



# Test Coordinator Training

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*ACCESS for ELLs and WIDA Alternate ACCESS*

*Rhode Island State Assessment Program*






November 2024

**RHODE  
ISLAND**

# Agenda



= Built-in collaboration/work time

Context	Part 1: Key State Policies	Part 2: ACCESS and Alternate ACCESS for ELLs	Part 3: During and After Testing
MLLs in RI: Demographics & Data	Student Participation	Before Testing <ul style="list-style-type: none"> <li>RI State Checklist </li> </ul>	During Testing <ul style="list-style-type: none"> <li>*NEW Translated Directions</li> </ul>
RIDE Blueprint for MLL Success	Roles & Responsibilities <ul style="list-style-type: none"> <li>*NEW Outplacement Schools</li> <li>Administer ACCESS</li> </ul>	<ul style="list-style-type: none"> <li>Student Preparation &amp; Practice</li> <li>Registering Students </li> </ul>	After Testing 
Collective Responsibility for MLLs	Test Training	<ul style="list-style-type: none"> <li>Assigning Accommodations</li> <li>Managing Materials</li> <li>Scheduling Guidance</li> </ul>	Q&A <ul style="list-style-type: none"> <li>Parking Lot</li> <li>Feedback Form</li> </ul>
ACCESS Warmer 	Test Security	Personalized Work Time 	*Appendix & Resources start at slide 88



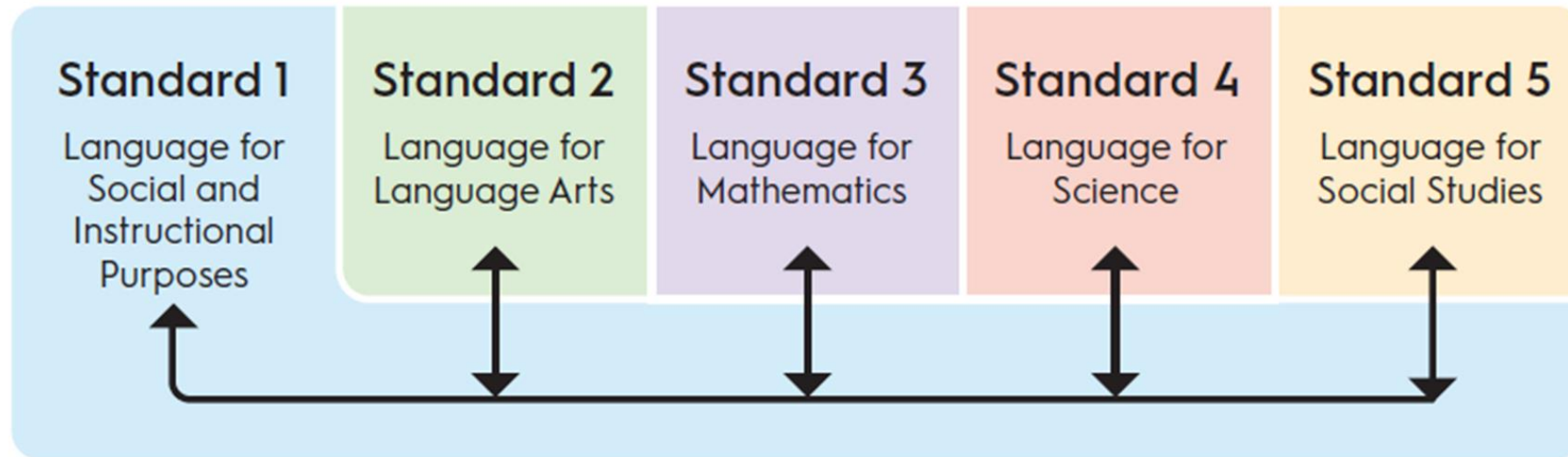
# Overview of the RI State Assessment Program

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>
Kindergarten	K	K							
1	1	1							
2	2	2							
3	3	3	3				3		
4	4	4	4		4		4		
5	5	5	5	5		5	5		
6	6	6	6				6		
7	7	7	7				7		
8	8	8	8	8	8	8	8		
9	9	9							
10	10	10						10	
11	11	11	11	11		11			11
12	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

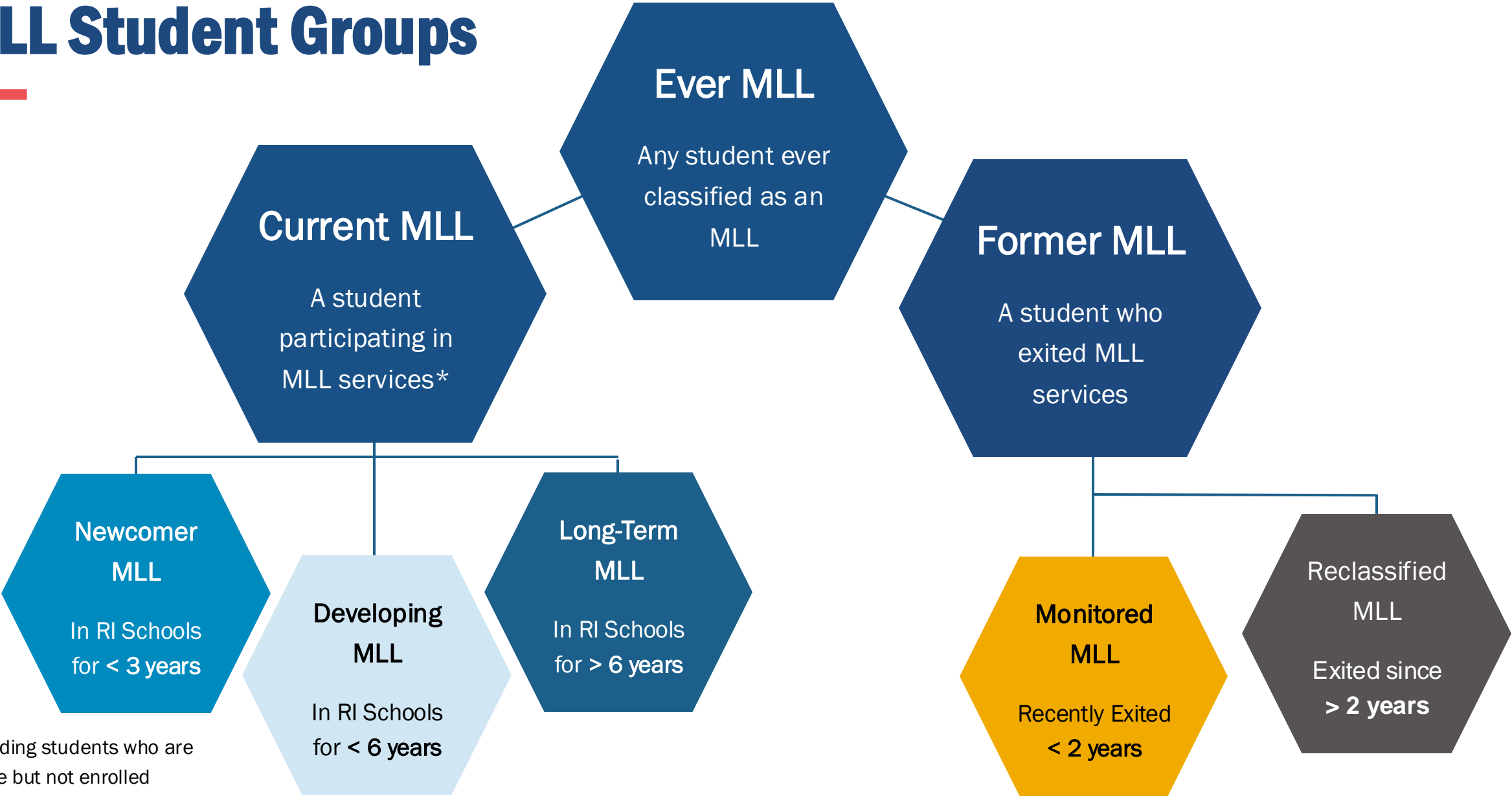
## Shared vision:

*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.

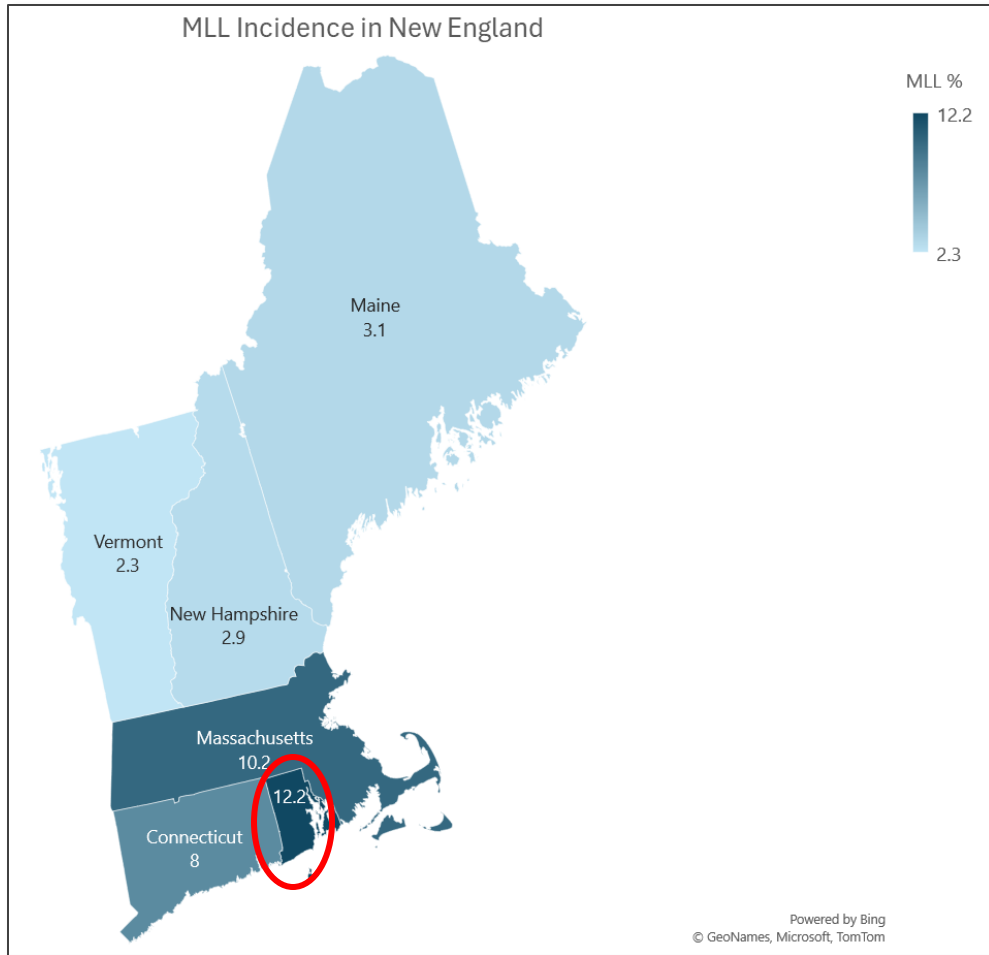


# MLL Student Groups



\*Including students who are eligible but not enrolled

# Rhode Island's Growing Multilingual Learner Population



Based off of 2020 National Center for Education Studies data release on ELL student growth by state

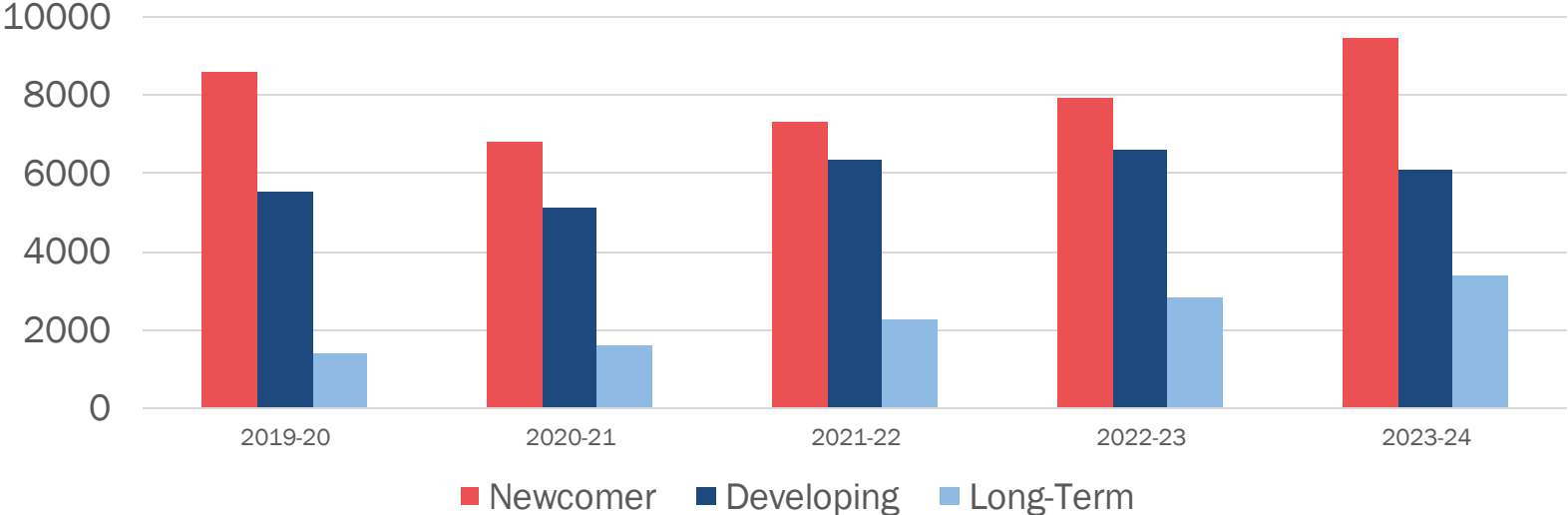
- **#1 growth in the nation** in terms of % Multilingual Learner (MLL) enrollment increases from 2010 to 2020
- **5<sup>th</sup> highest overall MLL enrollment %** in the nation and highest in New England
- **MLL growth has occurred across the entire state**, not just the urban core
- Many urban ring and suburban communities have seen a **100%-400% increase in MLLs** over the last 10 years.



