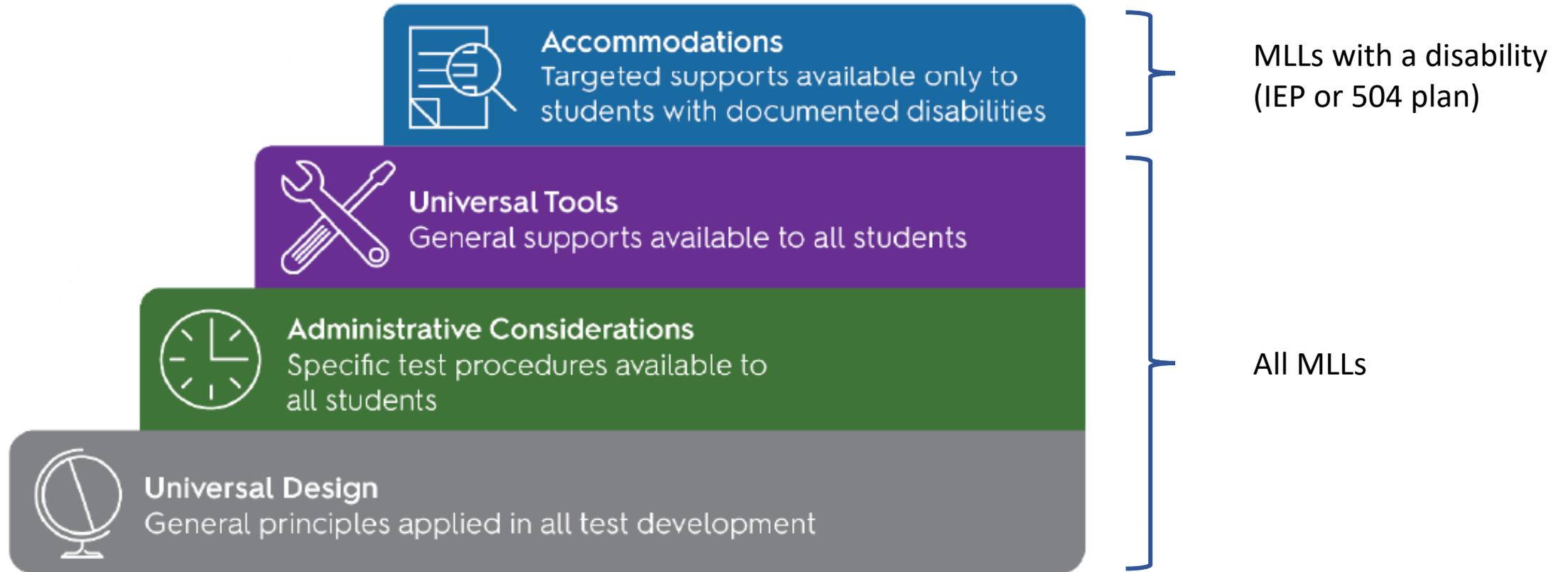
# Essential Documents and Resources for 2023-24

[www.ride.ri.gov/accommodations](http://www.ride.ri.gov/accommodations) or <https://wida.wisc.edu/resources>

- **All state assessments:**
  - RISAP Accommodations and Accessibility Features Manual
- **Test-specific documents:**
  - 2023-24 Accessibility and Accommodations Manual
  - Accommodations Checklists:
    1. Online Accommodations Checklist
    2. Paper Accommodations Checklist
    3. Kindergarten Accommodations Checklist
    4. Alternate ACCESS Accommodations Checklist



# The WIDA Accessibility and Accommodations Framework



# Things to consider...

1. Accessibility features and accommodations ***do not and cannot*** take the place of rigorous instruction, high-quality curriculum and materials, and belief that students can, and will, learn.
2. Accessibility features and accommodations **are not designed to increase a student's score.**
3. Take time to find out what *this* student **needs and will use. Do not** make decisions for an individual student based on their status as an EL student.
4. Training students on how to use the test platform, testing procedures, and allowing them to practice the necessary computer skills will mean students are less anxious and will be able to concentrate more on the test.



# Things to consider...

5. Accommodations provided on ACCESS must be included in the student's IEP or 504 Plan. *Testing may not begin until all accommodations are in the student's IEP or 504 Plan.*
6. *Only* students with disabilities who have an IEP or 504 Plan may use accommodations on ACCESS tests.
7. Accommodations used on tests like RICAS or SAT are not always transferrable to the ACCESS tests.
  - **Example:** bilingual dictionaries or glossaries are not allowed on ACCESS tests. ACCESS measures students' understanding of spoken and written English, not academic skills like their ability to calculate or their ability to understand complex texts and form written arguments.



# How to Select Test Supports

Before selecting any test support, identify the barrier (area of need) affecting the student's ability to learn.

