



Guide To English Language Proficiency (ELP) Assessments 2017/18

ACCESS for ELLs 2.0
Kindergarten ACCESS
Alternate ACCESS

Version 1

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Overview

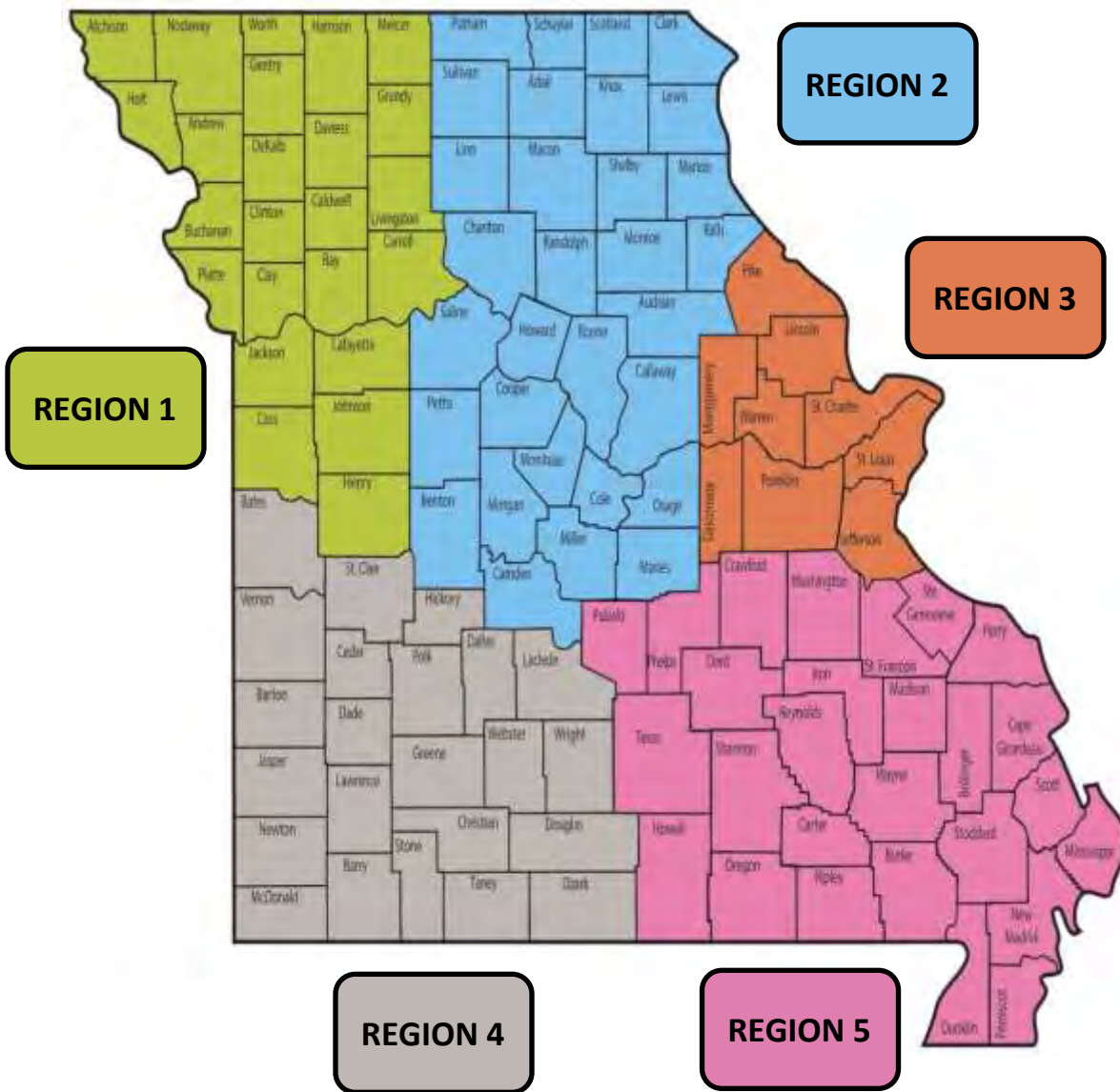
The LEA Guide to English Language Proficiency (ELP) Assessments is a overview of assessment testing specific to English learners (ELs) for the 2017-2108 year. This document serves as a resource for contacts, questions, procedures, etc. The guide covers the assessments to be given by LEAs this year –the ACCESS 2.0 English Language Proficiency (ELP) Assessment, the Kindergarten ACCESS ELP Assessment and the Alternate ACCESS – the ELP assessment for students with the most severe cognitive disabilities (students that do or would qualify for MAP-A).