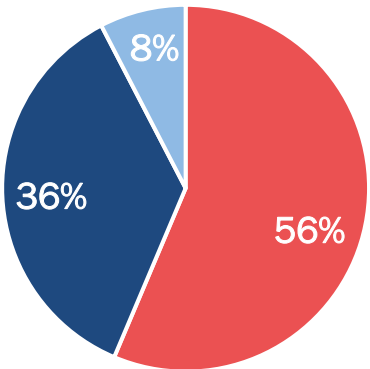
# Demographic Shifts in MLL Population

- Demographics have shifted in Rhode Island’s MLL population over time.
- There has been a statewide decrease of Developing MLLs (3-6 years of service) for the first time in 5 years, whereas Newcomers (0-2 years of service) and Long-Term MLLs (7+ years) have increased for 3 consecutive years.
- 30% of long term MLLs have an Individualized Education Plan (IEP)

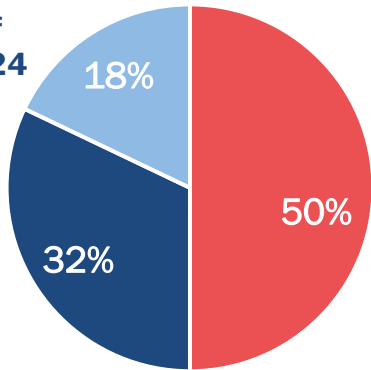
MLL Counts by Subgroup



Breakdown of MLLs in 2018-19



Breakdown of MLLs in 2023-24

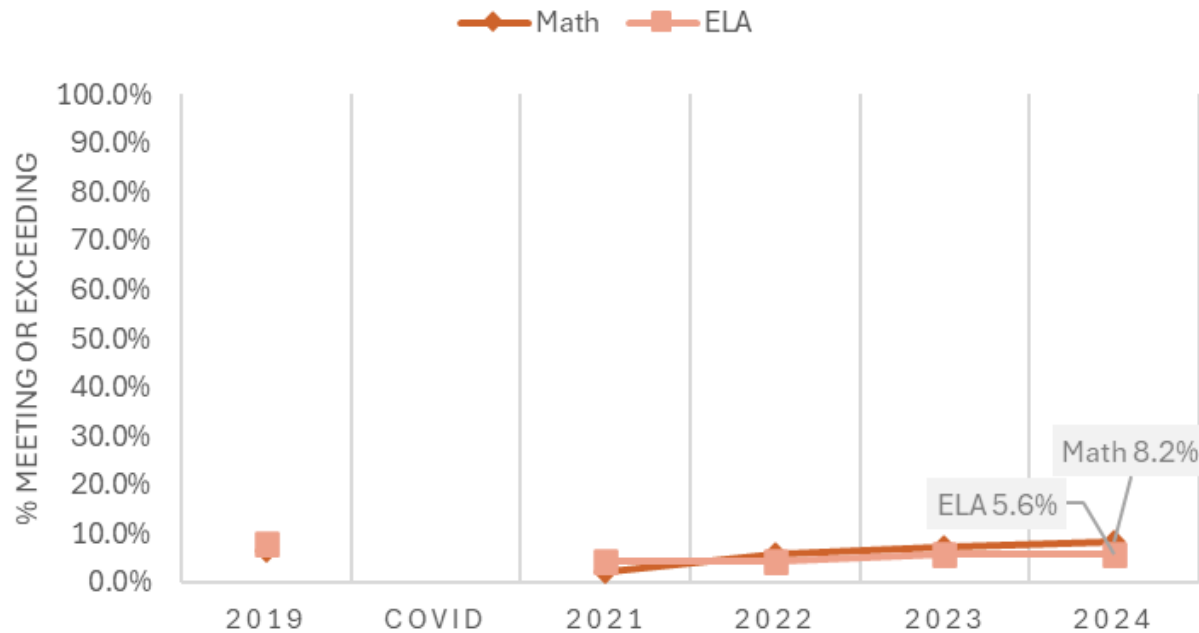


# Subgroup Performance – Multilingual Learners

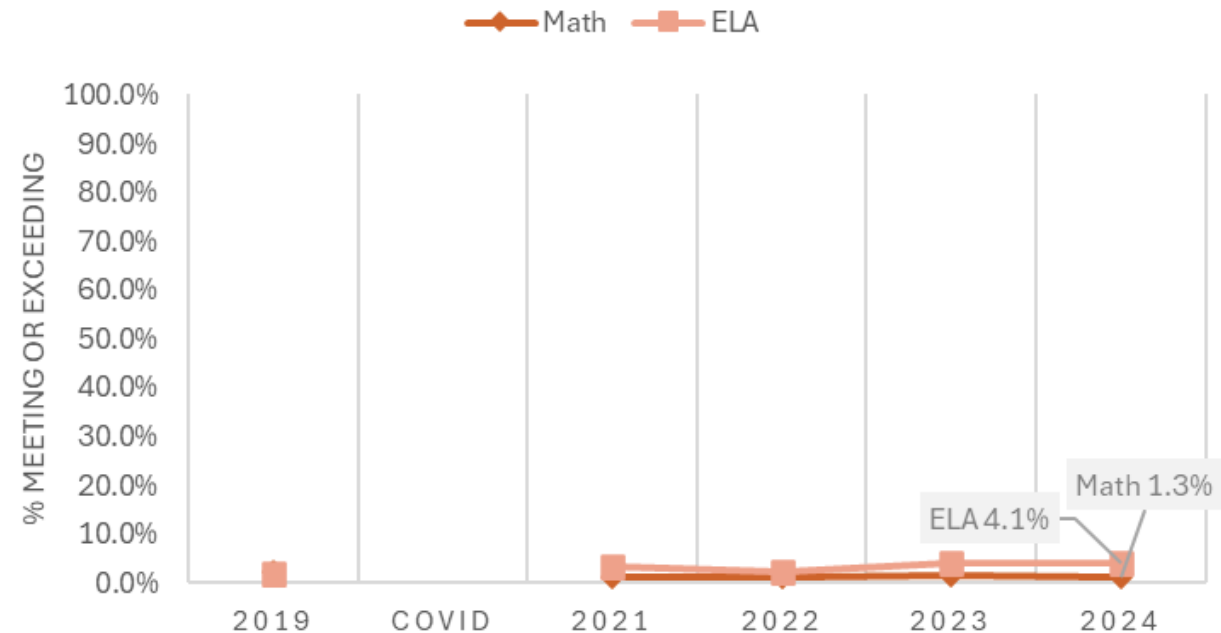
## What the data tells us:

- MLL performance over recent has remained flat.
- RIDE is currently addressing the underlying factors contributing to this flat trend with the MLL Blueprint, Strategic Plan and revision of the state regulations

### MLL RICAS PERFORMANCE



### MLL SAT PERFORMANCE

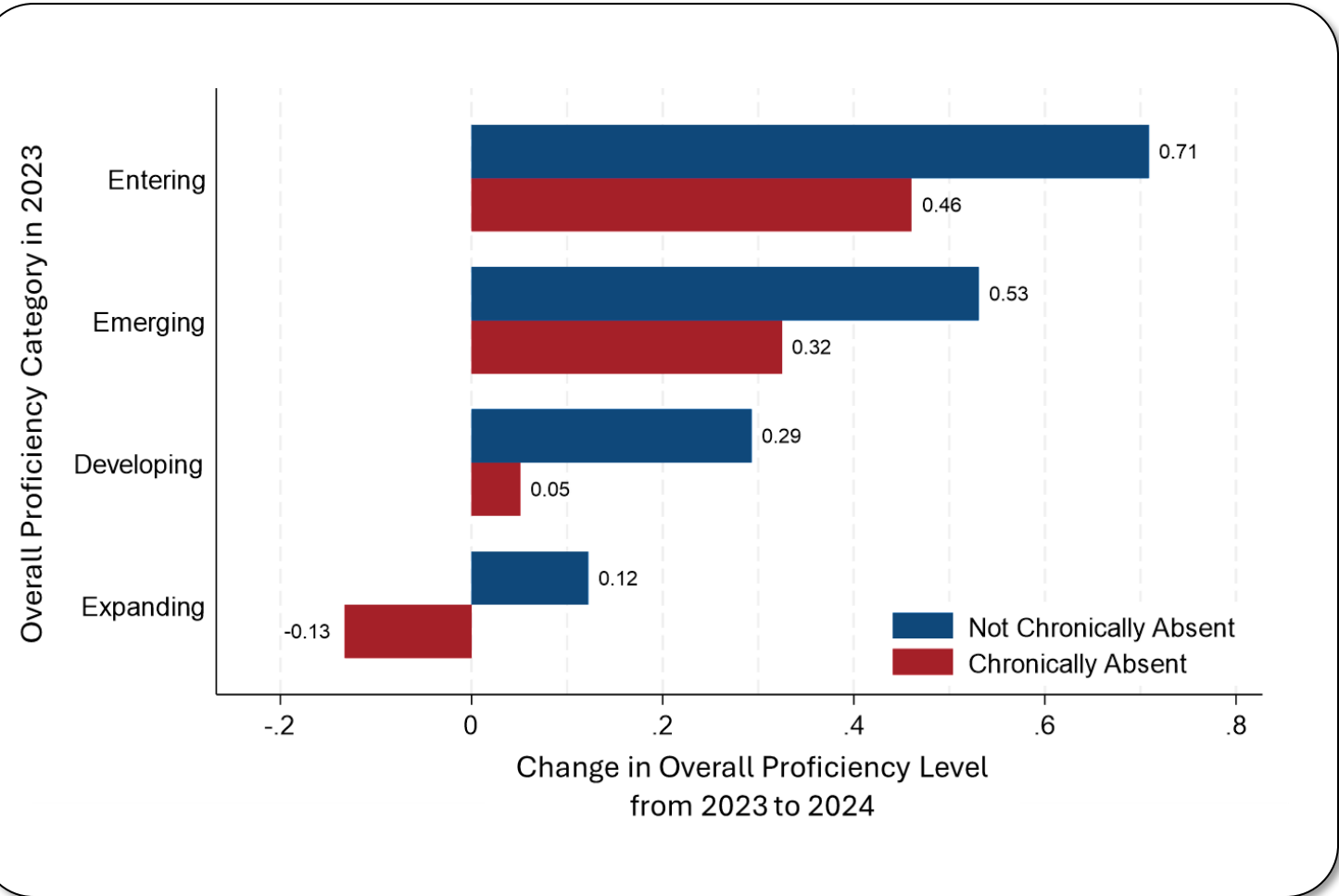


# CA Performance Gaps for MLLs, ACCESS

## What the data tells us:

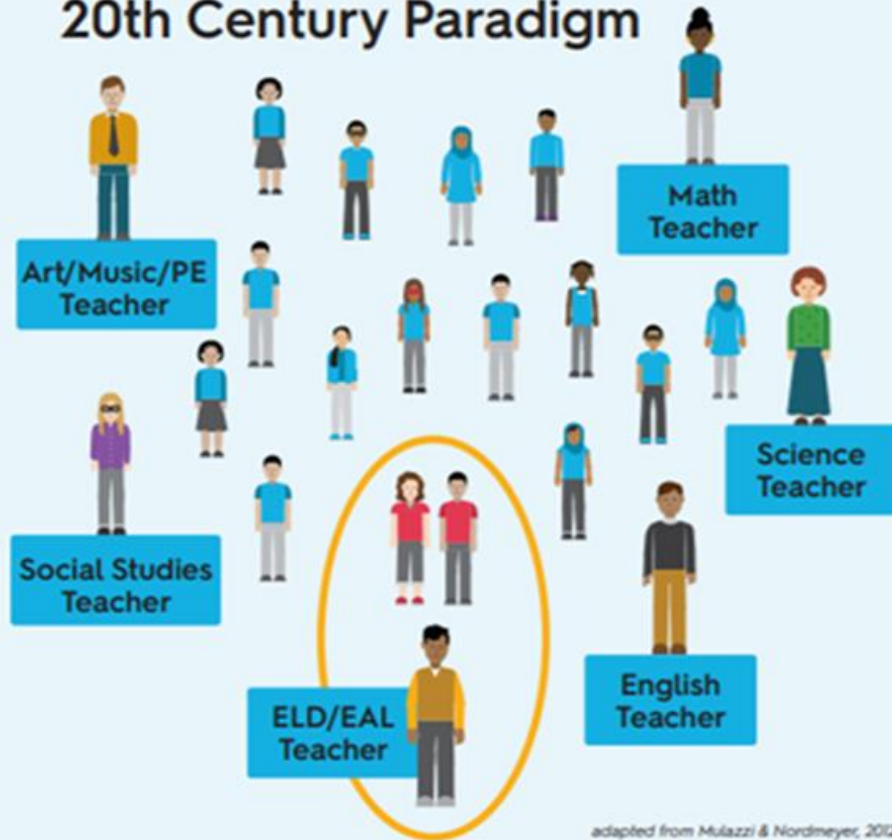
Within every proficiency category, Chronically Absent MLLs grew less on ACCESS between 2023 & 2024 than their non-CA peers

- On average, chronically absent Expanding MLLs who were not exited regressed from one year to the next
- The adverse impact of chronic absenteeism is amplified even further for Long term MLLs & MLLs with IEPs

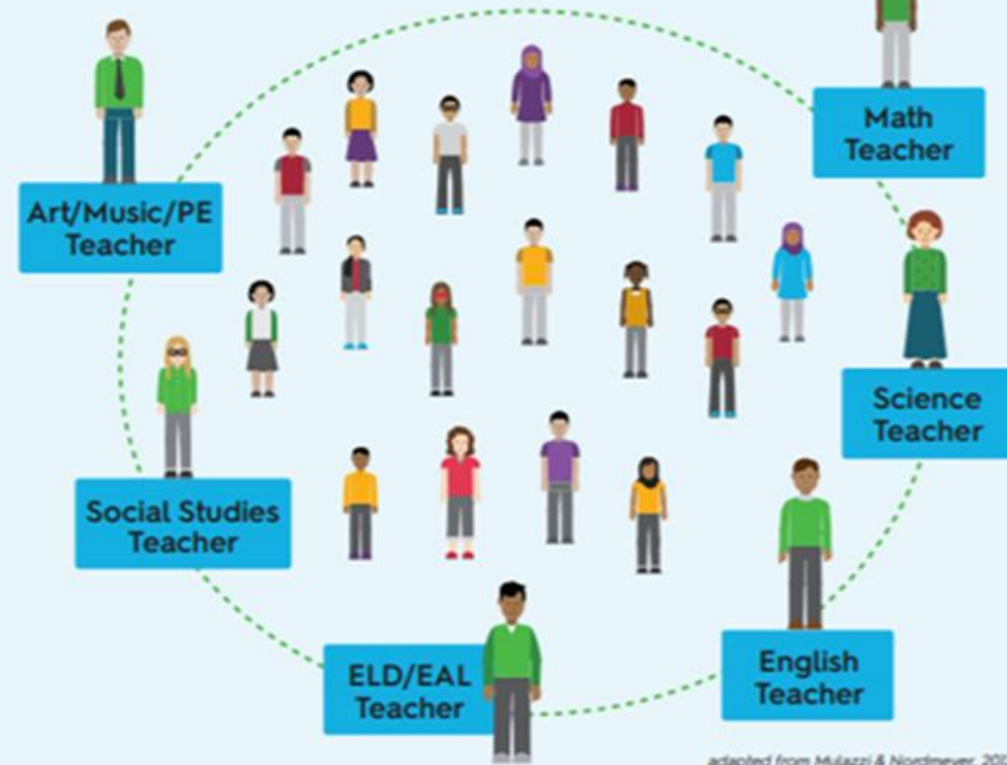


# FROM 20TH TO 21ST CENTURY TEACHING

## 20th Century Paradigm



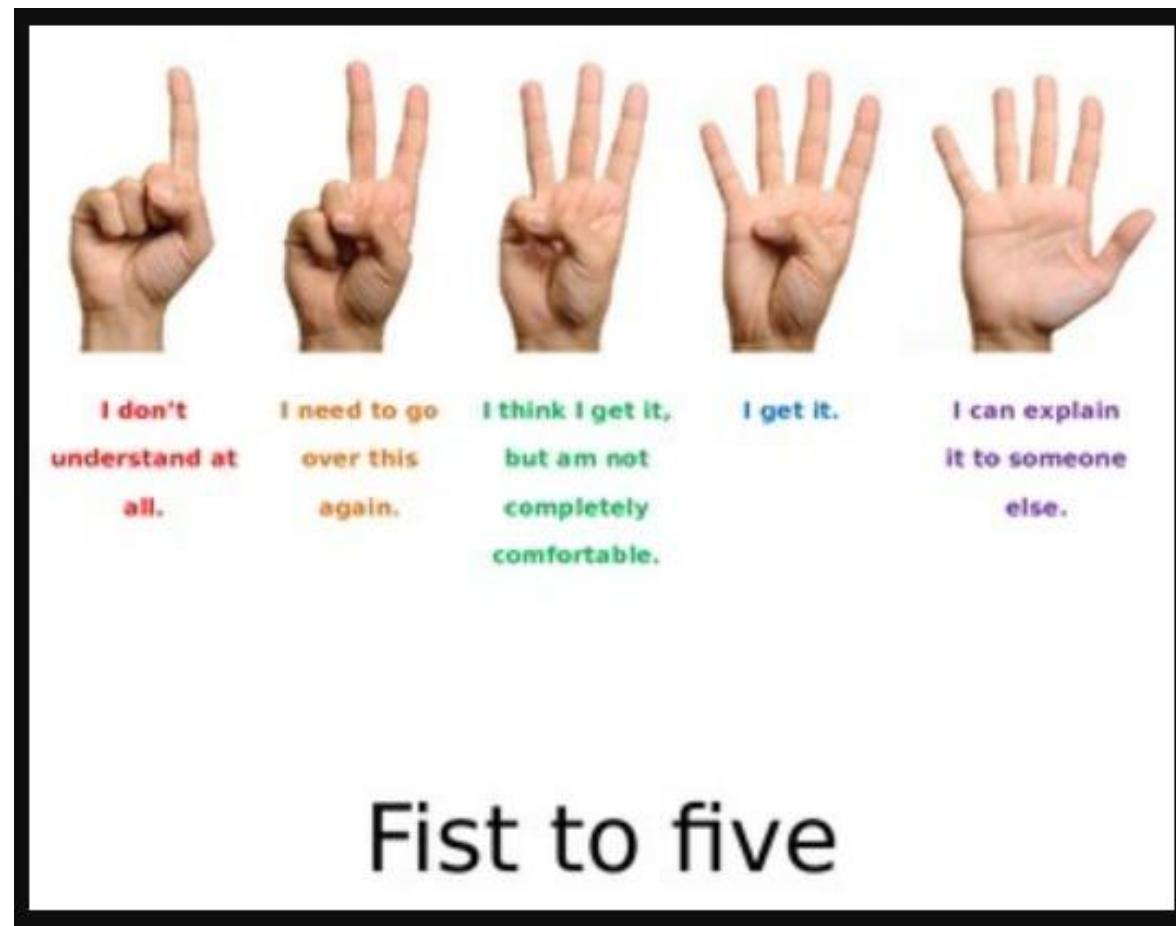
## 21st Century Paradigm



# Read the Room Warmer

1. What are you hoping to learn today?
2. How familiar are you with the WIDA ACCESS assessment?

When you are ready to meet a new colleague, hold up the number of fingers that represents your familiarity with ACCESS.