**Area of Need**

- Gather evidence:
- student preference,
  - ELP level of the last ACCESS test
  - progress made during this year
  - supports used during instruction
  - primary language of instruction

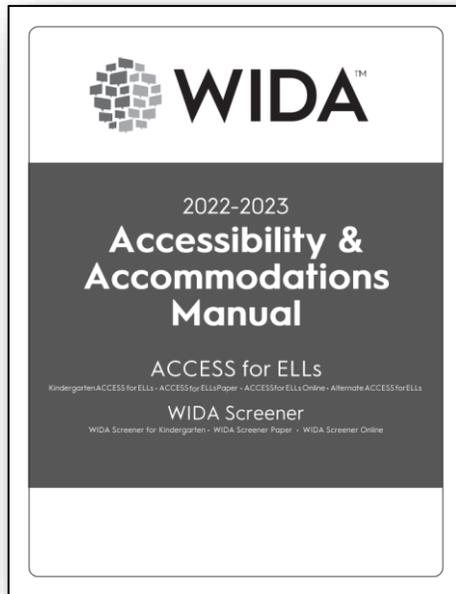
**Evidence/Data**

Each test support should directly relate to the area of need and be clearly connected to the evidence and data collected.

**Accessibility  
Feature/  
Accommodation**



# Accommodation Information Icons



Pages 10 -19



*Interpreter signs test directions in ASL (SD)*

**This accommodation is available for:**

- all tests, all domains

To provide this accommodation, arrange for an interpreter to sign test logistics, directions and practice items into American Sign Language (ASL) or another signed system. ASL is a complete and rich communication system that is a language other than English. **Translation of actual test items is not allowed.** Consider offering this accommodation to new test takers who need the opportunity to understand test logistics.

**Large print (LP)**

 Materials must be ordered

**This accommodation is available for:**

- Kindergarten ACCESS for ELLs
- ACCESS for ELLs Paper

**In these domains:**

- Listening
- Reading
- Speaking
- Writing

Large print test materials are printed in 18-point font on 11x17 paper. Large print test kits must be specially ordered, and they include everything required to administer the test. Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored. See [Appendix B](#) for transcription guidance. Note that Alternate ACCESS for ELLs is already considered large print.

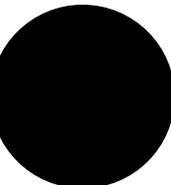
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Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

14

be

be



# Individual Student Checklist

Be sure to document the IEP team's decision.

Accommodations: ACCESS for ELLs Paper 

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Student: \_\_\_\_\_ Student ID: \_\_\_\_\_  
District/School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Team Members: \_\_\_\_\_

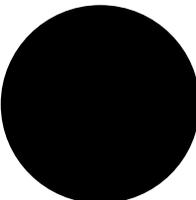
Accommodations:

1. Braille (BR). *Grades 1-12 order materials in advance.*  
Listening  Speaking *(not available)*  
Reading  Writing
2. Extended Speaking test response time (ES)  
Listening *(not available)* Speaking   
Reading *(not available)* Writing *(not available)*
3. Extended testing of a test domain over multiple days (EM). *Provide written request and evidence of need to state education agency.*  
Listening  Speaking   
Reading  Writing
4. In-person human reader (IR). *Read item text, graphics labels, and answer choices exactly as they appear.*  
Listening  Speaking   
Reading *(not available)* Writing
5. Repeat in-person human reader (RP). *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*  
Listening  Speaking   
Reading *(not available)* Writing
6. Interpreter signs directions in ASL (SD). *Sign administration instructions, test directions, and practice items. Do not sign scored items.*  
Listening  Speaking   
Reading  Writing
7. Large print (LP). *Order materials in advance.*  
Listening  Speaking   
Reading  Writing

Accommodations: ACCESS for ELLs Paper 

*(continued)*  
Student: \_\_\_\_\_

8. Manual control of item audio (MC)  
Listening  Speaking   
Reading *(not available)* Writing
9. Repeat item audio (RA)  
Listening  Speaking   
Reading *(not available)* Writing
10. Scribe (SR). *A trained adult records student responses during testing.*  
Listening  Speaking *(not available)*  
Reading  Writing
11. Recording device and transcription (RD). *Clear device after transcription.*  
Listening *(not available)* Speaking *(not available)*  
Reading *(not available)* Writing
12. Test administered in a non-school setting (NS). *Provide written request and evidence of need to state education agency.*  
Listening  Speaking   
Reading  Writing
13. Word processor or similar keyboarding device (WD). *Clear device after verbatim transcription.*  
Listening  Speaking *(not available)*  
Reading  Writing



## ACCESS for ELLs Summary Checklists

- Not all accommodations are allowed on every domain or test mode.
- Using an accommodation on a domain where it is not allowed is a testing irregularity.

