Washington Office of Superintendent of
PUBLIC INSTRUCTION

2023-2024 WIDA Assessment Guidance

2023

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Assessment Operations & Select Assessments

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English Language Proficiency Requirements

The Elementary and Secondary Education Act, as amended by Section 3113 of the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) to establish and implement standardized, statewide entrance and exit procedures for multilingual learners (MLs). The standardized entrance and exit procedures are used to determine if a student is classified as an ML and therefore entitled to an English language development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA).

Under Title VI of the Civil Rights Act of 1964 and EEOA, all SEAs and local educational agencies (LEAs) must ensure that MLs can participate meaningfully and equally in educational programs and services. To meet Title VI and EEOA obligations, LEAs must:

- Identify and assess all potential MLs in a timely, valid, and reliable manner.
- Provide MLs with a language assistance program, as required by the U.S. Supreme Court decision in Lau v. Nichols, 414 U.S. 563 (1974), that is educationally sound and proven successful, consistent with Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981);
- Provide sufficiently well-prepared and trained staff and support the language assistance programs for MLs.
- Ensure that MLs have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of MLs;
- Ensure that MLs who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of MLs who opt out of English Language Development (ELD) program services;
- Monitor and evaluate MLs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level content knowledge, exit MLs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a corporation or school's language assistance program(s) to ensure that MLs acquire English proficiency and that each program is reasonably calculated to allow MLs to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful and timely communication with ML parents and guardians in an understood language and method.

Participation Requirements

In Washington, all traditional public schools, public charter schools, accredited non-

public schools participating in the Choice Scholarship Program, and accredited non-public schools participating in Title III are required to utilize WIDA English Language Proficiency (ELP) screeners and annual assessments to identify and monitor MLs.

The term multilingual "English learner" is federally defined as an individual:

    (A) who is aged 3 through 21;
    (B) who is enrolled or preparing to enroll in an elementary or secondary school;
    (C) (i) who was not born in the United States or whose native language is a language other than English;
    (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
    (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
    (i) the ability to meet the challenging State academic standards;
    (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
    (iii) the opportunity to participate fully in society.

MLs are a protected class under civil rights law. LEAs are federally required under ESSA to assess all identified MLs annually, as the assessment determines continued placement in that class. Failure to meet the 100 percent participation requirement may result in a loss of federal funding. Please note that ELP assessments must be overseen and administered by personnel who are compensated with state and local funds. Volunteers may not be involved in the assessment process.

Note: LEAs must not assess any student who does not meet the eligibility criteria of a potential ML (placement assessment) or identified ML (annual assessment). This includes students who do not meet the age requirement for ML eligibility.

WIDA Assessments in Grades K-12

WIDA provides the ELP assessments administered in Washington. ELP **placement** (Screener) assessments determine initial English proficiency and inform programmatic decisions, such as initial identification of MLs and placement into an English language development (ELD) program. ELP **annual** assessments (ACCESS) are used to determine identified MLs' current level of English proficiency. The annual assessment is used for accountability purposes and to determine when a student no longer requires ELD services.

WIDA Screener Placement Assessments. WIDA Screener assessments are designed to provide an initial measure of a student's English language proficiency across the four domains of Listening, Reading, Speaking, and Writing. Results are used to determine formal identification and placement of MLs.

- **WIDA Screener for Kindergarten** is the ELP placement assessment for kindergarten and first semester grade one students. Students in first semester kindergarten must only be administered the Listening and Speaking test domains. All four test domains are administered to students enrolling in kindergarten on or after January 1. Kindergarten students assessed in the first semester are not administered the Reading and Writing domains during the second semester. Transitional Kindergarten (TK) students are administered the Listening and Speaking domains of the Kindergarten Screener between May 1 and the end of their TK year.
- **WIDA Screener** is the ELP placement assessment for grades one through 12. WIDA Screener test forms are divided into five grade-level clusters. Students take the screener for the grade they are currently enrolled in.

WIDA ACCESS Annual Assessments. WIDA ACCESS assessments are required to be administered annually to all identified MLs in kindergarten through grade 12. Results are used to monitor an ML's progress in acquiring academic English across the four domains of Listening, Reading, Speaking, and Writing. Results also determine if a student is eligible to exit ML status and be reclassified as fluent.

- **Kindergarten ACCESS for ELLs** is the ELP annual assessment for MLs in kindergarten. This paper-based test is composed of performance-based tasks for all four language domains and must be administered to students individually.
- **ACCESS for ELLs** is the ELP annual assessment for identified MLs in grade one through grade 12 and is divided into grade-level clusters. The online test is semi-adaptive, meaning students will progress through the test based on their performance on previous items and domains.
- **Alternate Access for ELLs** is the ELP annual assessment for MLs in grade one through grade 12 who have significant cognitive disabilities preventing meaningful participation in the standard ACCESS assessment. This large print, paper-based test aligns with the WIDA Alternate ELP Levels, which are interpretations of scale scores and unique from other WIDA ACCESS assessments and must be administered to students individually.

Note: WIDA Screener assessments and paper-based ACCESS assessments require local scoring by the Test Administrator (TA). Schools are periodically monitored for compliance, which includes ensuring TAs are trained and certified to administer WIDA assessments.