Contact Information

| WIDA | | DRC | |
|--|--|---|--|
| 866-276-7735 help@wida.us | | 855-787-9615 wida@datarecognitioncorp.com | |
| <ul style="list-style-type: none"> ❖ ACCESS for ELLs 2.0 Training ❖ ACCESS for ELLs 2.0 Test Administration Procedures ❖ WIDA Screener ❖ WIDA Standards and Can Do Descriptors ❖ WIDA Professional Learning ❖ WIDA Research ❖ WIDA Website User Accounts | | <ul style="list-style-type: none"> ❖ WIDA Assessment Management System (WIDA AMS) ❖ ACCESS for ELLs 2.0 Online and Paper-based Materials Ordering ❖ ACCESS for ELLs 2.0 Online Administration Technology ❖ DRC Testing Site Manager (TSM) ❖ DRC INSIGHT (online test software) ❖ WIDA AMS/ACCESS for ELLs 2.0 Online Technical Issues ❖ ACCESS for ELLs 2.0 Data and Reporting | |
| Drew Linkon | Ryan Rumpf | Shawn Cockrum | |
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| <ul style="list-style-type: none"> ❖ Assessment Administration ❖ WIDA Screener ❖ WIDA.US DTC Logins ❖ DESE Website | <ul style="list-style-type: none"> ❖ Curriculum ❖ Instruction ❖ Programming ❖ Entrance and Exit Criteria | <ul style="list-style-type: none"> ❖ Title III ❖ Migrant ❖ MELL ❖ EL Accountability | |
| <ul style="list-style-type: none"> ❖ DESE EL Listserv: http://lists.mo.gov/mailman/listinfo/english-language-learner ❖ DESE Assessment: https://dese.mo.gov/college-career-readiness/assessment/access-ells ❖ DESE ELD: https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld ❖ DESE ELs: https://dese.mo.gov/quality-schools/migrant-education/english-language-learners ❖ WIDA Site: https://www.wida.us ❖ WIDA AMS: https://www.wida-ams.us | | | |

MELL

| Area | Contact | Phone | E-Mail |
|--|---------------------|--------------|--|
| DESE – ELL Curriculum | Ryan Rumpf | 573-751-3926 | ryan.rumpf@dese.mo.gov |
| DESE – MELL Director | Shawn Cockrum | 573-751-8280 | shawn.cockrum@dese.mo.gov |
| DESE – Assessment | Drew Linkon | 573-751-8285 | drew.linkon@dese.mo.gov |
| REGION 1 – Kansas City | Guadalupe Magana | 816-235-8844 | maganag@umkc.edu |
| REGION 2 – Columbia | Cynthia Chasteen | 573-882-5763 | chasteenc@missouri.edu |
| REGION 3 – St. Louis | Marlow Barton | 314-692-1247 | mbarton@edplus.org |
| REGION 3 – St. Louis | Debra Cole | 314-692-1238 | dcole@edplus.org |
| REGION 4 – Southwest | Merica Clinkenbeard | 417-836-4093 | mclinkenbeard@missouristate.edu |
| REGION 5 – Southeast | Jesse DeLeon | 573-986-6734 | jdelen@semo.edu |
| Subscribe to the DESE ELL Listserv at: http://lists.mo.gov/mailman/listinfo/english-language-learner | | | |



MELL Instructional Specialists

The regional Migrant and English Language Learner (MELL) instructional specialists help districts with the following topics:

- Title I C and Title III funds
- Professional development opportunities
- EL/Migrant identification
- Building capacity in educational programs and strategies
- Assistance to LEAs in enhancing English language proficiency and academic achievement of ELs
- Additional EL topics