### Accommodations: ACCESS for ELLs

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student: \_\_\_\_\_ ID number: \_\_\_\_\_  
 District/School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Team Members: \_\_\_\_\_

	PAPER				Online			
	Listening	Reading	Speaking	Writing	Listening	Reading	Speaking	Writing
1. Braille (BR) Grade 1-12 order materials in advance								
2. Extended Speaking test response time (ES) ONLINE: pre-select in WIDA AMS								
3. Extended testing of a test domain over multiple days (EM) Provide written request and evidence of need to state education agency.								
4. In-person human reader (IR) Read item text, graphics labels, and answer choices exactly as they appear.								
5. Repeat in-person human reader (RP) Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.								
6. Interpreter sign directions in ASL (SD) Sign administration instructions, test directions, and practice items. Do not sign scored items.								
7. Large print (LP) Order materials in advance.								
8. Manual control of audio (MC) ONLINE: pre-select in WIDA AMS								
9. Repeat item Audio (RA)								
10. Scribe (SR) A trained adult records student responses during testing.								
11. Recording device and transcriptions (RD) Clear device after transcription.								
12. Test administered in a non-school setting (NS) Provide written request and evidence of need to state education agency.								
13. Word processor or similar keyboarding device (WD) Clear device after verbatim transcription.								

# Extended Time

WIDA Accessibility and Accommodation Manual, pages 12 & 13

**Extended Speaking test response time:** For students with cognitive, language processing, physical, or communication disabilities who need additional time:

- Twice the allowable time to respond to items on the Speaking test.
- Select in WIDA AMS prior to testing.
  - *Online format:* online test platform allows twice the standard response time.
  - *Paper format:* TAs pause the Listening and Speaking CD to allow the student to respond.

**Extended time of a test domain over multiple days** (not common)

- Emergency Accommodation Form must be completed ([www.ride.ri.gov/accommodations](http://www.ride.ri.gov/accommodations))



# Read Aloud Options

WIDA Accessibility and Accommodation Manual, pages 13-15

		Listening	Reading	Speaking	Writing
PAPER	In-Person Human Reader (item text, graphics labels, and answer choices)	Y	NO	Y	Y
	Repeat In-Person Human Reader (item text, graphics labels, and answer choices and repeat <i>once</i> )	Y	NO	Y	Y
ONLINE	Manual control of item audio	Y	NO	Y	Y
	Repeat item audio (can repeat as many times as possible except for Listening test [repeats once])	Y	NO	Y	Y

For students with documented needs relating to reading/print or focusing attention.

**NOTES for Paper Format:**

- Test Administrators read from the Human Reader Accommodation Script (must be ordered in advance). This script substitutes for the Listening and Speaking CD and is used instead of the standard test script.
- You may need two test administrators to read any sections that contain dialog.
- Can repeat as many times as necessary except for Listening test, which can only be repeated once.

**NOTES for Online Format:**

- Test administrators supplement pre-recorded audio by reading text answer choices and text labels in graphics.
- Graphics-only response options are not read or described.
- Can repeat as many times as necessary except for *Listening test, which will repeat once.*



# Interpreter Signs Test Directions

	Listening	Reading	Speaking	Writing
Interpreter signs test directions in ASL	Y	Y	Y	Y
Interpreter signs <i>test items</i> in ASL	N	N	N	N

**Only the test directions of each domain may be signed.**

- Scored items may not be signed.
- Any sign system may be used. Translator must be qualified in that sign system.
- Translator must follow the signing guidelines found in the RISAP Test Coordinator Handbook.

**Signing test items is not allowed on any domain.**

- **Listening Domain:** If the student does not know a sign system, then the Listening test should be omitted.



# Paper Editions

	Listening	Reading	Speaking	Writing
Paper	Y	Y	Y	Y
Large Print	Y	Y	Y	Y

- **Paper:** It is expected that students will take the ACCESS for ELLs tests on the computer unless they have a disability that prevents them from using the computer.
  - Students who are unfamiliar with using a computer should be given ample opportunity to practice before testing and no paper test will be needed.
  - Instructions are in the Test Administrator Manual.
- **Large Print:** for students with visual impairments. Students may also use the embedded magnifier for computer tests. (refer to [Appendix B in the Accessibility & Accommodations Manual](#) for transcription guidance)
  - 11x17 paper with 18-pt font must be ordered
  - *Alternate* ACCESS comes printed in 18-pt font so no pre-order is required



# Scribe Options

	Listening	Reading	Speaking	Writing
Scribe	Y	Y	N/A	Y
Student Responds Using Recording Device and Transcription	N	N	N/A	Y

- For students who:
  - have a disability that prevents them from using a computer, holding a writing instrument.
  - have a disability that prevents the student from expressing written language and who routinely requires dictation for writing during instruction.
  - have a processing issue where the student would benefit from separating the process of responding to a test item and then writing their response.
- **NOTE:** If a student broke their writing arm, complete the Emergency Accommodation form and use either accommodation on all domains.
- Scribe will record answers either directly online or in test booklet
- Student uses Recording Device to speak answers, then Transcribes responses either online or in test booklet,



# Test Administered in Non-School Setting

	Listening	Reading	Speaking	Writing
Test Administered in Non-School Setting	Y	Y	Y	Y

- Accommodation may be used for students who are hospitalized, homebound, or in other medical or psychiatric setting.
- **NOT** for students engaged in remote learning.
- You don't have to notify RIDE.
- Test must be administered by school personnel trained to administer the ACCESS tests.
- School-issued laptop should be used for test administration.