WIDA ACCESS Annual Assessments Test Window

WIDA ACCESS annual assessments are federally mandated tests that can only be administered throughout the state test window. All enrolled MLs are required to be assessed during the test window. The 2023-2024 state test window for WIDA ACCESS assessments is **Monday, January29, to Friday, March 22, 2024**.

Washington's WIDA ACCESS testing window is eight weeks long to ensure that schools have adequate time to administer testing to all ML students, as federally required. Schools should note the following when planning their test schedules:

- The Office of the Superintendent of Public Instruction (OSPI) strongly recommends that schools schedule testing early in the test window.
- When scheduling, schools should consider circumstances that could potentially interfere with scheduled testing, some examples include, but are not limited to, weather delays/closings, holidays, and student absences due to common winter illnesses (e.g., flu). Scheduling testing earlier in the test window ensures ample time to complete makeup testing.
- OSPI strongly discourages scheduling regular testing through the final day of the test window, as this eliminates makeup testing opportunities for absent students scheduled to test that day.
- The WIDA ACCESS test window will not be extended for individual districts and schools.

Additional important dates, including materials shipping and reporting timelines, can be found on the Washington WIDA Consortium Member webpage.

Washington English Learner Entrance and Exit Criteria

Identification of English Learners. Schools are required to administer a Home Language Survey (HLS) to identify the primary language(s) of **all** first time Washington students. In most cases, these will be students enrolling in kindergarten, but may also include students in other grade levels who are enrolling in Washington schools for the first time (e.g., immigrant students, transfer students from another state, previously homeschooled students). For students previously enrolled in Washington or transferring from another Washington school, the receiving school must check the Possible Eligible, Not Reported report in CEDARS to verify whether the previous HLS indicated a language other than English, even if the family indicates English on the new HLS. The WIDA District Contact List may be a good resource for identifying contacts in the sending district. If a language other than English is indicated for either the home language or the first language, the student is potentially eligible for English language development services at school. Please note that the original HLS must be placed in the student's cumulative file.

The ML identification and placement process for newly-enrolled potential MLs must be completed within 10 school days of the student enrolling and attending school. This includes administration of the appropriate WIDA Screener assessment or acquisition of recent WIDA assessment results, if applicable. A student who meets Washington's eligibility criteria is identified as an ML and eligible for English language development services. A student who does not meet Washington's eligibility criteria is considered proficient upon enrollment.

If a potential ML transferred from another Washington school or a WIDA Consortium member state, the receiving school should attempt to obtain recent WIDA annual ACCESS test results from the sending state/school. Test results that are less than one year old can be used for initial ML identification and place a student in ELD services. If scores are more than one year old, or if results cannot be obtained within the required ML identification and placement process timeline, the student must be administered the appropriate WIDA Screener assessment to inform ML identification and placement. There is one exception to utilizing results that are more than one year old. If the student previously met Washington's exit criteria on the WIDA ACCESS, then the student is

classified as proficient and no further WIDA assessments are required.

Additional information can be found in Chapter 2: Identification and Screening of the [Washington State Policies and Practices Guide](#) and Home Language Survey forms in 40 languages can be found on the [Multilingual Family Communication Templates](#) webpage.

Specific Eligibility Criteria (Screener test). Washington's eligibility criteria is dependent on a student's grade level during screening.

- Kindergarten students testing before January 1 must earn an Oral Language proficiency score of 5.0 and a minimum domain score of 5 in both Listening and Speaking to be ineligible for ELD services.

- Kindergarten students testing on or after January 1 and Students in grade 1 must score an Overall Composite Proficiency Level of 4.0 or higher and a minimum score of 4 in all domains on a WIDA placement assessment to be ineligible for ELD services.

- Students in grades 2-12 must earn an Overall Composite Proficiency level of 4.5 with minimum domain scores of 4.0 in all domains to be ineligible for services. Students who score the identified cutoff are formally identified as eligible for services.

Washington only accepts WIDA ACCESS scores, not WIDA placement tests for initial placement of students enrolling from another WIDA Consortium member state. Students must meet the following Washington exit criteria on a WIDA ACCESS test to be ineligible for services:

- Students in Kindergarten and Grade 1 must score a minimum of a 4.0 Overall Composite Score

- Students in Grades 2-12 must score a minimum of a 4.7 Overall Composite Score.

Please note that WIDA Consortium member states have varying entrance and exit criteria. Recent WIDA results obtained from other states must be interpreted using Washington-specific exit criteria.

WIDA Screener aligns to the WIDA English Language Development (ELD) Standards and assesses each of the four language domains—Listening, Reading, Speaking, and Writing. WIDA Screener reports proficiency level scores for each language domain and three composite scores—Oral Language, Literacy, and Overall.

- Kindergarten testers before January 1 (Listening and Speaking domains only):
  - **Proficient and ineligible for services:** Oral Language Proficiency Level of 5.0 and minimum domain scores of 5.0
- Kindergarten testers on or after January 1 (all four domains):
  - **Proficient and ineligible for services:** Minimum overall Proficiency Level of 4.0 and minimum domain scores of 4.5 in all domains.

- Students in grades 1-12: (all four domains)
  - **Proficient and ineligible for services**: Minimum overall Proficiency Level of 5.0 and minimum domain scores of 4.0.