# Part 1: Key State Policies

- Student Participation
- Roles and Responsibilities
- Training
- Test Security

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See [RISAP Test Coordinator Handbook](#)



# Student Participation in State Assessments

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# General RISAP Student Participation Policy

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*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)
  - Less than 1% statewide
  - See Appendix for Considering Alt ACCESS at the Annual IEP K-12

# Participation in ACCESS and Alternate ACCESS

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- 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 have already been determined eligible for alternate assessment and take DLM may take Alternate ACCESS and it must be designated in the IEP.
    - Determine if a 3rd grader would qualify for Alternate ACCESS before January at a minimum and ideally before November since the assessment typically begins in early January.
  - In grades K-2, students who have been determined eligible for alternate assessment as designated in their IEP may take Alternate ACCESS.
- Monitored Year 1 and Monitored Year 2 students **may not** take the ACCESS or Alternate ACCESS for ELLs tests.

# Current Grade Level

- **Current Grade Level** is the grade level indicated in the Enrollment Census for the current school year.
  - Grade level is submitted to RIDE from the LEA enrollment system. If grade level is incorrect, it must be fixed by the district.
  - Testing students at a 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.

# When is it a Domain Exemption?

- Domain Exemptions should be used for MLLs with disabilities for whom it is determined on an individual basis and documented on an Individualized Education Plan (IEP), or 504 plan.
- A domain exemption only applies to students whose disabilities preclude assessment in one or more domains on the general or Alternate ACCESS and **there are no appropriate accommodations for the affected domain(s).**

For more support and discuss specific cases, please reach out to:

Emily Klein, Education Specialist, IDEA & Title III - [emily.klein@ride.ri.gov](mailto:emily.klein@ride.ri.gov)

# Roles and Responsibilities

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# Students Attending Outplacement Schools

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

- **NEW!** RIDE has worked 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.
- It continues to be the responsibility of the sending school to update and maintain the MLL Census. The sending school must communicate the student's Enrollment Record, appropriate tests and accommodations, and MLL Census information to the outplacement school.
  - Sending schools maintain MLL Census and communicate with Outplacement schools.
  - Outplacement schools create a plan to certify test administrators.
  - Outplacement school staff administer the test.
  - Outplacement schools return test materials to WIDA.

# ACCESS Test Administration Roles

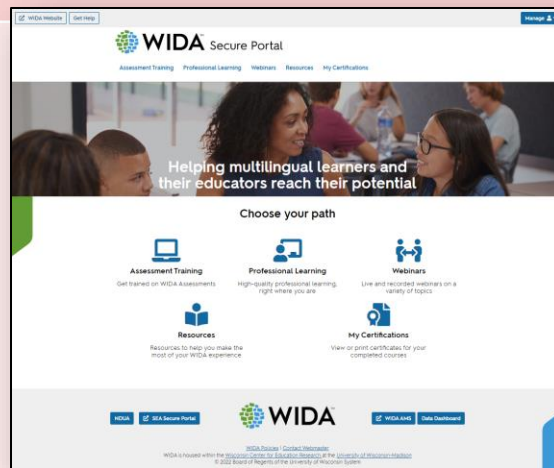
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- **Test Coordinator:** the individual responsible for facilitating overall test administration from start to finish. This includes managing logistics and supporting others' roles. Some places have District Test Coordinators and others have School 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.

# Websites for ACCESS for ELLs

## WIDA Secure Portal

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

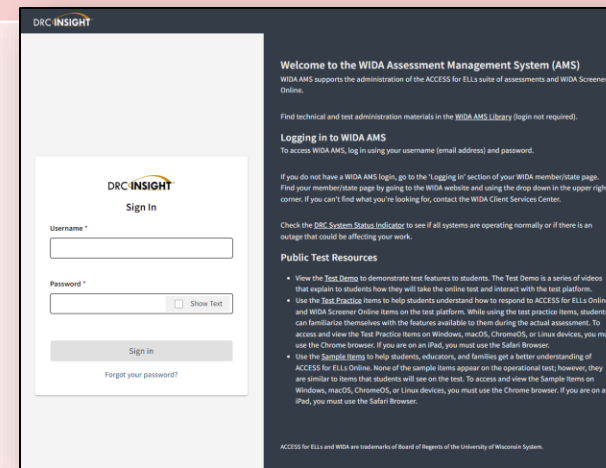


Training Courses

ACCESS Information

## WIDA AMS

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

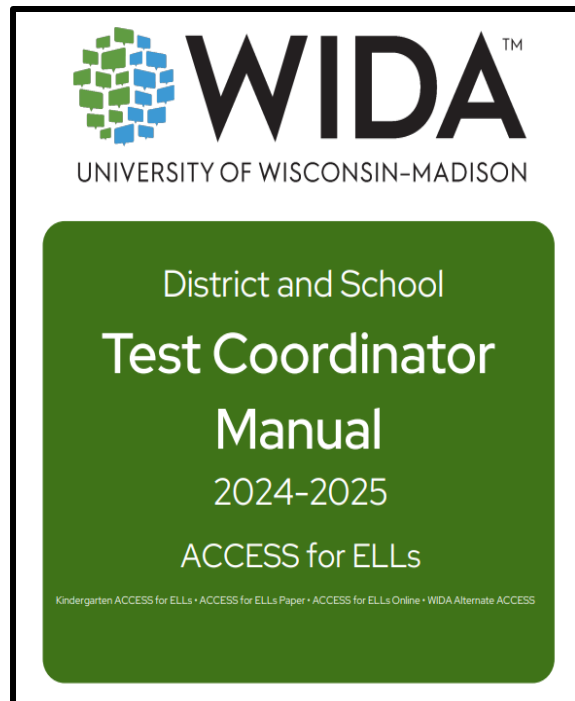


Test Management

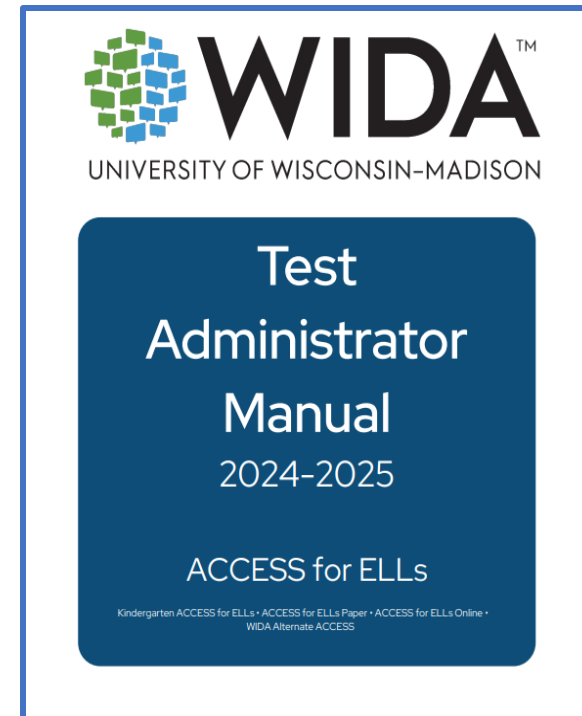
# Preparation Resources: Manuals

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

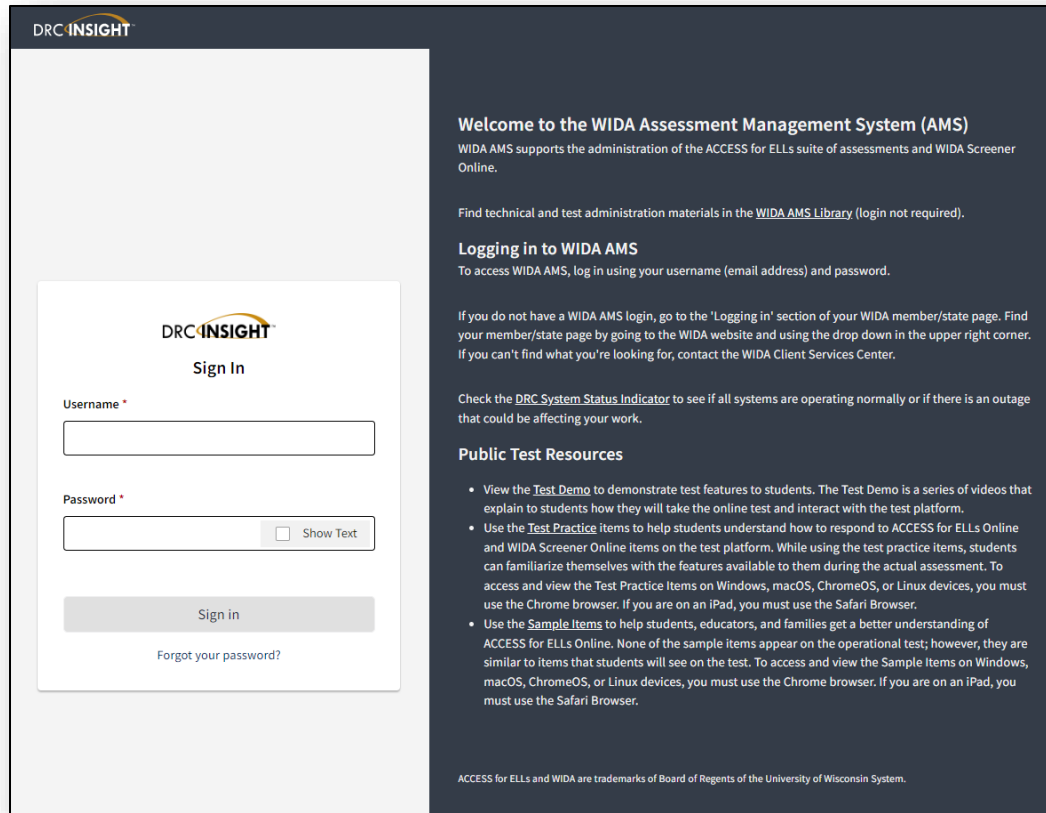
District and School Test  
Coordinator Manual



Test Administrator Manual



# WIDA Assessment Management System (WIDA AMS)



The screenshot shows the WIDA AMS login interface. On the left is a 'Sign In' form with fields for 'Username \*' and 'Password \*', a 'Show Text' checkbox, and a 'Sign in' button. Below the button is a link for 'Forgot your password?'. On the right, there is a welcome message, a link to the 'WIDA AMS Library', and instructions for logging in. It also includes a 'Public Test Resources' section with a bulleted list of links for Test Demo, Test Practice, and Sample Items. At the bottom, it states that ACCESS for ELLs and WIDA are trademarks of the Board of Regents of the University of Wisconsin System.

**Welcome to the WIDA Assessment Management System (AMS)**  
WIDA AMS supports the administration of the ACCESS for ELLs suite of assessments and WIDA Screener Online.

Find technical and test administration materials in the [WIDA AMS Library](#) (login not required).

**Logging in to WIDA AMS**  
To access WIDA AMS, log in using your username (email address) and password.

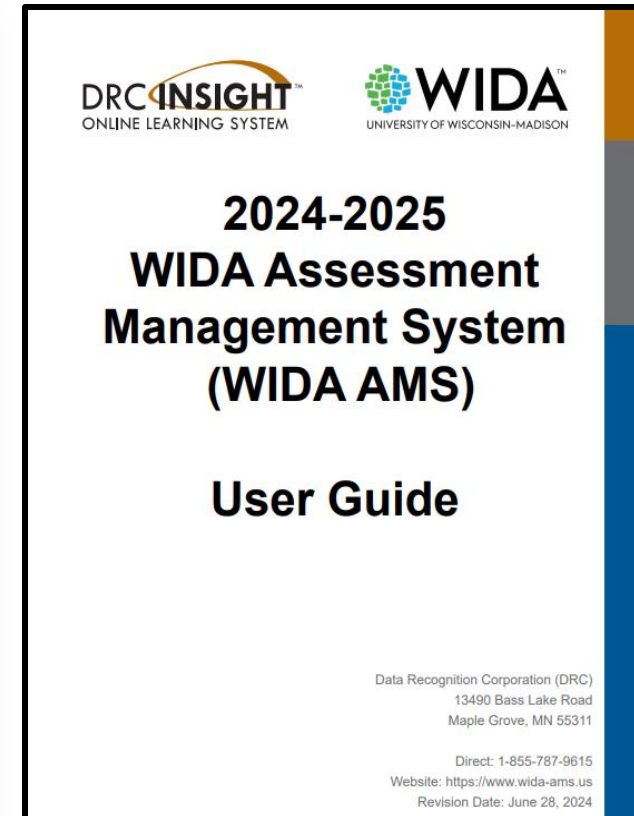
If you do not have a WIDA AMS login, go to the 'Logging in' section of your WIDA member/state page. Find your member/state page by going to the WIDA website and using the drop down in the upper right corner. If you can't find what you're looking for, contact the WIDA Client Services Center.

Check the [DRC System Status Indicator](#) to see if all systems are operating normally or if there is an outage that could be affecting your work.

**Public Test Resources**

- View the [Test Demo](#) to demonstrate test features to students. The Test Demo is a series of videos that explain to students how they will take the online test and interact with the test platform.
- Use the [Test Practice](#) items to help students understand how to respond to ACCESS for ELLs Online and WIDA Screener Online items on the test platform. While using the test practice items, students can familiarize themselves with the features available to them during the actual assessment. To access and view the Test Practice Items on Windows, macOS, ChromeOS, or Linux devices, you must use the Chrome browser. If you are on an iPad, you must use the Safari Browser.
- Use the [Sample Items](#) to help students, educators, and families get a better understanding of ACCESS for ELLs Online. None of the sample items appear on the operational test; however, they are similar to items that students will see on the test. To access and view the Sample Items on Windows, macOS, ChromeOS, or Linux devices, you must use the Chrome browser. If you are on an iPad, you must use the Safari Browser.

ACCESS for ELLs and WIDA are trademarks of Board of Regents of the University of Wisconsin System.



The cover features the DRC INSIGHT ONLINE LEARNING SYSTEM logo and the WIDA UNIVERSITY OF WISCONSIN-MADISON logo at the top. The main title is '2024-2025 WIDA Assessment Management System (WIDA AMS) User Guide'. At the bottom right, it provides contact information for Data Recognition Corporation (DRC), including the address (13490 Bass Lake Road, Maple Grove, MN 55311), direct phone number (1-855-787-9615), website (https://www.wida-ams.us), and revision date (June 28, 2024).

**2024-2025  
WIDA Assessment  
Management System  
(WIDA AMS)  
User Guide**

Data Recognition Corporation (DRC)  
13490 Bass Lake Road  
Maple Grove, MN 55311

Direct: 1-855-787-9615  
Website: <https://www.wida-ams.us>  
Revision Date: June 28, 2024



# WIDA AMS Enhancements

The screenshot shows the WIDA AMS dashboard interface. At the top left, there is a navigation bar with 'DRC INSIGHT', 'WIDA', and 'MY APPLICATIONS'. Below this, the main content area is titled 'WIDA AMS' and features a welcome message: 'Welcome! What would you like to do today?'. A grid of nine quick navigation buttons is displayed, each with an icon and a label. A red callout box labeled 'Quick Navigation Buttons' points to this grid. At the bottom of the dashboard, there are two tabs: 'Get Help' and 'Public Test Resources'. A red callout box labeled 'Useful tabs' points to these tabs. Below the tabs, there is a 'Get Help' section with explanatory text and contact information for 'DRC 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 see different tabs than those shown above.

**DRC 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



# Test Administrator Core Training

<https://ride.ri.gov/assessment-manuals>

This training is provided by RIDE to assist Test Coordinators in:

- training Test Administrators,
- creating schedules,
- establishing test security policies
- setting cell phone policies.