# Unique Accommodation

RISAP Accommodations and Accessibility Features Manual, Appendix D: [www.ride.ri.gov/accommodations](http://www.ride.ri.gov/accommodations)

- For students who may need an accommodation or test support that is not included in the regular list of ACCESS accommodations.
- Complete the Unique Accommodation Form and fax to 401-222-3605.
- If you have questions, please contact Jackie Branco at [jackie.branco@ride.ri.gov](mailto:jackie.branco@ride.ri.gov) or 401-222-4685.



# The Importance of Preparation

- Students who know what to expect are more relaxed and likely to engage in the assessment.  
This means:
  - They know how to navigate the online platform
    - How to log in, click the next button, etc.
  - They know how their accommodations (or other test supports) work
    - Scribe protocol, magnifier, highlighter, what can and can't be read aloud.
  - They have the skills needed for specific test items or tests:
    - Clicking the button to select their answer
    - Drag-and-drop
    - Speaking domain test practice



# Accessibility Features & Practice Tests

<https://wida.wisc.edu/assess/access/preparing-students/practice>

## TEST DEMO



Select which Test Demo you would like to view.

**ACCESS  
for ELLs®**

**WIDA  
Scrreener**

## Practice with Online Assessments



Listening  
Reading  
Speaking  
Writing (Keyboarding)  
Writing (Handwritten)



# Part 4: Resources





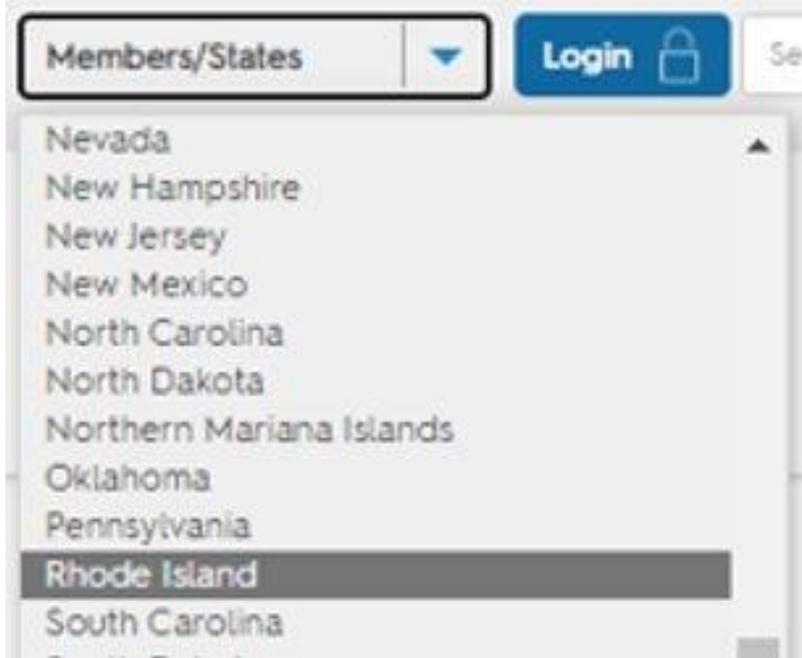
# WIDA & DRC Contacts

<ul style="list-style-type: none"><li>• WIDA Secure Portal and ACCESS for ELLs training</li><li>• Test administration procedures</li><li>• Accommodations and accessibility procedures</li><li>• Understanding score reports</li></ul>	<p>WIDA Client Services <a href="mailto:help@wida.us">help@wida.us</a> 866-276-7735</p>
<ul style="list-style-type: none"><li>• WIDA AMS and DRC INSIGHT</li><li>• Data validation and accessing score reports</li><li>• Material ordering, management, and return</li><li>• Test booklet labels</li><li>• Damaged test booklets</li></ul>	<p>DRC Customer Service <a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a> 855-787-9615</p>



# WIDA Home Page

<https://wida.wisc.edu/>



## Rhode Island

[About](#) < [WIDA Consortium](#) < Rhode Island

Member of the WIDA Consortium since 2004.

### Assessment

Rhode Island uses WIDA Screener for Kindergarten and WIDA Screener (Grades 1-12) to identify English language learners (ELLs). ACCESS for ELLs is given to all ELLs during the annual testing window, which typically lasts from early January through mid-February.