If a student meets Washington's eligibility criteria on a WIDA screener assessment, the student is formally classified as an ML and enters the school's Transitional Bilingual Instruction Program (TBIP) program. Additionally:

- The student must be provided with federally mandated English language development services and instruction.
- The student must be provided with accessible grade-level content instruction.
- The parents must be notified of TBIP program placement within 30 calendar days of the beginning of the school year or within two weeks if the student enrolls later in the school year.
- The student must be assessed annually for English language proficiency via the appropriate WIDA ACCESS assessment until meeting Washington's specific exit criteria for reclassification.

Specific Exit Criteria (ACCESS Test). Washington's current exit criteria is an Overall Composite Proficiency Level of 4.7 (grades 2-12) or 4.0 (Kindergarten and Grade 1) on a WIDA ACCESS annual assessment. Students who meet Washington's exit criteria are reclassified. These students enter a two-year, formal monitoring period, as required by ESSA. Although they may still receive academic support services, they do not participate in WIDA ACCESS testing during the monitoring period.

Please note the following:

- MLs in grades 1-12 being assessed with ACCESS Paper must achieve an Overall Composite Proficiency Level of 4.7 (grades 2-12) or 4.0 (Grade 1) on Tier B/C of the assessment to be reclassified as fluent. Exit criteria cannot be met on Tier A.
- Currently, students cannot meet exit criteria based on Alternate ACCESS results.

Additional information regarding identification of MLs, providing English language development services, and exiting and monitoring is available on OSPI's Multilingual Education Program website.

Declining ELD Program Services (Opt-Out Guidance). Parent/Guardian approval is not required prior to placement testing or the onset of English language development (ELD) services. However, parents/guardians do have the right to opt their student out of ELD services. Refusal of services by a parent/guardian must be documented, signed, and retained locally. Parents/Guardians have the right to opt the ML student back into services at any time. While parents/guardians may decline ELD services, the student must still be assessed annually with the appropriate WIDA ACCESS assessment until meeting Washington's exit criteria. Schools must continue to meet annual parent notification requirements. Additionally, schools continue to have a responsibility to meet the ML's academic and language needs.

Scheduling and Timing Guidance

WIDA Screener Assessments. WIDA's scheduling guidance and approximate test administration times for WIDA Screener assessments are detailed in each corresponding *Test Administration Manual,* located in the resources section of each TA training on the WIDA Secure Portal. Schools are advised to follow the prescribed scheduling guidance, including the order in which domains are administered, as directed in the *Test Administration Manuals*. In general, WIDA Screener assessments are administered on a single day.

ACCESS Grades 1-12 (Online and Paper). ACCESS Grades 1-12 assessments are untimed and self-paced. WIDA's scheduling guidance and approximate test administration times are included in the *District and School Test Coordinator Manual* (TCM) and *Test Administrator Manual* (TAM). The Test Administrator Essentials document, located in the resources section of TA training modules, is another quick reference when preparing to schedule testing. OSPI offers the following additional state-specific guidance regarding scheduling and timing of ACCESS Grades 1-12 assessments:

- OSPI recommends not administering all domain tests in a single day.
    - Generally, one or two domain tests in a single day would be optimal for most students; however, there may be reasons to exceed this recommendation. In general, it is not best practice to administer all four domain tests to a student in a single day.
    - Schools should consider students' grade level and testing fatigue level when determining the test schedule. For example, a first grade student may experience test fatigue more quickly than a tenth grade student. Likewise, for some domains, students in higher grade-level clusters and tiers may take more time to complete the test.

- Each domain test should be administered in one sitting and should not be separated across multiple days or times during a single day; however, there are times when a test will need to be paused and resumed at a later time.
    - The Listening, Reading, and Speaking domain tests are easier to pause and return to. All efforts should be made to complete the Writing domain test in a single sitting.

- WIDA ACCESS assessments are self-paced. However, if a student is struggling to complete a domain test within a reasonable amount of time (i.e., far exceeding the approximate test times), the TA should take into consideration how productively the student is working and decide how best to proceed (e.g., allow the student to take a break, allow the student to continue until the test is complete, or have the student stop testing).
    - If a student is unable to complete the online Listening or Reading domain, it will be necessary for a district- or school-level user to complete the "End Incomplete Test" process, so a tier is assigned for the Speaking and Writing domains.
    - Online tests that are still "In Progress" at the end of the test window will be ended by the system. Completed items will be scored.

Kindergarten ACCESS and Alternate ACCESS. WIDA's scheduling guidance and

approximate test administration times for Kindergarten ACCESS and Alternate ACCESS assessments are detailed in the TAM. The Kindergarten ACCESS will typically take between 30 and 60 minutes for most students with more proficient students taking more time. In general, the Alternate ACCESS will take approximately 20 minutes per domain. Schools must follow the prescribed scheduling guidance for each assessment as directed in the TAM.

Translation of Directions in Native Language

Translation of directions in a student's native language is permissible. Translated direction scripts are locally developed.

A non-certified proctor who speaks Spanish fluently may read the scripted directions to students; however, this must only occur under the direct supervision of a certified TA.

Please note the following:
- Per WIDA policy and Washington assessment policy, test item prompts and responses must never be translated for a student, as this would impact the validity of the assessment.
- It is permissible to translate, rephrase, and explain directions on practice test items to ensure that students understand the mechanics of taking the test and become familiar with the different item types presented.

Test Results and Reporting

In addition to determining ML students' ELP level, WIDA ACCESS scores can be utilized to inform programmatic placement decisions, guide classroom instruction, and monitor ML students' progress annually.