# RIDE State Assessments 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

The screenshot displays the website's navigation and content. The top header includes the State of Rhode Island Department of Education logo and a search bar. The main navigation menu features categories like Students & Families, Teachers & Administrators, Instruction & Assessment, Information & Accountability, Funding & Finance, Inside RIDE, and Board of Education. The breadcrumb trail indicates the current page is 'RISAP Test Coordinator Information (START HERE)'. The left sidebar lists various resources under 'Instruction & Assessment', with 'RISAP Test Coordinator Information (START HERE)' highlighted. The main content area is titled 'Rhode Island State Assessment Program (RISAP) Test Coordinator Information' and contains introductory text, a list of state policies, and a link to the 'Test Coordinator Handbook 2024-25.pdf'.

STATE OF RHODE ISLAND  
Department of Education

Search the site

Students & Families Teachers & Administrators Instruction & Assessment Information & Accountability Funding & Finance Inside RIDE Board of Education

Home » Instruction & Assessment » Assessment » RISAP Test Coordinator Information (START HERE)

Instruction & Assessment

Curriculum +

Assessment -

The Rhode Island Growth Model

Assessment Irregularities & Test Security

Comprehensive Assessment System (CAS)

**RISAP Test Coordinator Information (START HERE)**

Assessment Schedules

Assessment Manuals & Materials

Resources for Families

Assessment Accommodations

Assessment Exemptions

Assessment Results

Released Items & Practice

## 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** 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

The **LEA Memo to Outplacement Schools** contains guidance for outplacement schools on participation requirements for the RI State Assessment Program, instructions on verifying their student data, how to get in touch with RIDE staff, and steps to take to ensure they are ready to administer the Rhode Island state assessments.

### Test Coordinator Guidance

**Test Coordinator Handbook 2024-25.pdf**  
PDF file, about 1mb

# Test Security

- *General Info*
- *Test Irregularities*
- *RIDE Monitoring Visits*

# General Security Requirements

- All educators involved with preparing for or administering any part of the state assessments *must*:
  - complete the required training
  - make sure the district or school test coordinator has a record of their completion of required training
  - sign the *ACCESS Non-Disclosure and User Agreement* (completed online)
  - read the Test Administrator Manual(s)
  - ensure all secure materials are tracked and monitored
  - report all testing irregularities to their school test coordinator.
- *Only* authorized personnel may enter or be present in testing rooms while students are testing.

Allowed	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.
Not Allowed	parents, students not scheduled to be testing, school personnel not assigned as test administrators or proctors, researchers, reporters

# 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

# Test Irregularities may result in invalidating scores

Most common Irregularities	Other Examples
<ul style="list-style-type: none"><li>• not following security procedures for receiving and returning test materials, or failing to account for all secure test materials before, during, and after testing</li><li>• not following test administration directions or failing to read provided script</li><li>• allowing students to use their cellphones or access the internet</li><li>• administering one domain across multiple days</li></ul>	<ul style="list-style-type: none"><li>• coaching, erasing, altering, or interfering with students' test responses in any way</li><li>• giving students access to test questions or prompts prior to testing</li><li>• questioning students about test content after the test</li><li>• copying, reproducing, or using any test materials in a way that is inconsistent with test administration or security policies</li><li>• not providing a documented accommodation or providing an accommodation not documented in the student's IEP</li><li>• a technology disruption that could not be resolved</li></ul>

# How to submit irregularities

If any test irregularity occurs:

- Correct and contain the incident at the district/school level.
- District Test Coordinator must report the irregularity immediately using the State Assessment Test irregularity Application on the [RIDE Portal](#)



State Assessment Test  
Irregularity Report

# Monitoring Visits

Federal law requires monitoring of all state assessments.

During the monitoring process, RIDE will:

- answer any questions district and school staff have before testing.
- 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 in advance of the visit.



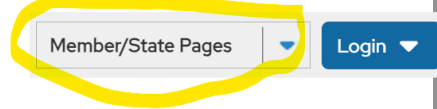
## Part 2: ACCESS for ELLs and WIDA Alternate ACCESS

- ACCESS: What, Why, When, How
- Tasks to Complete: Before Testing



1. Go to [WIDA \(wisc.edu\)](https://wisc.edu)

2. Click Member/State Pages and scroll to RI



3. Bookmark this page

4. Download the checklist and email it to yourself now



## RHODE ISLAND ACCESS for ELLs Online Checklist 2024-2025



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	January 6, 2025 - February 14, 2025 February 17, 2025 – February 28, 2025 (Make-up Test Window)
WIDA member page	<a href="https://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			
<span style="color: blue;">■</span> District Test Coordinator (DTC) task	<b>Kindergarten</b> Applies to Kindergarten ACCESS only		
<span style="color: green;">■</span> School Test Coordinator (STC) task	<b>Alternate</b> Applies to Alternate ACCESS only		
<span style="color: yellow;">■</span> Test Administrator (TA) task			

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Last Updated: 9/3/2024

# ACCESS for ELLs Suite of Assessments

## 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 IEP 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:

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

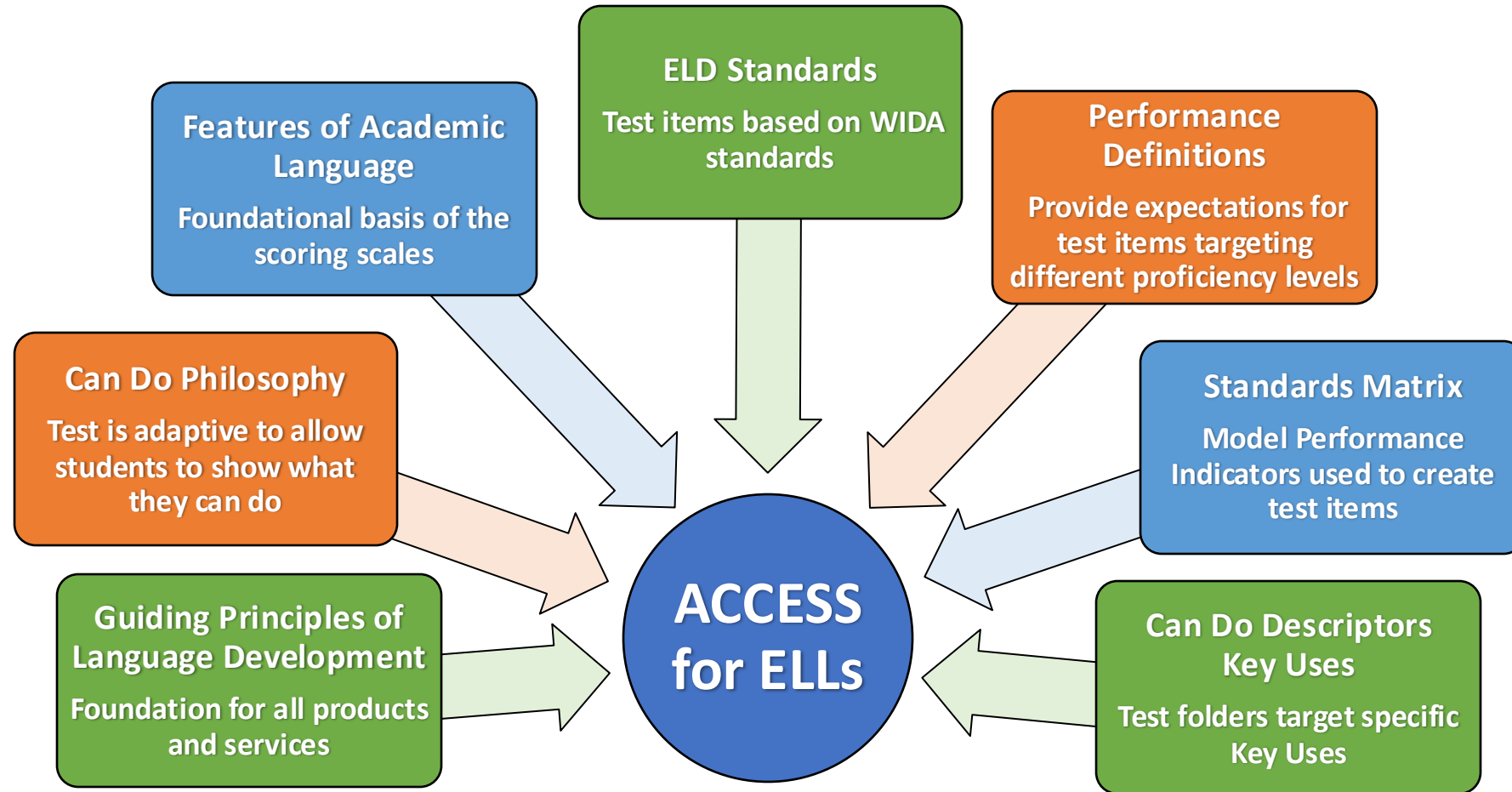
## Writing

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

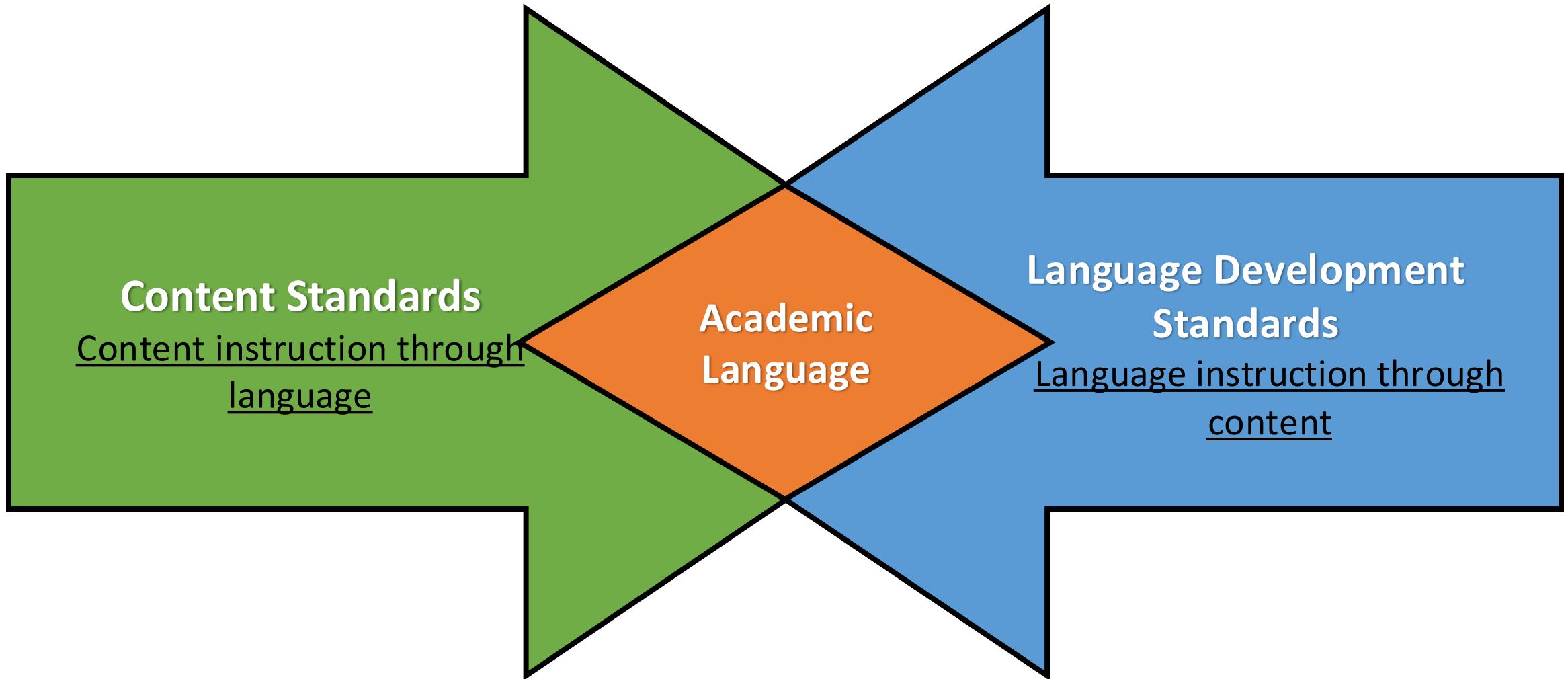
## Speaking

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

# Connections to the Framework

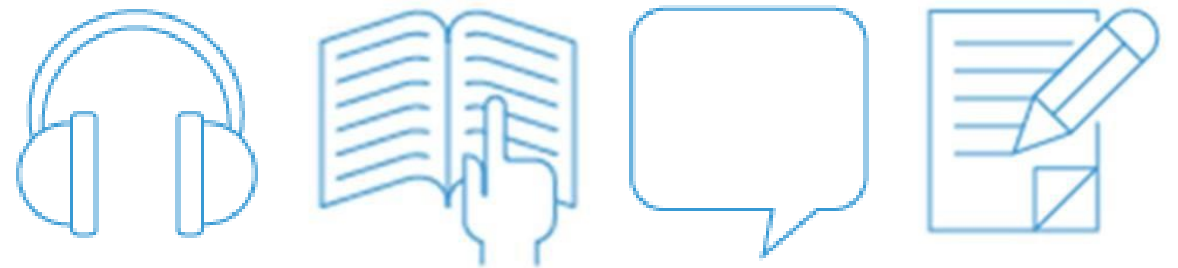


# Connections Between Content and ELD Standards



# Kindergarten ACCESS for ELLs

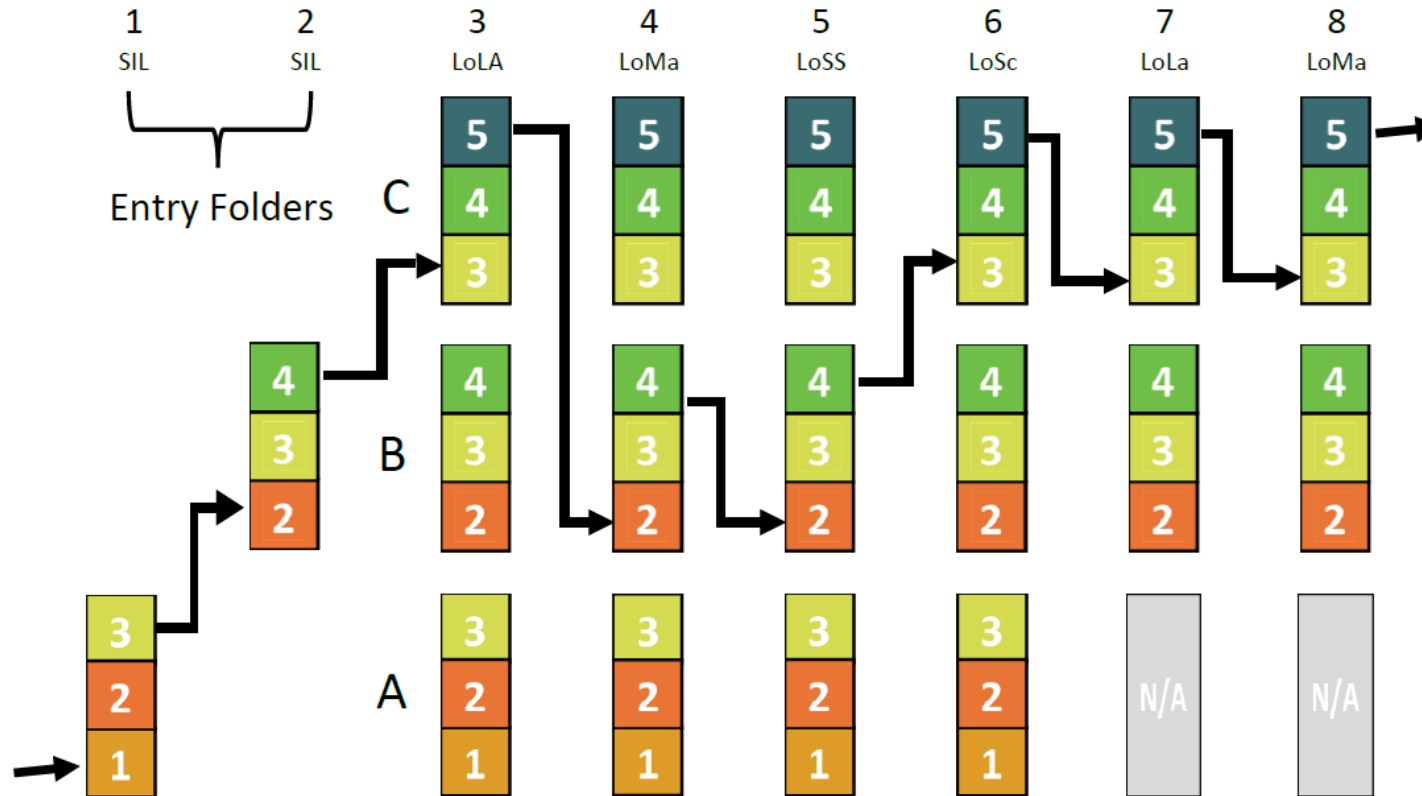
- Individually administered
- Completely adaptive
- Includes manipulatives
- All components are scored by the Test Administrator (TA) during test administration