### Testing Dates

11/30/23-3/1/24	WIDA AMS Test Setup Available for Registrations
12/20/23	Districts Receive Test Materials
12/20/23-2/23/24	Additional Test Material Ordering Window in WIDA AMS
1/8/24-3/1/24	Test Window
3/8/24	Deadline for Shipping Completed Test Materials to DRC
4/29/24	Reports and Data Files Available - Online in WIDA AMS
5/17/24	Reports Available in District - Printed
9/16/24	Alternate ACCESS Reports and Data Files Available - Online in WIDA AMS
10/2/24	Alternate ACCESS Reports Available in District - Printed





RHODE ISLAND  
ACCESS for ELLs Online Checklist  
2023-2024



ACCESS  
Online &  
Paper  
Checklists

This state checklist is a guide for personnel involved in administering [ACCESS for ELLs](#) Online, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

State-specific information			
Test delivery mode	Online	Testing Window	Mon 1/8/24 - Fri 3/1/24
WIDA member page	<a href="http://wida.wisc.edu/memberships/consortium/ri">wida.wisc.edu/memberships/consortium/ri</a>		
Online Resources			
<b>Training Courses</b> (login to Secure Portal required) <ul style="list-style-type: none"> <li>• <a href="#">Online ACCESS for ELLs: Administration</a></li> <li>• <a href="#">WIDA Alternate ACCESS: Administration and Scoring</a></li> <li>• <a href="#">Kindergarten ACCESS for ELLs: Administration and Scoring</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">ACCESS for ELLs Interpretive Guide for Score Reports</a></li> <li>• <a href="#">Alternate ACCESS for ELLs Interpretive Guide for Score Reports</a></li> <li>• <a href="#">Technology Resources</a></li> <li>• <a href="#">Accessibility and Accommodations Resources</a></li> <li>• <a href="#">Q&amp;A Webinar Links and Recordings</a></li> </ul>	
<b>Course Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">ACCESS Online</a>, <a href="#">Kindergarten ACCESS</a>, <a href="#">Alternate ACCESS</a></li> </ul>		For more state-specific resources, visit your <a href="#">WIDA member page</a> .	
Checklist Key			
<ul style="list-style-type: none"> <li><span style="color: blue;">■</span> District Test Coordinator (DTC) task</li> <li><span style="color: green;">■</span> School Test Coordinator (STC) task</li> <li><span style="color: yellow;">■</span> Test Administrator (TA) task</li> </ul>		<ul style="list-style-type: none"> <li><b>Kindergarten</b> Applies to Kindergarten ACCESS only</li> <li><b>Alternate</b> Applies to Alternate ACCESS only</li> </ul>	



# Websites for ACCESS for ELLs

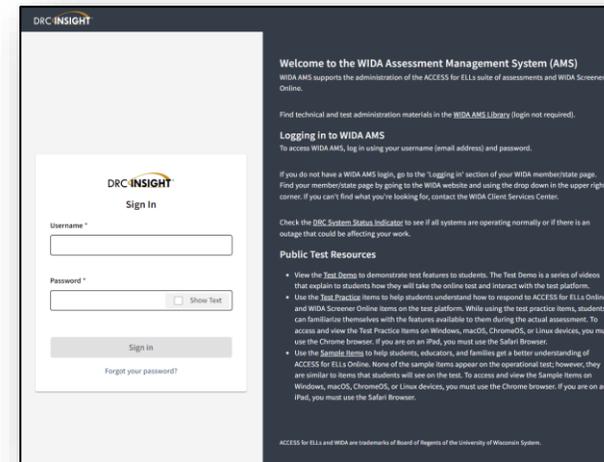
## WIDA Secure Portal

<https://portal.wida.us/>



## WIDA AMS

<https://www.wida-ams.us>



# The WIDA Secure Portal



[Assessment Training](#)
[Professional Learning](#)
[Webinars](#)
[Resources](#)
[My Certifications](#)

## My Certifications

Export PDF

Course	Date Completed	Certificate
Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	1/10/20	<a href="#">View</a>
Alternate ACCESS: Administration and Scoring	1/10/20	<a href="#">View</a>
Paper ACCESS for ELLs: Administration	1/10/20	<a href="#">View</a>
Online ACCESS for ELLs: Administration	1/10/20	<a href="#">View</a>
Online ACCESS for ELLs: Administration	11/15/18	<a href="#">View</a>
Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	12/7/17	<a href="#">View</a>
Paper ACCESS for ELLs: Administration	12/7/17	<a href="#">View</a>
Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	1/11/17	<a href="#">View</a>
Paper ACCESS for ELLs: Administration	1/5/16	<a href="#">View</a>
Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	1/5/16	<a href="#">View</a>

If you do not see a course certificate listed, this means you have not completed the course requirements. Please go to the course listing page to enter the course and complete the requirements



**RIDE** Rhode Island Department of Education

Manage

- My Profile
- Manage Users
- Manage Packages
- Certification Report
- Log Out



[Assessment Training](#)
[Professional Learning](#)
[Webinars](#)
[Resources](#)
[My Certifications](#)

## Assessment Training

My Certifications

Filter By

- Test
- ACCESS Online
- ACCESS Paper
- Alternate ACCESS
- Kindergarten ACCESS
- Screener for Kindergarten
- Screener Online
- Screener Paper

Apply Filters Clear Filters



ASSESSMENT

### Kindergarten ACCESS for ELLs: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the Kindergarten ACCESS for ELLs assessment.

[Course Details](#) [Course Resources](#)



ASSESSMENT

### Online ACCESS for ELLs: Administration

The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the ACCESS for ELLs Online assessment.