Types of Reports. The following types of score reports are available for WIDA annual assessments:

- Individual Student Reports (ISRs)
- Student Roster Reports
- Frequency Reports (District and School)

All reports provide score information for the same eight categories:

- Four domain scores:
  - Listening
  - Reading
  - Speaking
  - Writing

- Four composite scores:
  - Oral Language (50% Listening + 50% Speaking)
  - Literacy (50% Reading + 50% Writing)
  - Comprehension (70% Reading + 30% Listening)
  - Overall (15% Listening + 35% Reading + 15% Speaking + 35% Writing)

Additional information, including sample reports, is available at [ACCESS for ELLs Scores and Reports](#) and [Alternate ACCESS Scores and Reports](#).

Data Validation. Data validation is an important step for ensuring accurate reporting. Data validation is the process of reviewing student test records to identify potential errors in student demographic, accommodation, and test result records and make corrections for reporting. For example, errors may be the result of gridding incorrect or incomplete student data on a Writing Response Booklet or a duplicate student record in the WIDA Assessment Management System ([WIDA AMS](#)).

Pre-Reporting Data Validation occurs prior to the initial results release. During the Pre-Reporting Data Validation window, the LEA is able to make real-time data corrections in WIDA AMS for individual students. Not participating in this process may result in missing test scores or split reporting for impacted students in the initial results posted in WIDA AMS (data files and electronic reports) and printed reports.
Post-Reporting Data Validation occurs after the initial results release (data files and electronic reports) in WIDA AMS. During the Post-Reporting Data Validation window, the LEAs analyze the data file to identify data discrepancies and make data corrections and matches, when possible. Any changes made during this process will result in the delivery of new data files and electronic reports in WIDA AMS when final results are released. No additional data corrections can be made following the Post-Reporting Data Validation window, as this would delay state reporting timelines.

Note: Common data discrepancies identified by the LEA after the Pre-Reporting Data Validation window do not need to be reported to OSPI for Post-Reporting Data Validation. Contact ELPAssessments@k12.wa.us with questions or concerns during the Post-Reporting Data Validation window. As a reminder, students' Personally Identifiable Information (PII) and results data must not be shared in email.

Please review the *WIDA AMS User Guide Supplement: Data Validation* for detailed information and instructions.

User Roles and Responsibilities

District Assessment Coordinator (DAC). DACs are responsible for the oversight of all test administration activities for all state assessments. OSPI submits an updated DAC list to WIDA and Data Recognition Corporation (DRC) in early fall/late summer each year to generate new DAC accounts and add current school year permissions for returning DACs.

The DAC may designate a WIDA Test Coordinator to manage tasks and responsibilities, as appropriate. Please note, the DAC is ultimately responsible for ensuring successful implementation of all state assessments, including the WIDA assessments. If designating a WIDA Test Coordinator, the DAC must work closely with that person to ensure that all tasks are completed by the established deadlines and all testing protocols are followed. The DAC will continue to be the main point of contact for OSPI.

The WIDA Test Coordinator may be any staff member who is familiar with ML policies and the ML population (e.g., Title III or ML Director). The WIDA Test Coordinator can be assigned the Account Coordinator permissions in the [WIDA Secure Portal](#) and District-

level permissions in WIDA AMS.

The DAC and/or WIDA Test Coordinator will:

- Disseminate accurate, specific, and up-to-date details regarding WIDA assessments to staff, as appropriate, throughout the school year. This includes relevant information shared in WIDA Assessment Updates listserv.

- Be the main point-of-contact with DRC, the testing vendor for WIDA AMS.

- Set up new user accounts within WIDA and WIDA AMS.

- Collaborate with the district data administrator to ensure the demographics data for all identified MLs is accurate and up to date in the student information system prior to the established deadline in early December. This data will populate student-level information for online testing in WIDA AMS and generate initial materials orders and student Pre-ID labels.

- Identify students for the WIDA Alternate ACCESS in WAMS prior to the early December deadline.

- Complete the required WIDA ACCESS Online Training Course in Canvas. See the Training Requirements section for more details.

- Ensure that TAs have successfully met all training requirements necessary to administer the applicable WIDA assessments (placement and annual) by monitoring training participation in the WIDA Secure Portal.

- Review the *ACCESS and Screener Webinar Calendar*, available in the WIDA Secure Portal, and plan to participate in the applicable live or recorded webinars.

- Oversee the administration of WIDA assessments.

- Oversee security of all test materials. This includes the secure storage, distribution, collection, and return of test materials to scoring vendor.

- Oversee the Pre-Reporting Data Validation process.

- Access, review, and share (as appropriate) test results data in a timely manner.

Technology Coordinator. The DAC must create user accounts for Technology Coordinators in WIDA AMS. District and school level accounts may be created.

Technology Coordinators will:

- Manage all technical and system setup for online testing, including Central Office Services-Service Device (COS-SD) and student testing device setup. COS-SD and DRC INSIGHT (secure browser) Installers are available for download in WIDA AMS and via online app stores, if applicable.

- Confirm network capacity (i.e., bandwidth) is sufficient to support the anticipated number of students testing concurrently.

- Coordinate with DRC Customer Service on local system issues requiring troubleshooting assistance.

- Review all applicable Technology Coordinator documents available for download in the WIDA Secure Portal and WIDA AMS including, but not limited to, the

Technology User Guide, *Supported System Requirements*, and *Technology Readiness Checklist*.