# Adaptive Testing Online

Performance in 1 folder determines the next folder

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





# 2024-2025 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 started during the makeup window
- Makeup testing may be completed during the primary window

<b>ACCESS for ELLs</b> <a href="http://www.ride.ri.gov/access">www.ride.ri.gov/access</a>	English language proficiency	K-12	Jan. 6 – Feb. 14, 2025	Feb. 17 – 28, 2025
<b>WIDA Alternate ACCESS</b> <a href="http://www.ride.ri.gov/access">www.ride.ri.gov/access</a>	English language proficiency	K-12	Jan. 6 – Feb. 14, 2025	Feb. 17 – 28, 2025

# Before ACCESS Testing

---

- Student Preparation and Practice
- RIDE Assessment site
- MLL Census
- WIDA State Checklist, WIDA Secure Portal, WIDA AMS
- Accommodations and Accessibility Features

# Tasks to complete before ACCESS testing

## Plan your schedule

- Test schedule and sessions
- Plan communication with families
- Compile accommodations for students with IEP or 504 plan

## 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



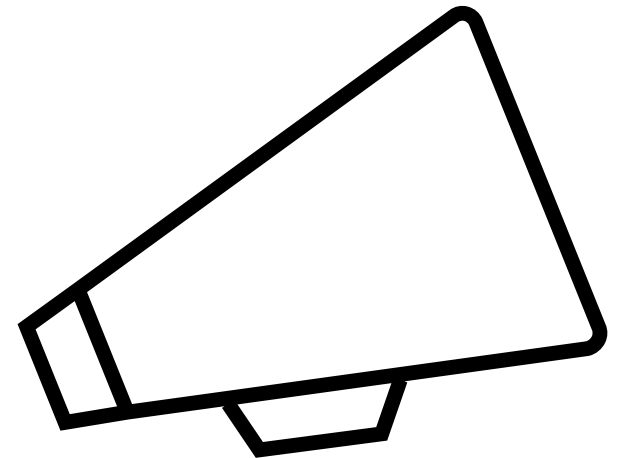
**How does your school/district prepare students for ACCESS?**

**Discuss with three people you haven't spoken with today.**



# The Importance of Preparation

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




# Student Practice Tests

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

**NEW in 24-25!** New sample items are available for the [ACCESS Online Writing test practice for grades 4-12](#).


**TEST DEMO**



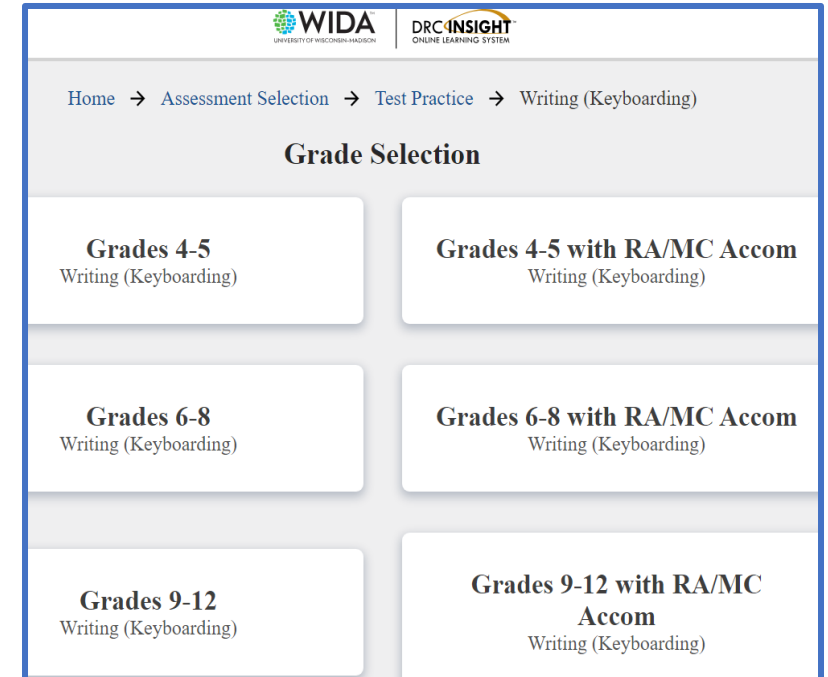
Select which Test Demo you would like to view.

**ACCESS for ELLs®**      **WIDA Screener**

**Practice with Online Assessments**



Listening  
Reading  
Speaking  
Writing (Keyboarding)  
Writing (Handwritten)



WIDA UNIVERSITY OF WISCONSIN-HADISON | DRC INSIGHT ONLINE LEARNING SYSTEM

Home → Assessment Selection → Test Practice → Writing (Keyboarding)

**Grade Selection**

<b>Grades 4-5</b> Writing (Keyboarding)	<b>Grades 4-5 with RA/MC Accom</b> Writing (Keyboarding)
<b>Grades 6-8</b> Writing (Keyboarding)	<b>Grades 6-8 with RA/MC Accom</b> Writing (Keyboarding)
<b>Grades 9-12</b> Writing (Keyboarding)	<b>Grades 9-12 with RA/MC Accom</b> Writing (Keyboarding)

# ACCESS Speaking

## *Some Highlights:*

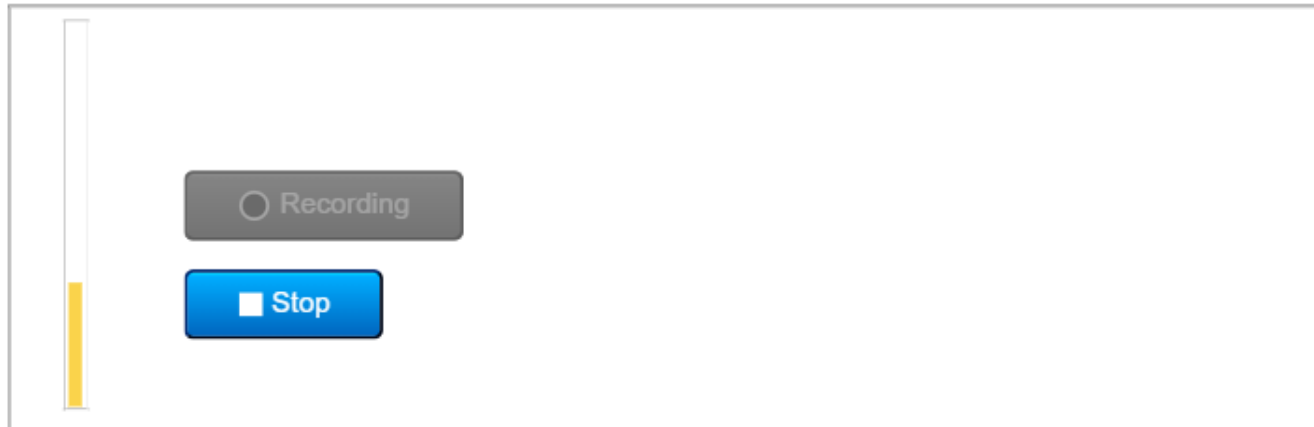
- WIDA recommends testing no more than **3-5 students per test administrator**.
- For students in all tiers, the **Speaking test may be administered individually**, or in smaller groups of students than mentioned above if needed.
  - Newcomers and/or students at lower proficiency levels may need to be 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 could sit next to the student in an individual testing session and ask them to "talk to you" while speaking into the microphone.

## [Guidance to Students Prior to Taking the Online Speaking Test](#)

# 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.



Exit

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





# Registering Students for ACCESS

- RIDE will submit the ACCESS registration file by November 13.
- 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 25.

2024-25 ACCESS Roster will be added after registration file is submitted, by 11/15.

The screenshot shows the WIDA AMS interface for Ana Karantonis. The header includes the Rhode Island Department of Elementary and Secondary Education logo and the text 'Information Services'. The user is logged in as 'Ana Karantonis'. The main navigation area includes links for 'eRIDE > MLL Census for Provider (22-23)', 'Reset To State Account | Select a District', 'Update active status as of (date: 1/28/2022) [Update]', and 'Find student(s) by name/SASID [Find] (see below for instructions)'. A red callout bubble points to the 'Preview 2022-23 ACCESS Roster' link, which is circled in red. Below the navigation area, there are links for '2021-22 ACCESS/Alt 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', and 'maintenance reports'. At the bottom, a table header is visible with columns: 'SchCode', 'School Name', 'Total in Census', '# Active', '# Monitored', '# Eligible Not Enrolled', 'Last Updated', and 'Date Signed Off'.

# Preview of ACCESS roster in MLL Census



Rhode Island

Department of Elementary and Secondary Education

Ana Karantonis

## Information Services

[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 students.

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 12/18/24

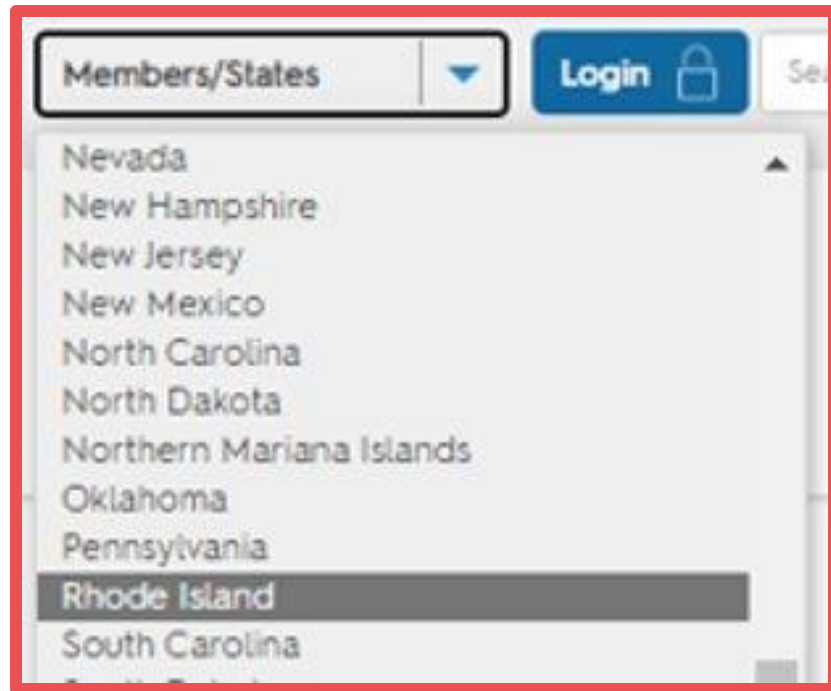
- All materials shipped are secure and must be signed for upon delivery
- Testing materials are delivered to districts\*
- Inventory materials upon arrival and store them in a secure location
- Save the box/boxes for return shipment

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



# WIDA Home Page

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

A screenshot of the WIDA website's page for Rhode Island. The page features the WIDA logo (University of Wisconsin-Madison) at the top left, with 'Assess' and 'Teach' dropdown menus at the top right. The main heading is 'Rhode Island', with a breadcrumb trail: 'About < WIDA Consortium < Rhode Island'. Below this, it states 'Member of the WIDA Consortium since 2004.' The 'Assessment' section describes the use of WIDA Screener for Kindergarten and WIDA Screener (Grades 1-12) to identify English language learners (ELLs), and notes that ACCESS for ELLs is given to all ELLs during the annual testing window from early January through mid-February. The 'Testing Dates' section is a table with two columns: dates and descriptions of events.

Testing Dates	Events
9/16/24	Alternate ACCESS Reports and Data Files Available - Online in WIDA AMS
10/2/24	Alternate ACCESS Reports Available in District - Printed
11/25/24 - 2/28/25	WIDA AMS Test Setup Available for Registrations
12/18/24	Districts Receive Test Materials
1/6/25 - 2/14/25	Test Window
2/17/25 - 2/28/25	Make-Up Test Window
12/18/24 - 2/7/25	Additional Test Material Ordering Window in WIDA AMS
3/5/25	Deadline for Shipping Completed Test Materials to DRC - Postmark date
4/29/25	Districts Receive Reports and Data - Posted in WIDA AMS
5/15/25	Printed Reports Received in Districts
6/4/25	Updated ACCESS and Alternate ACCESS Data Posted in WIDA AMS

# Accommodations and Accessibility Features

---

- NEW: Translated Directions
- RIDE Accommodations Manual
- WIDA Accommodations Manual

# **New:** ACCESS Online Test Administrator Script translations

- Translations of the [ACCESS Online Test Administrator Script for Grades 1-3](#) (Listening, Reading and Speaking only) and the [ACCESS Online Test Administrator Script for Grades 4-12](#) are now available to download in the WIDA Secure Portal.
- These documents provide scripting in the 16 most common languages across the WIDA Consortium for test administrators to read during ACCESS Online test sessions. They guide students to log in and launch the test and give directions for the test administrator on monitoring and ending the test session.
- These translations include the directions only and do not contain any secure test content.



# Essential Documents and Resources for 2024-25

[www.ride.ri.gov/accommodations](http://www.ride.ri.gov/accommodations) or [Resources/Recursos](#) | [WIDA \(wisc.edu\)](http://WIDA (wisc.edu))

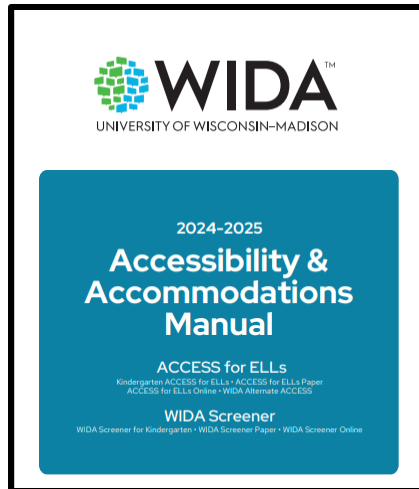
- All state assessments:
  - RISAP Accommodations and Accessibility Features Manual (coming soon)
- Test-specific documents:
  - 2024-25 WIDA Accessibility and Accommodations Manual
  - Accommodations Checklists:
    1. Online Accommodations Checklist
    2. Paper Accommodations Checklist
    3. Kindergarten Accommodations Checklist
    4. Alternate ACCESS Accommodations Checklist

# Essential Documents and Resources for 2024-25



## ACCESS-specific documents:

2024-25 Accessibility and Accommodations Manual



[Accessibility and Accommodations | WIDA \(wisc.edu\)](https://www.wisc.edu/accessibility-and-accommodations)

## All state assessments:

RISAP Accommodations and Accessibility Features Manual



2024-25  
Coming  
soon

[www.ride.ri.gov/accommodations](http://www.ride.ri.gov/accommodations)