[Course Details](#) [Course Resources](#)



ASSESSMENT

### Paper ACCESS for ELLs: Administration

The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the ACCESS for ELLs Paper assessment.

[Course Details](#) [Course Resources](#)

# Preparation Resources: Manuals

<https://portal.wida.us/resource/resourcelist>

District and School Test  
Coordinator Manual



District and School  
**Test Coordinator  
Manual**  
2023-2024

ACCESS for ELLs

Kindergarten ACCESS for ELLs - ACCESS for ELLs Paper - ACCESS for ELLs Online - WIDA Alternate ACCESS

Test Administrator  
Manual



**Test Administrator  
Manual**  
2023-2024

ACCESS for ELLs

Kindergarten ACCESS for ELLs - ACCESS for ELLs Paper - ACCESS for ELLs Online - WIDA Alternate ACCESS



# ACCESS for ELLs Training Courses

WIDA Secure Portal  
<https://portal.wida.us/>



## Choose your path



**Assessment Training**  
Get trained on WIDA Assessments



**Professional Learning**  
High-quality professional learning, right where you are



**Webinars**  
Live and recorded webinars on a variety of topics



**Resources**  
Resources to help you make the most of your WIDA experience



**My Certifications**  
View or print certificates for your completed courses



# ACCESS for ELLs Training Courses

**WIDA** Secure Portal  
Assessment Training Professional Learning Webinars Resources

## Assessment Training

Filter By

Topic	
ACCESS Online	<input type="checkbox"/>
ACCESS Paper	<input type="checkbox"/>
Alternate ACCESS	<input type="checkbox"/>
Kindergarten ACCESS	<input checked="" type="checkbox"/>
Kindergarten W-APT	<input type="checkbox"/>
Screener for Kindergarten	<input type="checkbox"/>
Screener Online	<input type="checkbox"/>
Screener Paper	<input type="checkbox"/>
Screener Scoring	<input type="checkbox"/>

[Apply Filters](#) [Clear Filters](#)

### Kindergarten ACCESS for ELLs: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the Kindergarten ACCESS for ELLs assessment.

[Course Details](#) [Course Resources](#) [Enter Course](#)

**Enter Course**

## Kindergarten ACCESS for ELLs: Administration and Scoring

### Welcome to the Kindergarten ACCESS for ELLs Training Course

This course will help certify you to administer and score Kindergarten ACCESS for ELLs.

To become certified to administer and score the test, you will need to:

- Step One:** Pass the certification quiz with a score of 16 out of 20 correct.
- Step Two:** Verify that you have completed the required training on the Participant Agreement page.
- Step Three:** Download your Certificate of Completion.
- Step Four:** (Optional) Complete a short 5 - 10-minute participant survey.

Use the Begin Training button below to start with the first section or visit the "Modules" menu on the left. This course will take approximately 30-45 minutes to complete.

[Begin Training](#)



# ACCESS for ELLs Training Courses

Each training course contains key **resources** for preparation, administration, and scoring of the selected assessment.

The screenshot shows the WIDA Secure Portal interface. At the top, there is a navigation bar with the WIDA logo and the text "WIDA Secure Portal". Below the logo are links for "Assessment Training", "Professional Learning", "Webinars", and "Resources". The main heading is "Resources for Kindergarten ACCESS for ELLs: Administration and Scoring".

On the left side, there is a "Filter By" section with two expandable menus:

- Audience** (expanded):
  - Facilitator
  - Parent/Guardian
  - Technology Coordinator
- Resource Type** (expanded):
  - Facilitator Toolkit
  - Manual
  - User Guide

Below the filters are two buttons: "Apply Filters" and "Clear Filters".

The main content area displays three resource cards:

- ACCESS for ELLs District and School Test Coordinator Manual**

This manual is an in-depth reference document for test coordination processes and procedures. It includes information on anything new for the year's test, and detailed sections for each ACCESS for ELLs assessment.

[Resource Details](#) [Download Resource](#)
- ACCESS for ELLs Online Checklist (Rhode Island)**

This checklist is a guide for anyone involved in administering ACCESS for ELLs Online, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed before, during, and after testing within a school or district and uses color to indicate who typically completes those tasks. This checklist has been customized for your state. The state-specific clarification column contains guidance that your education agency expects you to follow as you prepare for and administer the test.