- Attend live or review recordings of webinars for Technology Coordinators hosted by WIDA and DRC. Webinars are accessible via the WIDA Secure Portal.

Test Administrator (TA). WIDA assessments must be administered only by trained staff members of a school district. It is recommended that assessments be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff (such as paraeducators and student teachers) may administer assessments with appropriate training and under the general supervision of a certificated school district employee. Certificated staff is not required to be at the testing location with non-certified staff at all times, but at least one trained staff member must be in the testing room while students are testing. Student teachers, paraeducators, and interns have a contractual relationship with the school district—even though they are not paid employees—and may assist in the administration of the assessments, including proctoring. Volunteers may not administer or assist in the administration of any state assessments, and volunteers are not permitted to assist with the handling of secure test materials. Volunteers may assist in the supervision of students who need a break or have completed testing and left the testing location.

WIDA TAs are required to be certified through WIDA for any assessments they will administer by successfully completing the corresponding training courses in Canvas. See the [Training Requirements](#) section for more details.

TAs are strongly encouraged to attend or review live or recorded webinars applicable to their role.

TAs must actively monitor test sessions. Please note the following:

- At least one trained TA is required to actively monitor students during the test session and until materials have been collected and accounted for. Students left unattended will have their test results invalidated.

- Only students participating in testing may be in the testing location.

- It is not appropriate to allow a student to complete any portion of a test in a secluded area of the testing room or in a separate room that is not being monitored by the TA.

- The TA must ensure that students do not have access to unallowable personal electronic devices (e.g., cell phones, smart watches, Bluetooth headphones that can connect to a personal device) during testing. These devices should not be permitted in the testing room.

  - Unallowable devices brought into the testing room must be turned off and collected by the TA. It is not appropriate to have the student place an unallowable device nearby (e.g., in a backpack, in a pocket, under the desk, on a neighboring desk) where it is still within the student's reach.
  - If it is discovered that a student has access to an unallowable device while secure test materials are present, the TA must immediately report the incident to the DAC. DACs must follow the action steps outlined in the

Professional Standards and Security, Incident, and Reporting Guidelines (PIRG).

User Account Access. Contact ELPAssessments@k12.wa.us if new DAC access is needed for the WIDA Secure Portal and/or WIDA AMS. Please note that OSPI can only create accounts for individuals designated as the DAC. It is the DAC's responsibility to create additional WIDA Secure Portal and WIDA AMS user accounts for staff members, as needed.

For assistance accessing your existing WIDA Secure Portal account, contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

For assistance accessing your existing WIDA AMS account, contact DRC Customer Service at WIDA@datarecognitioncorp.com or (855) 787-9615.

Training Requirements

WIDA Assessments Training. WIDA assessment training courses are accessible via the WIDA Secure Portal and delivered in Canvas. **WIDA assessment training course certifications obtained on or after July 1 are valid for the following school year.** However, the WIDA annual assessments are being revised in July and August 2023 and will not be available in the WIDA Secure Portal until September 1. Please note that all modules within a training course must be completed to obtain the course certificate. This includes the Participant Agreement contained in the "Completion" module.

TAs who completed a WIDA Secure Portal training for the previous year's ACCESS or current year's Screener assessment, can complete the OSPI refresher training for the Online ACCESS assessment instead of the WIDA Secure Portal training. To access the refresher course, contact your DAC.

TAs are required to be certified annually for any WIDA assessments they will administer. As a reminder, any WIDA assessment training course certifications obtained prior to July 1 are not valid for assessments administered in the following school year.

OSPI suggests that DACs, School Test Coordinators (STCs), and WIDA Test Coordinators complete the *Online ACCESS for ELLs: Administration* training course. This training course details important information pertaining to District and School Coordinator user tasks (e.g., managing materials, assigning accommodations, WIDA AMS functionality, monitoring test progress, reporting).

Additionally, it is the DAC's responsibility to:

- Create WIDA Secure Portal user accounts for STCs and TAs;
- Assign access to the Assessment Training Package; and
- Monitor the Certification Report to ensure TAs successfully complete applicable training course(s) prior to administering the corresponding assessments.

WIDA Webinars. WIDA and DRC host a series of live webinars throughout the year. Webinar topics cover general WIDA Screener and ACCESS assessment information, as well as pre-testing, during testing, and post-testing information and procedures. Test Coordinators, Technology Coordinators, TAs, ML educators, and school leaders are

strongly encouraged to attend or review webinars applicable to their roles. Attendees have the opportunity to have their questions answered by representatives from WIDA and DRC during live webinars. Recordings are available in the WIDA Secure Portal within one week following each live webinar. Please note that webinars are not a substitute for completion of WIDA assessment training courses for TAs.

Test Security and Integrity Training. The Office of Student Assessment requires that DACs and/or STCs provide Test Security and Integrity training to all school staff and ensure they sign the *Test Security Staff Assurance Report* before and after administering assessments

Testing Modes and Technology Guidance

All students are expected to test online, as appropriate and available. Some assessments and grade-level Writing domains are paper-based. MLs with disabilities who have a paper testing accommodation formally documented in an IEP or 504 Plan will take all test domains on paper.