# Accommodation Information Icons

## 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.

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

14



Available for Tests, Domains



Accommodations that must be pre-selected in WIDA AMS



Materials that must be ordered

Pages 9-14



## 2024-2025 Accessibility & Accommodations Manual


ACCESS for ELLs

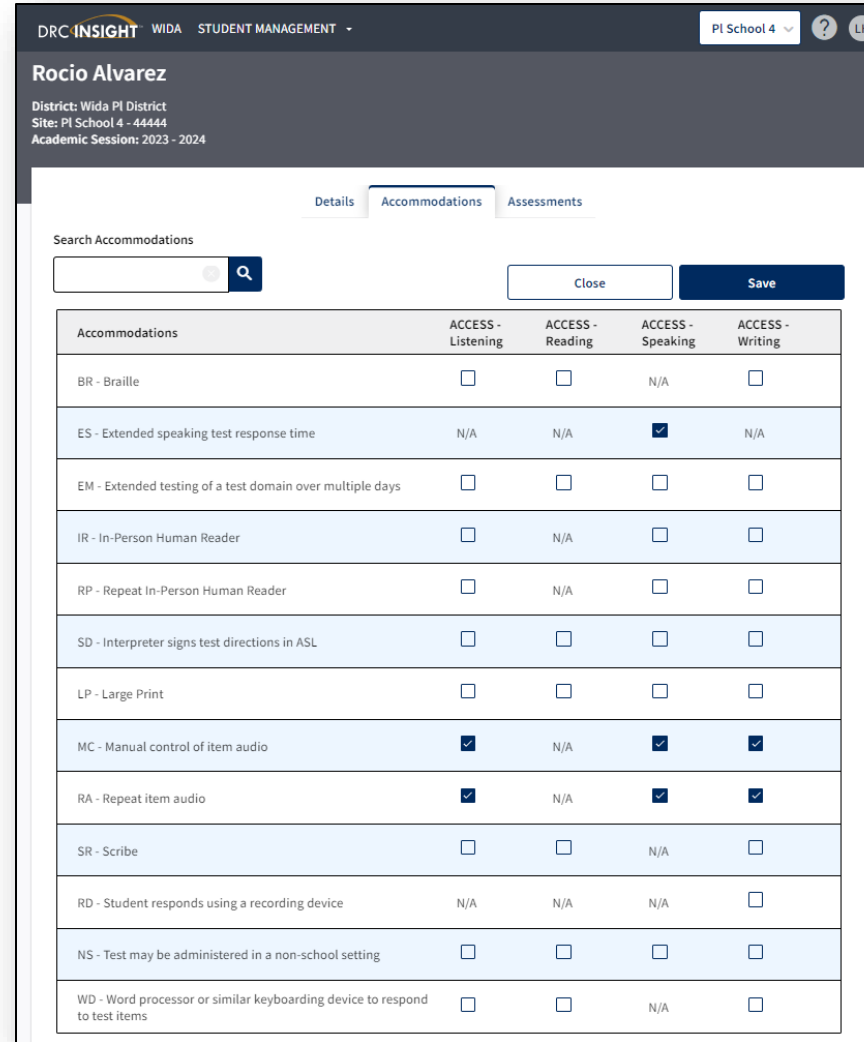
Kindergarten ACCESS for ELLs • ACCESS for ELLs Paper  
ACCESS for ELLs Online • WIDA Alternate ACCESS

WIDA Screener

WIDA Screener for Kindergarten • WIDA Screener Paper • WIDA Screener Online

# Documenting Accommodations in WIDA AMS

- **Must be selected before testing** 
- Manual Control of Item Audio (MC)
- Repeat Item Audio (RA)
- Extended Speaking Response Time (ES)



DRC INSIGHT WIDA STUDENT MANAGEMENT - PI School 4 ? LH

Rocio Alvarez  
District: Wida PI District  
Site: PI School 4 - 44444  
Academic Session: 2023 - 2024

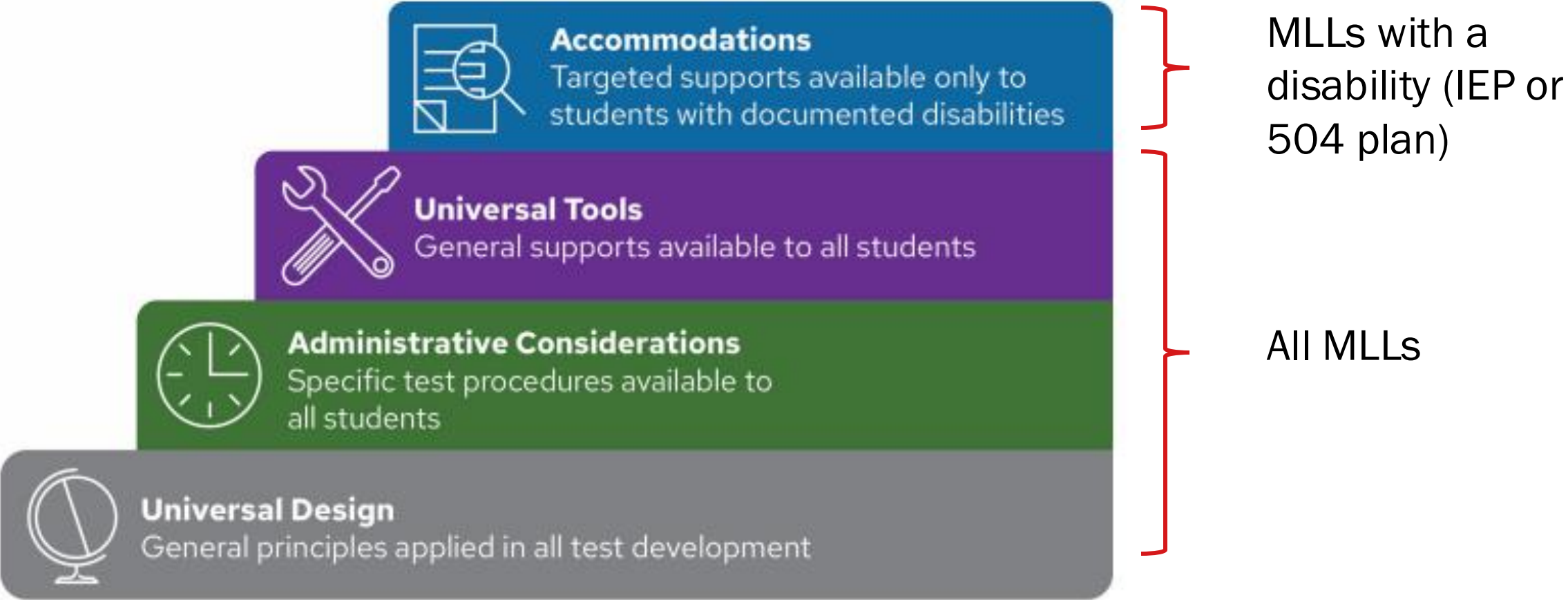
Details Accommodations Assessments

Search Accommodations

Close Save

Accommodations	ACCESS - Listening	ACCESS - Reading	ACCESS - Speaking	ACCESS - Writing
BR - Braille	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
ES - Extended speaking test response time	N/A	N/A	<input checked="" type="checkbox"/>	N/A
EM - Extended testing of a test domain over multiple days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IR - In-Person Human Reader	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
RP - Repeat In-Person Human Reader	<input type="checkbox"/>	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SD - Interpreter signs test directions in ASL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LP - Large Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MC - Manual control of item audio	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RA - Repeat item audio	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SR - Scribe	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
RD - Student responds using a recording device	N/A	N/A	N/A	<input type="checkbox"/>
NS - Test may be administered in a non-school setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WD - Word processor or similar keyboarding device to respond to test items	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>

# The WIDA Accessibility and Accommodations Framework



# Considerations



## Accessibility features and accommodations:

- ***do not and cannot*** take the place of rigorous instruction, high-quality curriculum and materials.
- **are not designed** to increase a student's score. They are intended to ensure students can participate in testing meaningfully, and appropriately.
- **are individualized** for each student based on what they need and will use, not solely on their status as an MLL student. Lack of individualized accommodations can prevent a student from demonstrating their language progress/knowledge.
- **should be selected** thoughtfully to allow each student to fully demonstrate their progress toward English language proficiency.
- **should be familiar** to the student, providing them time to practice prior to testing.

# Considerations *cont.*



## Accommodations:

- **are only available** to students with disabilities who have a valid IEP or 504 plan. Consult your Special Education team to ensure K-2 student IEPs include testing accommodations.
- **must be documented** in the student's IEP or 504 Plan prior to testing.
- **may differ** between tests in the RI State Assessment Program.
  - *Example:* bilingual word-to-word dictionaries are not allowed on ACCESS tests but are allowed on RICAS or SAT. ACCESS measures students' understanding of spoken and written English, not academic skills including their ability to calculate or 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**

# Individual Student Checklist


Document the IEP team's decision and input in the WIDA AMS.

**Accommodations: ACCESS for ELLs Paper** 

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

Accommodations:

- Braille (BR).** *Grades 1-12 order materials in advance.*  
 Listening  Speaking *(not available)*  
 Reading  Writing
- Extended Speaking test response time (ES)**  
 Listening *(not available)* Speaking   
 Reading *(not available)* Writing *(not available)*
- 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
- In-person human reader (IR).** *Read item text, graphics labels, and answer choices exactly as they appear.*  
 Listening  Speaking   
 Reading *(not available)* Writing
- 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
- Interpreter signs directions in ASL (SD).** *Sign administration instructions, test directions, and practice items. Do not sign scored items.*  
 Listening  Speaking   
 Reading  Writing
- Large print (LP).** *Order materials in advance.*  
 Listening  Speaking   
 Reading  Writing

**Accommodations: ACCESS for ELLs Paper** 

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

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

# Individual Student Checklist

## 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: \_\_\_\_\_  
 Student: \_\_\_\_\_  
 District/School: \_\_\_\_\_  
 Team Members: \_\_\_\_\_

Date: \_\_\_\_\_  
 ID number: \_\_\_\_\_  
 Grade: \_\_\_\_\_

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



# 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:

☛ Select in WIDA AMS prior to testing


- *Online format:* online test platform allows twice the standard response time for each Speaking task.
- *Paper format:* TAs pause the Listening and Speaking CD after the audio files plays to allow the student to respond.

## Extended Time of a Test Domain Over Multiple Days (not common)

- Emergency Accommodation Form must be completed and ([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)	<input checked="" type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	 Repeat In-Person Human Reader (item text, graphics labels, and answer choices and repeat <i>once</i> )	<input checked="" type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ONLINE	Manual control of item audio	<input checked="" type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Repeat item audio (can repeat as many times as possible except for Listening test [repeats once])	<input checked="" type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

## 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.

## 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpreter signs <i>test items</i> in ASL	NO	NO	NO	NO

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Large Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- **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)
  - Accommodation available for Kindergarten ACCESS for ELLs and ACCESS for ELLs Paper Edition
  - 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Student Responds Using Recording Device and Transcription	NO	NO	N/A	<input checked="" type="checkbox"/>

- For students who:
  - have a disability that prevents them from using a computer, holding a writing instrument.
  - have a disability that prevents them from expressing written language and who routinely requires dictation for writing during instruction.
  - have a processing issue where they 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- 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 do not 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

---

- 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 [jacqueline.branco@ride.ri.gov](mailto:jacqueline.branco@ride.ri.gov) or 401-222-4685

# 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.
  - Avoid conflicts with recess or lunch.
- Consider:
  - Space and staffing needs for students testing with accommodations.
  - Adequate student spacing.
  - Any content in the room that must be removed/covered.





# Pause for Personalized Work Time

What are your next steps?

- Create test or training plans
- Engage in WIDA training
- Communicate with colleagues
- Other



# Part 3: During ACCESS 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

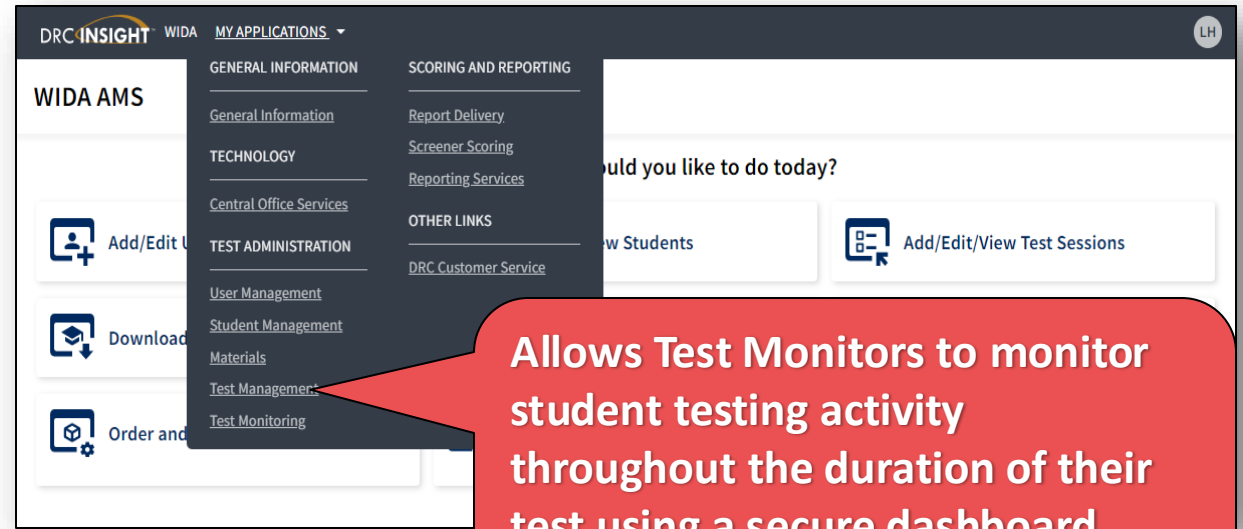
# Monitoring the Online Test

---

- 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

Is OPTIONAL!



## Test Monitors:

- will be able to see students who have logged in to a test and registered to a Test Monitoring Dashboard.
- can pause individual or all testing activity for any scenario that requires the test to be put on hold.
- have the flexibility to track students across different test administrations and across different locations.

# Part 3: After ACCESS Testing

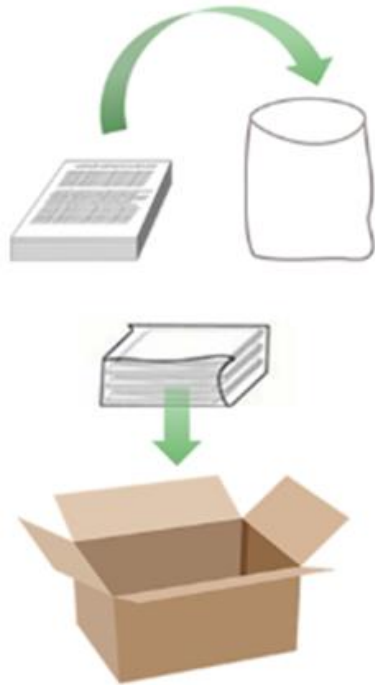
---

# Tasks to complete after testing

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- Ensure all accommodations 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: Returning Test Materials



Return by  
**3/5/25**



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

- Online State Assessment Exemption Requests application includes all state assessments
- Submission Window:
  - **February 28 – March 28, 2025:** ACCESS and Alternate ACCESS
- **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 state testing window.
- *Cannot* receive classroom instruction either in school, at home or in the hospital/mental health facility.
- *Cannot* participate in testing even with accommodations.

## SCHOOLS & OUTPLACEMENT SCHOOLS

- Requests a medical exemption with the District Testing Coordinator and/or Superintendent using district procedure.
- If approved, send forms out for completion prior to submission to district requesting exemption online.

English, Portuguese, and Spanish versions!

English and Portuguese versions!



### Request for Medical Exemption from Testing

FORM 2: PARENT/GUARDIAN CONSENT FORM

**District Directions:** Give this form to the parent/guardian of the student. Once signed, retain a copy in the student's records. Do not send this form to RIDE.

**Parent/Guardian Directions:** Please read and complete this form and return it to your child's school or district office. Spanish and Portuguese versions of this form can be found at [www.ride.ri.gov/assessment-exemptions](http://www.ride.ri.gov/assessment-exemptions).

Student Name (print): \_\_\_\_\_

I have consulted with the school or district regarding the request to exempt my child from the \_\_\_\_\_ assessment(s).

I understand that this means I will have either no test scores or partial test scores, depending on circumstances, for my child for the exempted assessment(s). By signing this request, I acknowledge that:

1. I **WAS** (or) **WAS NOT** (circle one) involved in the decision for the district to seek an exemption for my child from the state assessment(s).
2. I **DO** (or) **DO NOT** (circle one) give permission for the school or district to discuss the reason for the request with Dr. Phyllis Lynch, Director of Instruction, Assessment and Curriculum at the Rhode Island Department of Education.

\_\_\_\_\_  
Parent/Guardian Full Name (print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



### Request for Medical Exemption from Testing

FORM 3: TREATING PHYSICIAN/MENTAL HEALTH PROFESSIONAL FORM

Student Name: \_\_\_\_\_

**Directions for District:** Give this form to the physician/mental health professional. Retain with student's records. Do not send to RIDE.

**Directions for Physician or Mental Health Professional:** Indicate whether or not you agree or disagree with each assurance, initial each statement, and sign and date the bottom of this form.

**What is a Medical Exemption?** Each year, students with very serious and chronic medical or other conditions participate successfully in Rhode Island's statewide assessments. However, there are rare and unique situations in which a student is unable to participate in statewide assessments due to a documented, significant, and incapacitating emergency that extends across the entire (or remaining) test window. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather documentation that the student meets two criteria: 1) that the student's situation is so severe, the student cannot receive any educational instruction in any setting (such as at home, school, or outplacement facility) and 2) they cannot participate in any assessments, even with adjustments (accommodations). If the student's situation does not meet both of these conditions, the student is able to receive instruction, and he/she is able to participate in state assessments.