**Note:** This resource is housed in the main WIDA website. The "View Resource" link below will open in a new tab.

[Resource Details](#) [View Resource](#)
- ACCESS for ELLs Paper Checklist (Rhode Island)**

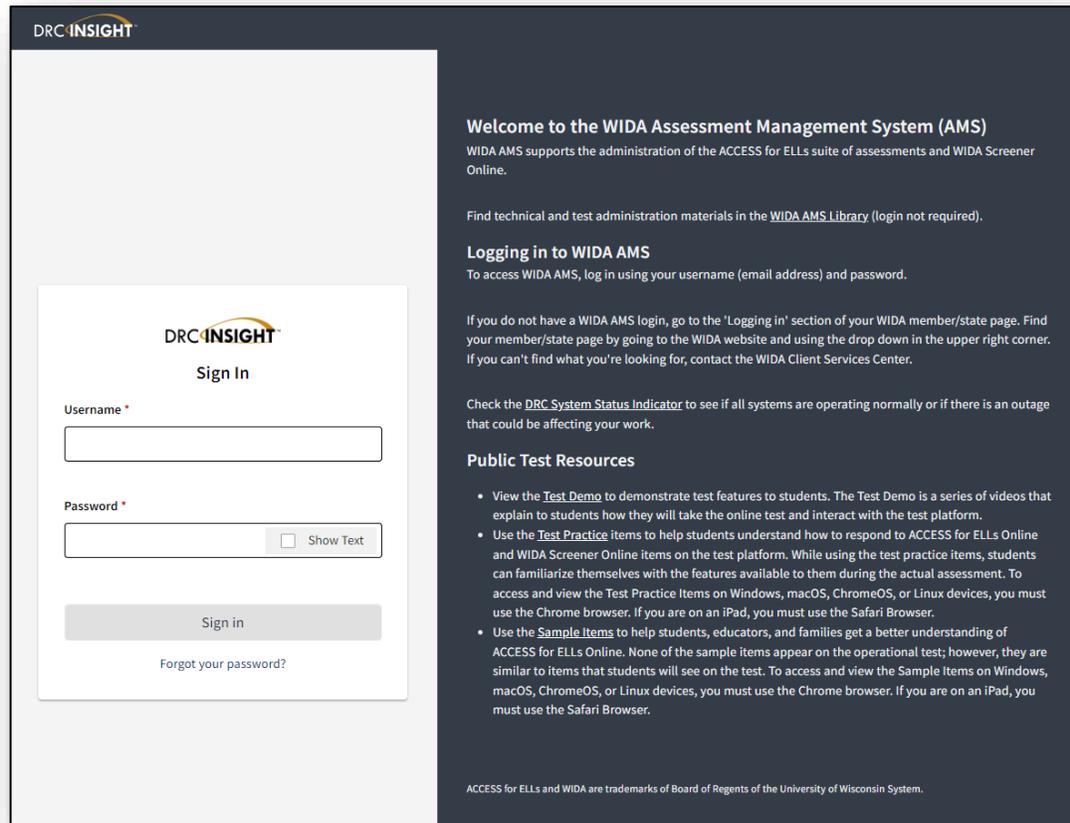
This checklist is a guide for anyone involved in administering ACCESS for ELLs Paper, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed before, during, and after testing within a school or district and uses color to indicate who typically completes those tasks. This checklist has been customized for your state. The state-specific clarification column contains guidance that your education agency expects you to follow as you prepare for and administer the test.

**Note:** This resource is housed in the main WIDA website. The "View Resource" link below will open in a new tab.

[Resource Details](#) [View Resource](#)



# WIDA Assessment Management System (WIDA AMS)



## 2023–2024 WIDA Assessment Management System (WIDA AMS)

### User Guide



# WIDA AMS Enhancements

The screenshot shows the WIDA AMS dashboard interface. At the top, there is a navigation bar with the DRC INSIGHT logo, 'WIDA', and a dropdown menu for 'MY APPLICATIONS'. Below this, the main heading is 'WIDA AMS'. A welcome message reads 'Welcome! What would you like to do today?'. The dashboard features a grid of nine quick navigation buttons, each with an icon and a text label. A blue callout box labeled 'Quick Navigation Buttons' points to this grid. At the bottom of the dashboard, there are two tabs: 'Get Help' (which is selected) and 'Public Test Resources'. A second blue callout box labeled 'Useful tabs' points to these tabs. Below the tabs, there is a 'Get Help' section with a brief description and contact information for 'WIDA Customer Service' and 'WIDA Client Services Center'.

**Quick Navigation Buttons**

- Add/Edit Users
- Add/Edit/View Students
- Add/Edit/View Test Sessions
- Download Individual Student Reports
- Score WIDA Screener Responses
- View Documentation
- Order and Manage ACCESS Materials
- Download Status Reports
- Install and Configure Testing Software

**Useful tabs**

**Get Help**

The tabs you see above are based on your profile settings assigned by your education agency. You may not see all tabs above.