Calendar of Important Dates

| Description | Start | End |
|-----------------------------------|---------------|---------------|
| Test Materials Ordering | 10/2/17 | 11/9/17 |
| Pre-Code To DESE | 9/25/17 | 11/3/17 |
| WIDA-AMS Test Setup | 11/13/17 | 3/2/18 |
| District Receive Materials | 12/11/17 | |
| Additional Materials Ordering | 12/11/17 | 2/23/18 |
| Testing Window | 1/8/18 | 3/2/18 |
| Deadline To Ship Materials | 3/16/18 | |
| Pre-Reporting Data Validation | 4/2/18 | 4/9/18 |
| Districts Receive Reports | 5/9/18 | |
| Post-Reporting Data Validation | 5/9/18 | 5/15/18 |
| Districts Receive Updated Reports | 5/24/18 | |

Websites

| Site | Notes |
|--|--|
| dese.mo.gov/college-career-readiness/assessment/access-ells | DESE ACCESS for ELLs Page |
| wida.us/membership/states/Missouri.aspx | WIDA Missouri Page |
| wida.us/membership/checklists/MO-checklist.pdf | List of tasks to be completed before, during and after testing |
| wida-ams.us | The test administration site |
| wida.us/ams | 2 minute videos on AMS functions |
| wida.us/accesstech | Technology resources and manuals |
| wida.us/accessupdates | The latest on updates/changes to ACCESS |
| wida.us/accessprep | Information on getting started and getting trained |
| wida.us/accessibility | Information on accessibility and accommodations |
| http://status.drceirect.com/WIDA | Up to the minute information about service availability |

WIDA Checklists

<https://www.wida.us/membership/checklists/MO-checklist.pdf>

The WIDA checklist is guide for personnel involved in the administration of ACCESS for ELLs 2.0. Guidelines for both online and paper administration are included. The checklist highlights all tasks that need to be completed before, during, and after testing within a school or district and shows who typically completes those tasks in your state. Use this checklist to keep track of completed tasks. Each task is marked for either the District/School Test Coordinator or the Test Examiner. Districts may alter the list and make their own decisions on who is responsible for each task.

WIDA Webinars

Throughout the year, WIDA conducts a number of webinars on such topics as:

- Using 2017 ACCESS for ELLs 2.0 Results in the New School Year
- What's New This Year?
- Training at wida.us
- Software Updates & Technology Readiness Checklist
- Ordering Materials
- Tech Installations
- ACCESS for new DTCs
- Test Scheduling
- Tech Coordinator Support
- Managing Students Online
- Managing Students Paper
- Alternate ACCESS Administration
- Technology Troubleshooting
- Managing Test Materials
- Monitoring Completion
- Data Validation
- Returning Materials
- Interpreting Score Reports

For a complete list of WIDA Webinars scheduled for the 2017-2018 school year, check out their Webinar Calendar here: <https://www.wida.us/assessment/access%202.0/documents/ACCESSWebinarCalendar.pdf>

All WIDA Webinars are recorded and posted to <https://www.wida.us/assessment/ACCESS%202.0/WebinarRecordings.aspx>

WIDA.us

<https://www.wida.us>

The WIDA website contains a wealth of diverse tools and resources for LEAs to use. Among these are the [English Language Development \(ELD\) standards](#), currently used by thousands of educators to help set curricular goals, plan differentiated lessons and measure student language growth. In addition, the [Can Do Descriptors](#) are a useful tool when working with general education teachers, students and parents to help show the students' linguistic abilities and help set goals for language development.

Training

WIDA.us Accounts

For district test coordinators or EL coordinators that do not have test coordinator permissions on WIDA.us, please contact WIDA Client Services at 866 276 7735 or help@wida.us.

For test examiners that do not have an account on the WIDA.us site, please contact your district test coordinator or EL coordinator who can create an account for you.

Districts have the capability to turn role permissions on and off as needed. The goal is to make sure to allow for the greatest balance of accessibility, security, flexibility, and control based on needs.

In terms of the assessment, the WIDA.us site is primarily used for training purposes. There are four training courses. Test examiners are only required to take the training course for the assessments that they are giving. Test examiners are required to take complete the training courses each year. NOTE: It is **not** required to take the Paper-Based training if you have students in grades 1-3 that will take the writing domain on paper and the rest of the assessment online.

ACCESS for ELLs 2.0 Training Course



District Test Coordinators or EL Coordinators should be sure to track the training status of all test examiners. This can be done on the User Account Management & Training Status Lookup screen.