WIDA Screener Placement Assessments. WIDA Screener for Kindergarten is an on-demand, paper-based assessment. All test materials can be ordered through the WIDA store or printed locally. Materials can be printed in color or black and white. Materials ordered through the WIDA Store will be purchased by OSPI. LEAs that choose to print Kindergarten Screener materials cannot be reimbursed for printing expense. All materials, with the exception of response booklets and score sheets, are reusable.

WIDA Screener Online is primarily delivered through DRC INSIGHT. Students in grades 1-3 handwrite their responses for the Writing domain. The WIDA Screener Online training courses provide information on downloading printable test materials, setting up the online test environment, scoring Speaking and Writing tests, and viewing reports.

WIDA Screener Paper includes some materials that can be downloaded and printed and some that must be ordered/purchased from the WIDA Store. All kit materials except test booklets and Speaking and Listening audio are accessible via the WIDA Secure Portal. OSPI is also able to mail materials for WIDA Screener Paper. DACs can email ELPAssessments@k12.wa.us to request WIDA Screener Paper materials. OSPI will send the order shortly after receiving the request. Please allow up to one weeks for requests to be processed and orders to be delivered. Additionally, districts can purchase materials directly from the WIDA Store; however, OSPI is unable to reimburse those purchases.

Note: Printed materials are secure and must be handled as such. Materials should be securely stored, except when in use, and securely destroyed once no longer needed.

WIDA ACCESS Annual Assessments. Kindergarten ACCESS and Alternate ACCESS are paper-based assessments and must be administered individually to MLs. ACCESS is primarily delivered online through DRC INSIGHT. MLs in grades 1-3 take a paper form for the Writing domain and must be given the appropriate tiered test form. After completing the Listening and Reading tests online, tiers will be assigned automatically for the Speaking and Writing domains and can be viewed in WIDA AMS via the Tier Placement Report. Table 2 details the testing mode for each assessment and domain.

Table 1: WIDA ACCESS Annual Assessment Testing Modes

Domain	Kindergarten	Grades 1-3	Grades 4-12	Alternate
Listening	Paper	Online	Online	Paper
Reading	Paper	Online	Online	Paper
Speaking	Paper	Online	Online	Paper
Writing	Paper	Paper	Online*	Paper

*Online testers in grades 4-12 with the Handwriting accommodation for the WIDA Writing domain test will provide handwritten responses to the online test prompts in a Writing Response Booklet..

WIDA Assessment Management System. WIDA AMS provides the necessary tools to administer WIDA assessments. It is important to recognize that WIDA Secure Portal and WIDA AMS user accounts are separate and serve different purposes. DRC manages WIDA AMS and should be the first point of contact for questions regarding data and reporting, ordering materials, and technical issues.

WIDA AMS is utilized for the following:

- Setting up and managing COS-SD and DRC INSIGHT.
    - COS-SD is an application that allows the online testing environment to be configured and managed from a central location.
    - DRC INSIGHT is the secure browser installed on student testing devices.
- Student management, including assigning online test accommodations.
- Online test session management.
- Monitoring students' Testing Status.
- Materials orders for ACCESS annual assessments.
- Scoring WIDA Screener Speaking and Writing tests.
- Accessing results for WIDA Screener and ACCESS assessments.

Detailed information pertaining to the above tasks can be found in the *2023-2024 WIDA Assessment Management System (AMS) User Guide*.

WIDA ACCESS Student Pre-ID File. OSPI reports all identified MLs to DRC via the Pre-ID file. The Pre-ID file is populated through CEDARS. It is critical that student data for all identified MLs are accurate and up to date in an LEA's student information system prior to the established annual deadline in early December. Students who have been identified for WIDA Alternate ACCESS testing must be pre-registered in WAMS.

The Pre-ID file:

- Populates student data and online test sessions in WIDA AMS for the current school year WIDA ACCESS test administration;
- Generates initial materials orders (including paper, large print, and braille);
- Generates Pre-ID labels;
- Generates District/School labels; and
- Generates return materials, including UPS return shipping labels.

Students not reported via the Pre-ID file who are eligible to participate in WIDA ACCESS assessments (i.e., MLs who enroll or are identified after the early December deadline must be manually added to WIDA AMS. An Additional Materials Order (AMO)

may also be necessary if paper testing materials are needed and overage materials are not available. For paper tests, District/School labels must be utilized and the students' information completed on test booklet covers.

The following information must be completed on student testing booklets without a white individual student label.

- Student First Name
- Student Last Name
- District Name/Code
- School Name/Code
- Grade
- SSID
- Test Date

Note: The Student Transfer Form in WIDA AMS should be utilized when an ML has completed some, but not all, ACCESS domain tests at one Washington school, and then transfers to another district/school in Washington during the test window. MLs who transfer before starting any testing or after completing all testing can be moved to the new district/school in WIDA AMS by contacting wida@datarecognitioncorp.com. This will prevent the occurrence of duplicate student records in WIDA AMS.

WIDA Accessibility Features and Accommodations

OSPI recognizes that the validity of assessment results depends on every student having appropriate universal tools, designated supports, and accommodations, as needed, based on the constructs being measured by the assessment. More details can be found in WIDA's *Accessibility and Accommodations Manual*.