**WIDA Customer Service**  
[WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com) | 1-855-787-9615

**WIDA Client Services Center**  
[help@wida.us](mailto:help@wida.us) | 1-866-276-7735



# Technology Requirements, Procedures, and Contingency Plans:

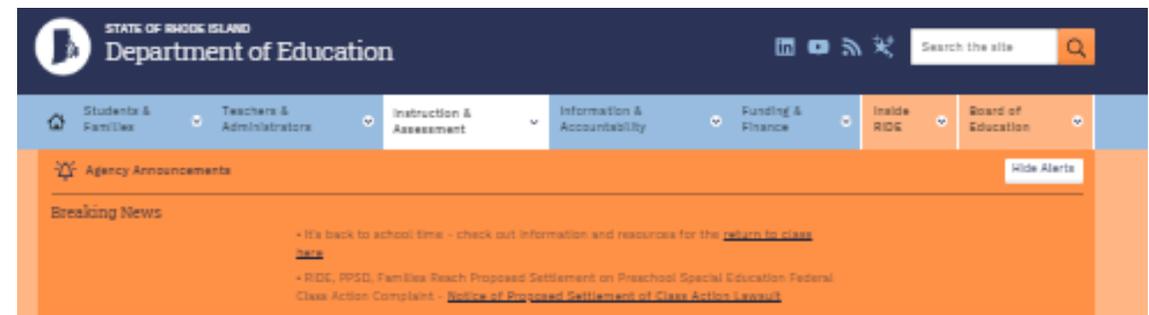
<b>Technology Requirements</b>	<a href="#">Supported System Requirements for ACCESS for ELLs and Screener</a> : describes the current system requirements recommend by WIDA for DRC INSIGHT and COS-SD.
<b>Procedures</b>	<a href="#">DRC Insight Technology User Guide</a> : describes how to configure, install, manage, and troubleshoot the DRC INSIGHT Online Learning System.
<b>Contingency plans</b>	<a href="#">Technology Troubleshooting and Issue Report Form</a> : provides examples of common technology issues and provides some easy troubleshooting tips. If you need to call DRC to report your issue, the form at the end of this document will help you gather the details you need to provide to customer service.  For WIDA assessments which rely on the DRC INSIGHT Learning System, in the event of an impact to services, WIDA and DRC will follow a standard protocol to communicate with users typically via a DRC broadcast email. An impact to services includes issues that may affect a student’s ability to test, or issues that may impact test administrator/coordinator’s ability to manage or score tests.



# RIDE Website



- RISAP Test Coordinator page: [www.ride.ri.gov/tc](http://www.ride.ri.gov/tc)
  - RISAP Test coordinator handbook
  - Memos and webinars
  - State policies for all state assessments
  - Student participation information
  - Alternate Assessment eligibility
  - Assessment helpdesk information



[Home](#) > [Instruction & Assessment](#) > [Assessment](#) > RISAP Test Coordinator Information



## Rhode Island State Assessment Program (RISAP) Test Coordinator Information

RIDE has consolidated the test coordination information for all of the assessments in RISAP onto this page, including state policy information.

The **Test Coordinator Handbook** posted below contains the state policies that apply to all state assessments:

- responsibilities of the district and school test coordinators
- criteria for being a test administrator
- participation in student assessments
- cell phone/electronics requirements
- medical exemption criteria
- general information on each assessment
- school monitoring visits
- test irregularity reporting

### 2023-24 RI State Assessment Program Test Coordinator Handbook

- [Test\\_Coordinator\\_Handbook\\_2023-24](#)  
PDF file, about 1mb
- [Monthly Test Coordinator Webinar Presentations and Recordings](#)
- [Test Coordinator Memos](#)
- [Outplacement Schools](#)
- [Help Desk Information for State Assessments](#)
- [RISAP Participation Requirements for State Assessments](#)
- [RISAP Individual Student Score Report Information](#)



# RIDE Online Resources

Resource	Web Address
RISAP Test Coordinator Information	<a href="http://www.ride.ri.gov/TC">www.ride.ri.gov/TC</a>
ACCESS for ELLs	<a href="http://www.ride.ri.gov/ACCESS">www.ride.ri.gov/ACCESS</a>
Assessment Schedules	<a href="http://www.ride.ri.gov/Assessment-Schedules">www.ride.ri.gov/Assessment-Schedules</a>
Assessment Manuals & Materials	<a href="http://www.ride.ri.gov/Assessment-Manuals">www.ride.ri.gov/Assessment-Manuals</a>
Statewide Assessment Training	<a href="http://www.ride.ri.gov/Assessment-Training">www.ride.ri.gov/Assessment-Training</a>
Assessment Accommodations	<a href="http://www.ride.ri.gov/Assessment-Accommodations">www.ride.ri.gov/Assessment-Accommodations</a>
Medical Exemptions	<a href="http://www.ride.ri.gov/Assessment-Exemptions">www.ride.ri.gov/Assessment-Exemptions</a>
LEA / School Profile (Master Directory)	<a href="http://www2.ride.ri.gov/Applications/MasterDirectory/Organization_Default.aspx">http://www2.ride.ri.gov/Applications/MasterDirectory/Organization_Default.aspx</a>



# RIDE Contacts

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Title III

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Robyn Augustus

Assessment Specialist, Medical Exemptions

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[robyn.augustus@ride.ri.gov](mailto:robyn.augustus@ride.ri.gov)

General inquiries can be directed to

[assessment@ride.ri.gov](mailto:assessment@ride.ri.gov)



# Thank you!

The recording and slide deck of this presentation will be posted to [www.ride.ri.gov/Assessment-Training](http://www.ride.ri.gov/Assessment-Training).