**Serious Illness:** a serious health condition that prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

**Medical Emergency:** an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident.

Conditions that generally do not qualify for exemption:

- Medical fragility – unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses or minor injuries
- Certain mental health conditions
- Pregnancy

Treating Physician's/Mental Health Professional's Assurances:		Circle one	INITIAL
1	This student is experiencing a serious illness or medical emergency.	YES	NO
2	This student can/cannot participate in instruction, regardless of setting, even with accommodations, during the remaining test window.	CAN	CANNOT
3	This student can/cannot participate in assessment, even with accommodations, during the remaining test window.	CAN	CANNOT

\_\_\_\_\_  
Physician/Mental Health Professional's Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DISTRICT**

Maintain documentation in a secure location.

Confirm that forms 2 & 3 are complete.

Enter FORM 1 assurances into State Assessment Exemption Request via the RIDE Portal within the date window.



**Date window**

02/28 – 03/28

**RIDE**

Receives request via portal and determines approval or requests more information.

Email is generated to notify district to log onto State Assessment Exemption Request via Portal for decision.



**Rhode Island Department of Education** State-Approved Special Considerations

Request Date: XX/XX/2023

Student's Full Name:	X	Gender:	X
SASID (eg, 100xxxxxx):	XXXXXXXXXX	Date of Birth(MM/DD/YYYY):	XX/XX/XXXX
Reason for Request:	Significant Medical Emergency	Grade	X

Below, please indicate the assessment(s) and the student's grade during the assessment(s):

	K	1	2	3	4	5	6	7	8	9	10	11	12
New group													
ACCESS for ELs													
Alternate ACCESS for ELs													
DLM Alternate Assessment: English Language Arts													
DLM Alternate Assessment: Mathematics													
DLM Alternate Assessment: Science													
PSAT 10													
RICAS: English Language Arts													
RICAS: Mathematics													
RI NGSA													
SAT													

School and District Contact Information:

District/LEA of Enrollment:	District name
School/Facility of Enrollment:	School name
Responsible / Sending District:	District name
Superintendent (or equivalent) Full Name:	Superintendent full name
Superintendent (or equivalent) Email:	Superintendent e-mail
Superintendent (or equivalent) Phone Number:	401-XXX-XXXX

I certify that the information contained within this request is complete, accurate, and that:

- signed copies of Form 2 (Parent Form) and Form 3 (Physician's or Mental Health Professional's Form) are signed and on file at the district. I understand that RIDE reserves the right to request copies of Form 2 and Form 3 if questions arise about this exemption request.
- the student's medical emergency does not allow them to participate in instruction either in school or another location (such as their home or a hospital).
- the student cannot participate in state assessments due to their medical crisis.
- after careful review of accommodations and test supports, including consulting with RIDE if necessary, it was determined that there are no accommodations or other test supports (including options

for Emergency or Unique accommodations) that would allow the student to participate in the state assessment(s) for which this request is being submitted.

- the student's medical crisis spanned the duration of the state assessment testing window for the test(s) covered under this exemption request.

Explanation  
RIDE Reply



# Q&A: Parking Lot and Group Discussion



# Feedback Survey



Please complete this short [Feedback Form](#)  
to help us improve future trainings!



Scan for survey

# Appendix

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- Contacts and Resources List
- General Scheduling Guidance
- Roles & Responsibilities & Training Requirements
- ACCESS Suite of Assessments
  - ACCESS for ELLs Online
  - ACCESS for ELLs Paper
  - Alternate ACCESS
  - Additional Info on Medical Exemptions and Specific
- Returning Test Materials

# RIDE Contacts

## Programmatic Questions:

Flavia Molea Baker  
MLL Coordinator, Title III  
[flavia.moleabaker@ride.ri.gov](mailto:flavia.moleabaker@ride.ri.gov)

Emily Klein  
Education Specialist, IDEA & Title III  
[emily.klein@ride.ri.gov](mailto:emily.klein@ride.ri.gov)

Tobie Bass  
Multilingual Learner Specialist  
[tobie.bass@ride.ri.gov](mailto:tobie.bass@ride.ri.gov)

Christie Villaume  
Multilingual Learner Specialist  
[christie.villaume@ride.ri.gov](mailto:christie.villaume@ride.ri.gov)

Agnieszka Bourret  
Multilingual Learner Specialist  
[agnieszka.bourret@ride.ri.gov](mailto:agnieszka.bourret@ride.ri.gov)

## State Assessment, Irregularities, Medical Exemption Questions:

Ana Karantonis  
Assessment Specialist, Data & Psychometrics  
(401) 222-8940  
[ana.karantonis@ride.ri.gov](mailto:ana.karantonis@ride.ri.gov)

Jackie Branco  
Assessment Specialist, accommodations &  
exemptions  
(401) 222-4685  
[jacqueline.branco@ride.ri.gov](mailto:jacqueline.branco@ride.ri.gov)

General inquiries can be directed to  
[assessment@ride.ri.gov](mailto:assessment@ride.ri.gov)

# 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>



# 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>
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>

# Clarification about Test Administrators and Proctors

	Test Administrator	Proctor**
Who can fulfill this role?	<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>
What are the responsibilities?	<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

# Training Requirements –

## *Test Coordinators and Technology Coordinators*

Test Coordinator	Technology Coordinator
<ol style="list-style-type: none"><li>1. View training tutorials for the tasks listed in state checklist</li><li>2. Complete the knowledge checks at the end of each training tutorial which help Test Coordinators review key concepts and prepare for test coordination</li><li>3. Recommended to complete the trainings and quizzes for Test Administrators that are appropriate:<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>	<ol style="list-style-type: none"><li>1. Read DRC INSIGHT Technology User Guide</li><li>2. Complete Technology Readiness Checklist</li></ol>

# Training Requirements – *Test Administrators*

Returning Test Administrators	New Test Administrators
<ol style="list-style-type: none"><li><b><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>View <b>training tutorials</b> for the tasks listed in the state checklist for ACCESS and Alternate ACCESS</li><li>Complete the <b>knowledge checks</b> at the end of each training tutorial (<a href="#">WIDA Secure Portal</a>).</li><li>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><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>View <b>training tutorials</b> for the tasks listed in the state checklist for ACCESS and Alternate ACCESS</li><li>Complete the <b>knowledge checks</b> at the end of each training tutorial (<a href="#">WIDA Secure Portal</a>).</li><li>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>

# 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

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



### 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](#)



### 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](#)



### 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 Training Courses



Assessment Training Professional Learning Webinars Resources My Certifications

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

The screenshot displays the WIDA Secure Portal interface. At the top left, the WIDA logo and 'Secure Portal' text are visible, along with navigation links for 'Assessment Training', 'Professional Learning', 'Webinars', and 'Resources'. The main heading is 'Assessment Training'. On the left, a 'Filter By' sidebar lists various topics, with 'Kindergarten ACCESS' selected. The main content area features a card for the 'Kindergarten ACCESS for ELLs: Administration and Scoring' course. A red speech bubble with the text 'Enter Course' points to the 'Enter Course' link in the course card, which is also circled in red. A vertical sidebar on the right contains navigation icons for Account, Dashboard, Courses, Calendar, Inbox, History, and Help. The right side of the page shows the course title and a blue welcome banner with instructions and a 'Begin Training' button.

WIDA Secure Portal  
Assessment Training Professional Learning Webinars Resources

## Assessment Training

Filter By

Topic ^

- ACCESS Online
- ACCESS Paper
- Alternate ACCESS
- Kindergarten ACCESS
- Kindergarten W-APT
- Screener for Kindergarten
- Screener Online
- Screener Paper
- Screener Scoring

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](#)

2021-2022 WIDA

Home Modules

### 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



# 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

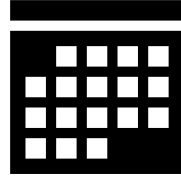
The purpose of this course is to help test administrators successfully prepare for and administer the WIDA Alternate ACCESS assessment.

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

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

# November WIDA Assessment Webinars

Mark your calendar!



- Learn more and add these upcoming webinars to your calendar on the [Webinars](#) page (login required).
- Can't make it? The recordings for Assessment Webinars are posted to the WIDA Secure Portal on the [Webinars](#) page within a week of the presentation. Technology-related webinar links can also be found in [WIDA AMS](#). On the landing page, select My Applications > General Information > Documents and filter the Document Type by Memos/Documents.
- **Share with your LEAs: Please share with your LEAs!**

Please join WIDA and DRC to learn about the following assessment topics:

ACCESS Technology Support and Online Preparedness Tuesday, November 5 at 1:00pm-2:00pm CT

Kindergarten ACCESS for New Test Administrators Tuesday, November 12 at 1:00pm-2:00pm CT

Managing Student Information for ACCESS Testing Thursday, November 14 at 1:00pm-2:00pm CT

WIDA Alternate ACCESS for New Test Administrators Tuesday, November 19 at 1:00pm-2:00pm CT

# ACCESS Suite of Assessments

---

- ACCESS for ELLs Online: Technology Requirements, Student Experience, Writing Tiers
- ACCESS for ELLs Paper, Braille, Large Print
- Alternate ACCESS for ELs and Considerations
- Braille & Large Print
- Medical Exemption Review

# 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.

# 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)

# 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

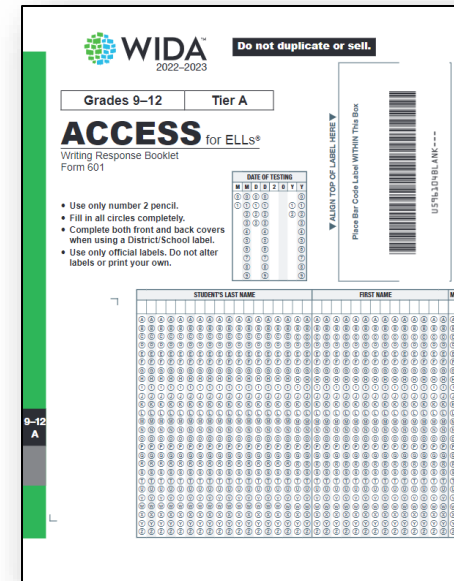
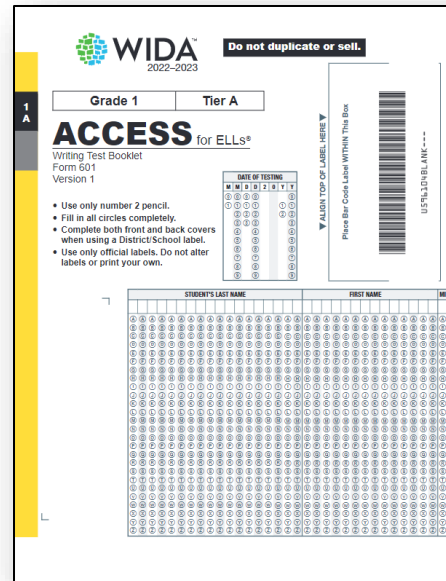
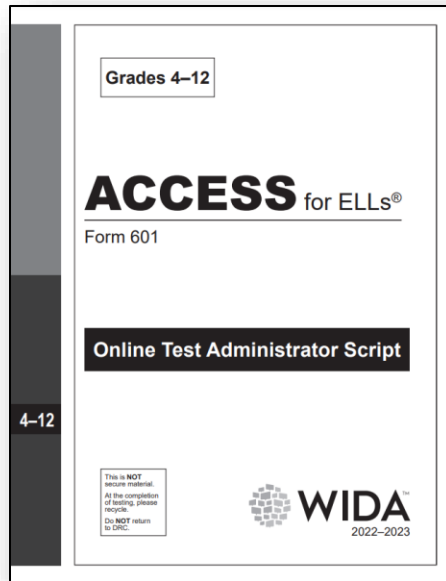


- Headphones:
  - Can be used for Listening, Reading, and Writing tests
  - To hear test directions and practice items
  - To hear test items on the Listening & Writing tests



[WIDA – ACCESS for ELLs and Screener Headset Specifications](#)

# ACCESS for ELLs Online Materials



# Writing Grades 1-3

- All students in Grades 1-3 will complete the ACCESS for ELLs Writing test in a grade cluster and tier specific writing booklet.
- The test is group-administered.

WIDA 2022-2023 Do not duplicate or sell.

Grade 1 Tier A

ACCESS for ELLs®

Writing Test Booklet  
Form 501  
Version 1

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.

IDENTITY LIST NAME TEST NAME

IDENTITY LIST NAME	TEST NAME
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WIDA 2022-2023 Do not duplicate or sell.

Grade 1 Tier B/C

ACCESS for ELLs®

Writing Test Booklet  
Form 501  
Version 1

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.

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WIDA 2022-2023 Do not duplicate or sell.

Grades 2-3 Tier A

ACCESS for ELLs®

Writing Test Booklet  
Form 501  
Version 1

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.

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WIDA 2022-2023 Do not duplicate or sell.

Grades 2-3 Tier B/C

ACCESS for ELLs®

Writing Test Booklet  
Form 501  
Version 1

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.

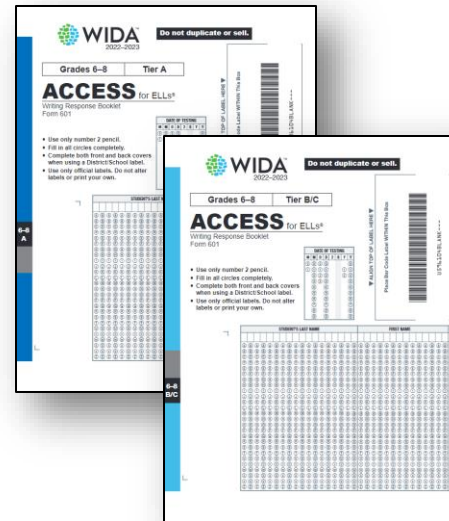
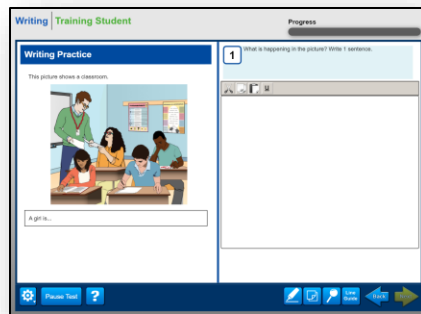
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# Writing Grades 4-12

- Computer-based prompts with the default response mode is keyboarding.
- Handwritten responses in paper test booklet is allowable and booklets must be ordered during the Additional Materials ordering window



# Writing Tier Report

Generate a Writing Tier report after Listening & Reading tests in WIDA AMS

Sample Tier Placement Report:

## WS ACCESS for ELLs - 2022-2023 Tier Placement Report

Assessment: Speaking Gr 2-3  
Test Session: Generic Grade 3

Student ID	Last Name	First Name	District	School	Date of Birth	Grade Cluster	Writing Tier
456789123	VAN PELT	LINUS	WIDA PL District	PL School 4	03/03/2013	03	B/C
567891234	DOG	SNOOPY	WIDA PL District	PL School 4	10/03/2013	03	A
678912345	BROWN	SALLY	WIDA PL District	PL School 4	03/03/2013	03	B/C
891234567	JONES	FRANKLIN	WIDA PL District	PL School 4	03/03/2013	03	A

The screenshot shows the 'Test Management' interface in WIDA AMS. It includes a 'Test Sessions' section with a table of sessions. A red callout bubble points to the 'Print All Tickets' button in the interface.

Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 1	Speaking Gr 1	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 2	Speaking Gr 2-3	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 3	Speaking Gr 2-3	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 4	Speaking Gr 4-5	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 5	Speaking Gr 4-5	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 4	Writing Gr 4-5	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	Generic Grade 5	Writing Gr 4-5	Not Started	10/7/2022	6/29/2023	[Print]
<input type="checkbox"/>	WIDA PL District	PL School 4	4th Grade Handwriting	Writing Gr 4-5 HW	Not Started	10/7/2022	6/29/2023	[Print]

Click on the Print Tier Placement Action Button.