Accommodations on WIDA assessments are available only to MLs with disabilities and only when the student requires the accommodation(s) to participate meaningfully and appropriately in a WIDA assessment. Accommodations must be formally documented in the student's educational record (e.g., IEP or 504 Plan). WIDA assessments may be administered to MLs with accommodations by classroom teachers or program area staff (e.g., ML teacher, special education teacher); however, TAs must meet all certification and training requirements and should be familiar with the student(s) they are assessing. TAs must also be made aware of and be familiar with each student's allowable accommodations.

Multilingual Learners with Disabilities

No ML student is exempt from participating in the annual ELP assessment. Nearly all MLs who also have an identified disability will participate in WIDA ACCESS. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments. An ML with disabilities may receive test accommodations, per the student's IEP or 504 Plan.

Accommodations for MLs with Disabilities. The WIDA Consortium shares extensive guidance regarding accommodations for WIDA ACCESS.

Additionally, the following Washington-specific accommodations are approved for WIDA ACCESS assessments. Please note that these accommodations are not indicated in a student's WIDA AMS profile; however, they do require manual action to be taken in WIDA AMS by a District or School Coordinator user.

- **Exempt** from Participating in One or More Domain Tests
  - A student whose disability always prevents meaningful access to one or more domains of language can be exempted from participating in up to three language domain tests. For example:
    - A student who is deaf and unable to participate in Listening.
    - A student who is nonverbal and unable to participate in Speaking.
  - The following must occur in order for an Overall Composite Scale Score and Proficiency Level to be calculated:
    - The exemption for each applicable domain must be documented in the student's formal plan (e.g., Exempt - Listening, Exempt - Reading, Exempt - Speaking, Exempt - Writing).
    - The impacted domain test(s) must be manually marked as "Do Not Score" with code "SPD" (Special Education Deferred) in WIDA AMS for online test administrations or on the cover of the paper test booklet for paper test administrations.
    - Each exempted domain must be ended incomplete in WIDA AMS.
    - The student must participate in at least one domain test. That is, IEP teams cannot exempt a student from WIDA testing in its entirety.

  - For online testing, completion of the Listening and Reading domain tests generates tier placement for the Speaking and Writing domain tests. For online testers with Listening and/or Reading domain exemptions, the DAC must end the tests incomplete in WIDA AMS prior to the student being administered the Speaking and Writing domains. If a tier placement report generated after a domain exemption is inaccurate, in the professional opinion of educators who work with the student, DACs can contact ELPAssessments@k12.wa.us to adjust the assigned Tier.
  - Overall Composite Scale Scores and Proficiency levels for students with domain exemptions **will not** populate in DRC's reporting. Calculations will be made outside of WIDA AMS and shared with schools when final state reporting is made available in the summer.

Paper-based Testing. For MLs who require a paper-based version of ACCESS (grades 1-12), Tier B/C is the only version allowed to formally exit a student from ELD program services and be reclassified when the student meets Washington's exit criteria.

Braille ACCESS Testing. In consultation with educators and districts following the first administration of WIDA Braille ACCESS assessments in Washington, OSPI has decided to purchase a different assessment for students who need Braille and Large Print English Language Proficiency Assessments. If you are in need of Braille or Large

Print assessments, please contact ELPAssessments@k12.wa.us.

Alternate ACCESS. Alternate ACCESS is an annual ELP assessment for MLs in grades 1-12 with the most significant cognitive disabilities preventing meaningful participation in WIDA ACCESS Online or Paper. In Washington, kindergarten students identified for an alternate assessment can take either the Kindergarten ACCESS or the Grade 1-2 Alternate ACCESS. Alternate ACCESS is produced in a large print, paper format. Alternate ACCESS meets federal accountability requirements. Additional information can be found on WIDA's Alternate ACCESS webpage.

Please note the following:

- The Guidelines for Statewide Accountability Assessments can be utilized to determine which MLs should participate in this assessment.
- Currently, there is no Alternate ACCESS assessment available for kindergarten students, so MLs in kindergarten with significant cognitive disabilities can attempt to participate in either the Kindergarten ACCESS assessment or the Alternate ACCESS assessment for grade band 1-2.
- Currently, there is no placement assessment for MLs with the most significant cognitive disabilities. Potential MLs with significant cognitive disabilities should attempt WIDA Screener to inform ML identification and placement to the extent possible.
- Alternate ACCESS aligns with the WIDA Alternate ELP Levels—A1 (Initiating), A2 (Exploring), A3 (Engaging), P1 (Entering), P2 (Emerging), P3 (Developing). These proficiency levels are interpretations of scale scores and are unique from other WIDA ACCESS assessments.
- Currently, MLs cannot meet Washington's exit criteria on Alternate ACCESS.

***New for 2023-2024*: Kindergarten ACCESS Field Test.** The Kindergarten ACCESS Field Test is a standalone, paper-based field test that will be administered in the 2023-24. This is a voluntary field test. More information will be coming from WIDA with information about how to participate.

Support and Resources

WIDA Client Services Center. Contact WIDA Client Services Center for questions regarding WIDA user accounts, assessments, training, test administration procedures, score interpretation, instructional resources, professional learning, and research.
- Website: https://wida.wisc.edu
- Phone: (866) 276-7735
- Email: help@wida.us
- WIDA Secure Portal: https://portal.wida.us
- Washington's WIDA Consortium Member Webpage: https://wida.wisc.edu/memberships/consortium/wa

DRC Customer Service. Contact DRC for questions regarding WIDA AMS (User, Student, and Test Management); technology support and set up (COS-SD, DRC INSIGHT); materials ordering and processing; and reporting.
- Phone: (855) 787-9615
- Email: WIDA@datarecognitioncorp.com
- WIDA AMS: https://www.wida-ams.us

OSPI Office of Select Assessment. The Office of Select Assessment provides policy, guidance, resources, and support for state ELP assessments.
- Website: https://www.k12.wa.us/student-success/testing/state-testing/english-language-proficiency-assessments
- Phone: (360) 725-6338
- Email: ELPAssessments@k12.wa.us
- WIDA Office Hours (See Appendix D)

OSPI Multilingual Education. The OSPI Multilingual Education program provides policy, guidance, resources, and professional learning opportunities for multilingual learner programs.
- Website: https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program

Email: MultilingualEd@k12.wa.us

Appendix A: Assessment Training Checklist for Test Administrators

Test Administrator (TA) Name: _____

Note: The certification date for each assessment must be on or after July 1 of the summer prior to the testing school year in order to be valid for WIDA test administrations. OSPI recommends not training for annual assessments until after December 1.

Assessments to Administer	Associated Training Course(s)	Certification Date
● Screener for Kindergarten	*WIDA Screener for Kindergarten: Administration and Scoring*	
● Screener Online Grades 1-5	*WIDA Screener Online: Administration*	
	Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener	
	Writing for Grades 1-5: Scoring WIDA Screener	
● Screener Grades Online 6-12	*WIDA Screener Online: Administration*	
	Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	
	Writing for Grades 6-12: Scoring WIDA Screener	
● Screener Paper Grades 1-5	*WIDA Screener Paper: Administration*	
	Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener	
	Writing for Grades 1-5: Scoring WIDA Screener	
● Screener Grades Paper 6-12	*WIDA Screener Paper: Administration*	
	Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	
	Writing for Grades 6-12: Scoring WIDA Screener	
● Kindergarten ACCESS	*Kindergarten ACCESS for ELLs: Administration and Scoring*	
● ACCESS Online (Grades 1-12)	*Online ACCESS for ELLs: Administration* OR *Online ACCESS for ELLs: OSPI truncated training (for TAs previously trained on the WIDA Secure Portal Training.*	
● ACCESS Paper (Grades 1-12)	*Paper ACCESS for ELLs: Administration*	
	Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener	

	Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	Page | 22
● Alternate ACCESS (Grades 1-12) and Alternate ACCESS Field Test (Grades K-12)	*Alternate ACCESS for ELLs: Administration and Scoring*	

APPENDIX B: GUIDELINES FOR COMPLETING STUDENT DATA ON TEST BOOKLETS

For WIDA ACCESS test booklets with a Pre-ID label, only the Date of Testing must be bubbled in on the front cover. If information on a Pre-ID label is incorrect, update the student data in WIDA AMS and continue using the Pre-ID label. Do not write on the Pre-ID label. The Pre-ID label barcode will always be processed. Student demographic information completed on a test booklet with a Pre-ID label will not be processed.

If a test booklet does not have a Pre-ID label, a District/School label must be used instead and the student's information accurately bubbled in order for the test to be processed, scored, and/or matched to the student's record in WIDA AMS. OSPI requires the following information to be completed on the front and back covers of a test booklet without a Pre-ID label:

- Date of Testing
- Last Name
- First Name
- State Student ID Number (i.e., SSID)
- Grade Level
- District Name
- School Name

Note: Pre-ID labels are only available with initial materials orders. District/School labels are also included with initial materials orders. District/School labels are specific to each school within a district and, as such, cannot be requested via an additional materials order. If additional District/School labels are needed, email ELPAssessments@k12.wa.us with the following information:

- District Name
- District Code
- School Name
- School Code
- District Coordinator Name
- District Coordinator Email
- Shipping Address
- Number of label sheets needed (10 labels per sheet).

OSPI will request the labels from DRC. Please allow five business days to receive the shipment of District/School labels from DRC. Waiting until the end of the test window to request District/School labels may result in the late return of materials.

Appendix C: WIDA Q & A (Lunch with Leslie) Zoom Opportunities for 2023-2024

As an additional support to the field, the ELP Assessment Coordinator will hold weekly WIDA Office Hours throughout the 2023-2024 school year. Links to each weekly session can be accessed on the ELP Assessments Page.

Mondays from Noon to 1:00	General Topics
July	Wrapping up data validation, reporting, closing out the testing year Screener Training Changes to Policy
August	10-day ML identification and placement deadline, Screener information and tasks Reporting Screeners in CEDARS
September	Screener information and tasks
October	Alt ACCESS Pre-Registration in WAMS Multilingual Student Data in CEDARS
November	Pre-ID file (CEDARS Data) WIDA AMS (specific AMS tasks, permissions, etc.) Updates on Training Requirement
December	WIDA AMS tasks CEDARS Data pulled for DRC (including Pre-registration
January	Student Management in WIDA AMS Pre-test window Q&A, secure test materials reminders (e.g., taking inventory and tracking materials, additional materials ordering) Test window check-in
February	Returning secure materials Troubleshooting
March	End of test window reminders (returning secure materials) Post-Administration Survey
April	Materials Return Pre-reporting data validation reminders
May	Post-Reporting Data Validation, End-of-year wrap-up, lessons learned, feedback
June	Summer check-in, First look at WIDA updates for 2023-2024

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