# ACCESS for ELLs Paper

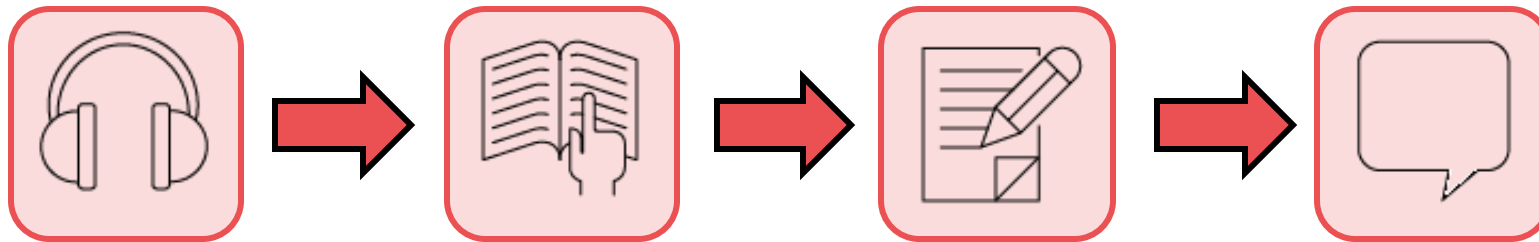
Recommended domain order of administration:

Listening

Reading

Writing

Speaking



The domains may be administered in any order, but this order matches the test administrator scripting

# ACCESS for ELLs Paper

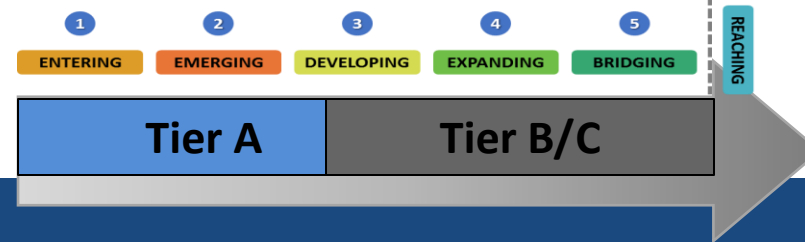
- Six Grade Level Clusters for Paper: Listening, Reading, and Writing Domains



- Five Grade Level Clusters for Paper: Speaking



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

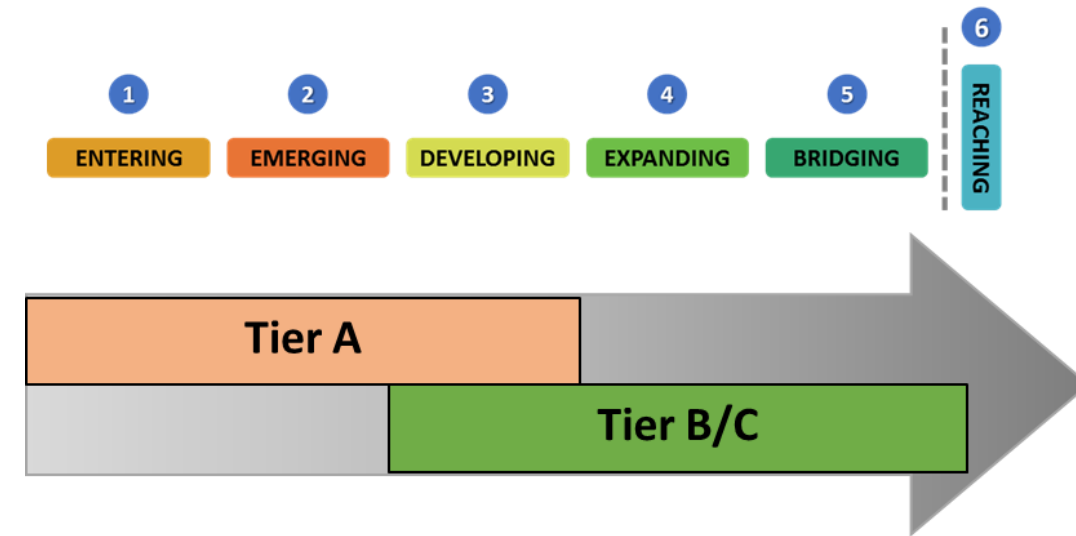


# ACCESS for ELLs Paper

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

# 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



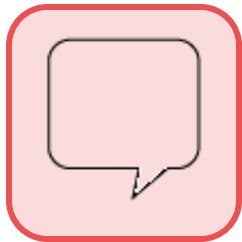
# ACCESS for ELLs Paper: Tier Placement

Proficiency Level				
1–Entering	2–Emerging	3–Developing	4–Expanding	5–Bridging
Tier A				
		Tier B/C		
<p>Tier A is most appropriate for ELLs who</p> <ul style="list-style-type: none"> <li>• Have arrived in the U.S. or entered school in the U.S. within the current academic school year without previous English instruction</li> <li>• Currently receive literacy instruction <b>only</b> in a language other than English</li> <li>• Have recently tested at a beginner level of English language proficiency</li> </ul>			<p>Tier B/C is most appropriate for ELLs who</p> <ul style="list-style-type: none"> <li>• Have social language proficiency and are beginning to approach or have acquired academic language proficiency in English</li> <li>• Have acquired some literacy in English or are approaching grade level literacy in English</li> <li>• Will likely meet the state’s exit criteria for support services by the end of the current academic year</li> </ul>	

[ACCESS-Test-Administrator-Manual, p. 34]

# ACCESS for ELLS Paper: Individual or Group Administration

- Speaking must be individually administered



- Listening, Reading, and Writing can be group administered





# ACCESS for ELLs – Braille & Large Print forms

Large Print

The Large Print form features a blue vertical bar on the left with '6-8 A' printed on it. At the top, it includes 'Grades 6-8' and 'Tier A' in separate boxes, the WIDA logo, and the title 'ACCESS for ELLs®'. Below the title is the subtitle 'Listening, Reading, and Writing Form xxx Test Booklet'. A central box contains 'DIRECTIONS' stating that responses must be transferred to a standard size student test booklet, followed by three numbered instructions. At the bottom, there are fields for 'State', 'District Name', 'School Name', 'Student Name', 'Security Barcode', 'Transcribed by', and 'Phone Number'.

Braille

The Braille form features a green vertical bar on the left with '9-12 BR' printed on it. At the top, it includes 'Grades 9-12' and 'Braille' in separate boxes, the WIDA logo, and the title 'ACCESS for ELLs®'. Below the title is the subtitle 'Listening, Reading, and Writing Form XXX Braille Transcription Test Booklet'. A 'DATE OF TESTING' table is located to the right of the title. Below this is a section with 'ALIGN TOP OF LABEL HERE' and a barcode labeled 'Please Bar Code Label WITHIN This Box' and 'USA 704 BLANK ---'. At the bottom, there is a table for 'STUDENT'S LAST NAME' and 'FIRST NAME' with columns for 'M', 'F', and 'U'.

# **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.

# Considering Alt ACCESS at the Annual IEP K-12

## Basic considerations when considering Alternate ACCESS at any grade level:

Alternate ACCESS is not meant for students who are taking or are likely to be taking RICAS

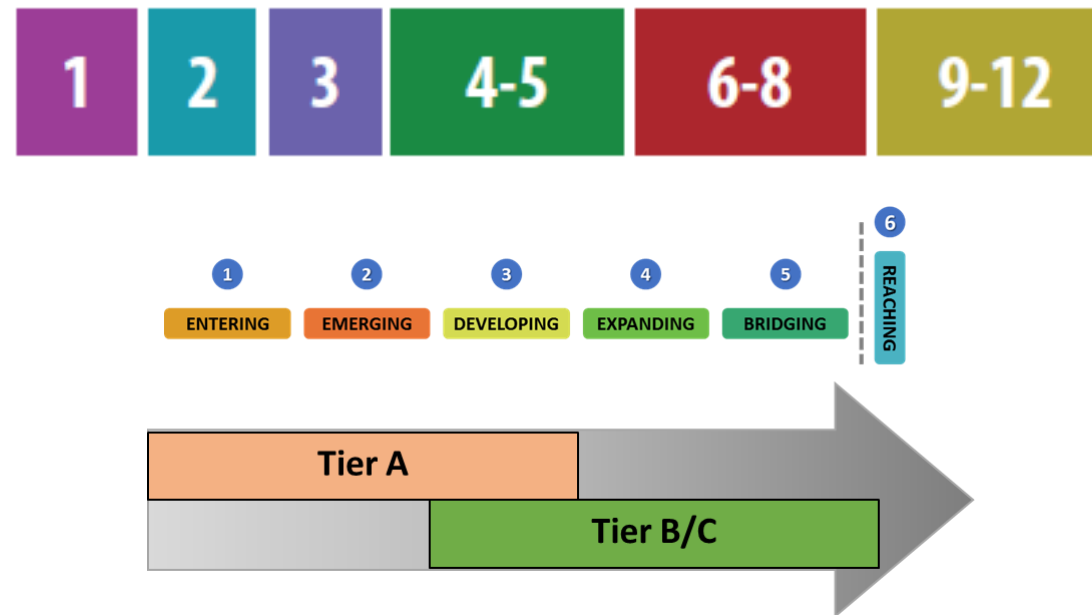
- students with LD or speech language impairments
- students with ED
- students with mild cognitive impairment
- |

If a student with a significant cognitive impairment was born in the US,

- it's likely they received EI birth through age 2
  - unless a recent traumatic brain injury or other health condition caused the impairment
- When the student was found eligible for special ed at age 3, there would be data on cognitive and adaptive measures in the special education record that the IEP team can review in K.
- When placement decisions are made to assign a student to a classroom with a teacher certified in SID, there is data behind the decision that would be useful to the IEP team discussing Alternate ACCESS.

# Group by Grade Cluster & Tier

- Groups must be made up of the same grade-level cluster.
- Groups must be made up of the same tier



# Speaking Administration and Scoring

## Test Administrator scores using the WIDA Speaking Scoring Scale

### Scoring Scale

- Exemplary
- Strong
- Adequate
- Attempted
- No Response


WIDA Speaking Scoring Scale GRADES 1-12	
For scoring only. To interpret ACCESS for ELLs and WIDA Screener scores or to evaluate classroom performance, see the WIDA Speaking Rubric.	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none"><li>• Language use comparable to or going beyond the model in sophistication</li><li>• Clear, automatic, and fluent delivery</li><li>• Precise and appropriate word choice</li></ul>
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none"><li>• Language use approaching that of model in sophistication, though not as rich</li><li>• Clear delivery</li><li>• Appropriate word choice</li></ul>
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none"><li>• Language use not as sophisticated as that of model</li><li>• Generally comprehensible use of oral language</li><li>• Adequate word choice</li></ul>
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none"><li>• Language use does not support an adequate response</li><li>• Comprehensibility may be compromised</li><li>• Word choice may not be fully adequate</li></ul>
No response (in English)	<ul style="list-style-type: none"><li>• Does not respond (in English)</li></ul>

**Scoring processes**  
Select the score point that best describes the overall response relative to the qualities of the model.  
• Check to ensure each bullet point is met  
• If not, check one level below

**Scoring notes & rules**  
• For P1 task, assign a score of **Adequate and above** if the response includes more than one word in English. This includes an article plus noun (e.g., "a chair"), and words repeated verbatim from the model.  
• For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks.  
• At all task levels, simply repeating or reading all or part of the task question should be scored **Attempted**.  
• At all task levels, responses of "I don't know" should be scored **Attempted**.

**Off-task response:** The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of Attempted.

**Off-topic response:** The response shows a misinterpretation of the instructions. An off-topic response is related to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1; this should be scored based on language use and is not considered off topic.) The maximum score for an off-topic response is Adequate. If any part of the response is on topic, the entire response is scored as on topic.

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# Target Proficiency Level Descriptions

Level	Expectations
P1	<ul style="list-style-type: none"><li>• Identify items from a picture</li><li>• Produce responses that consist of words or short phrases</li></ul>
P3	<ul style="list-style-type: none"><li>• Describe, give an opinion, or compare/ contrast</li><li>• Draw information from visual stimuli or personal experience</li><li>• Produce sentences in response</li></ul>
P5	<ul style="list-style-type: none"><li>• Explain, recount, or argue using elaborated &amp; sophisticated language</li><li>• Designed to elicit extended oral responses which use precise content-area vocabulary</li><li>• Elaboration using multiple complex sentences in which each idea is joined appropriately</li><li>• Response is clear, automatic, and fluent</li></ul>

# Scoring Speaking Tips

When scoring Speaking think about:

- What grade level you are assessing?



- How difficult are the demands of the task?



- The Model Student Response



- The language needed on the scoring scale at each level

# Labeling Test Booklets

- **Pre-ID label, apply label to box marked A** and bubble the date of testing and begin testing
- **District School Label** is used because of No Pre-ID label, apply District/School label (yellow) to the box marked A and complete all demographic information
- **Do Not Process:** Book will not be scored and will be put in warehouse. Label goes on box marked A

The image shows the front cover of a WIDA ACCESS for ELLs Form 601 Test Booklet. At the top left is the WIDA logo with the text 'WIDA 2022-2023'. To the right of the logo is a black box with white text that says 'Do not duplicate or sell.' Below the logo, there are two boxes: 'Grade 3' and 'Tier A'. The main title is 'ACCESS for ELLs®' in large bold letters, followed by 'Listening, Reading, and Writing Form 601 Test Booklet'. On the left side, there is a vertical red bar with a grey box containing the number '3' and a white box containing the letter 'A'. A yellow vertical label is attached to the right side of the booklet, with the text '20XX-20XX WIDA ACCESS for ELLs' and 'DO NOT PROCESS' in bold black letters. Below the title, there is a 'DATE OF TESTING' section with a grid of bubbles for month, day, and year. A red arrow points from the 'DO NOT PROCESS' label to this section. Below the date section, there are instructions: 'Use only number 2 pencil', 'Fill in all circles completely', 'Complete both front and back covers when using a District/School label.', and 'Use only official labels. Do not alter labels or print your own.' At the bottom, there is a 'STUDENT'S LAST NAME' section with a large grid of bubbles for name entry.



# Date of Testing field

- Complete the Date of Testing field on all test booklets
- Record the date on which the student completes testing

The image displays a WIDA 2022-2023 Grade 3 Tier A ACCESS for ELLs test booklet page. The 'DATE OF TESTING' field is highlighted and magnified to show the bubble response area. The magnified view consists of a grid where the top row contains the digits of the date (0, 2, 1, 5, 2, 0, 2, 3) and the left column contains the digits 0 through 9. Each digit is inside a circle, and the circles for '0' in the first column, '1' in the second column, '2' in the third column, '5' in the fourth column, '2' in the sixth column, and '3' in the seventh column are filled black. The remaining circles are empty.

DATE OF TESTING							
0	2	1	5	2	0	2	3
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Bubbling In Student Information

The image displays the WIDA ACCESS for ELLs Form 601 Test Booklet, specifically the student information section. The form is titled "Grade 3 Tier A" and includes instructions for test-takers. The student information section is divided into several parts:

- STUDENT'S LAST NAME:** A grid of bubbles for entering the student's last name.
- NATIVE LANGUAGE:** A grid of bubbles for entering the native language.
- STATE NAME ABBREVIATION:** A grid of bubbles for entering the state name abbreviation.
- RACIAL/ETHNIC GROUP:** A grid of bubbles for selecting the student's race/ethnicity, with instructions to select all that apply.
- BIRTH DATE:** A grid of bubbles for entering the student's birth date.
- DATE FIRST ENROLLED IN U.S. SCHOOL:** A grid of bubbles for entering the date the student first enrolled in a U.S. school.
- GRADE LEVEL:** A grid of bubbles for selecting the student's grade level.
- LENGTH OF TIME IN LEP/ELL PROGRAM:** A grid of bubbles for selecting the length of time in the program.
- GENDER:** A grid of bubbles for selecting the student's gender.
- REP STATUS:** A grid of bubbles for selecting the student's representation status.
- TITLE I STATUS:** A grid of bubbles for selecting the student's Title I status.
- MIGRANT:** A grid of bubbles for selecting the student's migrant status.
- SOL PLAN:** A grid of bubbles for selecting the student's SOL plan.
- SCHOOL USE ONLY:** A section for school use only, including LEP classification, accommodations, and detailed instructions.

- 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

# 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 [Form 2](#) and [Form 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 the [RIDE Portal](#). **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 RIDE Portal. If needed, RIDE will contact the principal or the superintendent for clarification if there are any questions.
- 5. RIDE:** Email notification to the superintendent when a decision has been reached.
- 6. District:** Logs into RIDE Portal 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 the RIDE Portal and cannot submit a request.**