WIDA User Account Management & Training Status Lookup

| | | |
|--|-------------------------------------|----------------------|
| First Name | Last Name | Email Address |
| <input type="text"/> | <input type="text" value="linkon"/> | <input type="text"/> |
| District | School | |
| <input type="text" value="Missouri Department of Elementary And Secon"/> | <input type="text"/> | |
| Include results from inactive users? | | |
| <input type="checkbox"/> | | |

| | |
|-----------------|------------------|
| Training | User Permissions |
|-----------------|------------------|

| | | | | |
|-------------------------------------|---------------------------------------|--|----------------------------------|----------------------------------|
| Training Display Group | From | To | Training | Training Status |
| <input type="text" value="ACCESS"/> | <input type="text" value="7/1/2017"/> | <input type="text" value="6/30/2018"/> | <input type="text" value="All"/> | <input type="text" value="All"/> |

| | | |
|---------------|-------|-----------------|
| Search | Clear | Download |
|---------------|-------|-----------------|

| Teacher Name | District or School | Kindergarten Quiz | Speaking Quiz Grades 1-5 | Speaking Quiz Grades 6-12 | Alternate Access Quiz | Online Administration | Paper Administration |
|--------------|---|-------------------|--------------------------|---------------------------|-----------------------|-----------------------|----------------------|
| Drew Linkon | Missouri Department of Elementary And Secondary Education | - | - | - | - | - | - |

Beyond training, the only requirement to give the ACCESS 2.0 is that the test administrator must be a district employee that, at a minimum, meets the [requirements of a paraprofessional](#).

WIDA-AMS.us

The WIDA Assessment Management System (or WIDA AMS) is the interface to the administrative functions of the DRC INSIGHT Online system. WIDA AMS is used by Test Coordinators, Technology Coordinators and in some districts, Test Administrators.

Welcome to the WIDA Assessment Management System (AMS)!

This website supports your preparation for test administration of ACCESS for ELLs 2.0 Online and WIDA Scribe Online.

Logging into AMS

To access AMS, login using your username (email address) and password. If you do not know your username or password, visit the forgot username or password link.

Support

Please contact DRC Customer Service at ams@wida.us or 1-800-787-9615 for the following:

- All WIDA AMS functionality
- Materials receipt, inventory and return
- Labeling of test booklets
- Installation, functionality, and troubleshooting of INSIGHT and Testing Site Manager (TSM)
- Processing paper test materials
- ACCESS for ELLs 2.0 rules of administration and WIDA Scribe data and reporting

For any other questions, please contact the WIDA Client Services Center who will route your inquiry to the appropriate resource: ams@wida.us or 1-800-787-9615.

For answers to the most common questions about testing, please visit the [FAQs on the DRC website](#).

Public Test Resources

- The [Test Items](#) is a series of videos that explain how students will take the online test and interact with the test platform.
- The [Sample Items](#) provide students, parents, and educators with a better understanding of the ACCESS for ELLs 2.0 Online assessment that is based on the WIDA English Language Development (ELD) Standards. These are not items that will appear on the operational test, but they provide a good proxy to the items that students will see on the test. **To access and view the Sample Items, a Chrome browser must be used.**
- The [Test Practice](#) items are designed to allow students to experience taking the assessment online and to experiment with the features available to them during the actual assessment. The above link provides access to the Test Practice items for ACCESS for ELLs 2.0 Online and WIDA Scribe Online. **To access and view the Test Practice Items, a Chrome browser must be used.**

DRC System Status Indicator: [View Status](#), [Google Calendar](#), [Feedback](#), [Help](#), [Privacy](#), [Terms](#), [Contact Us](#)

DRC System Status Indicator reports essential operations or problems and outages.

In WIDA AMS, Test Coordinators can:

- Create users
- Assign permissions
- Upload students
- Assign Accommodations
- Edit student demographics
- Create Test Sessions
- Import students into Test Sessions
- Print Test Tickets
- Track student progress
- Download test reports
- Download test results

WIDA AMS.us Accounts

For district test coordinators or EL coordinators that do not have an account, please contact the DRC Help Desk at 855 787 9615.

For technology coordinators or test examiners that do not have an account on the WIDA AMS.us site, please contact your district test coordinator or EL coordinator who can create an account for you.

Districts have the capability to turn role permissions on and off as needed. The goal is to make sure to allow for the greatest balance of accessibility, security, flexibility, and control based on needs.

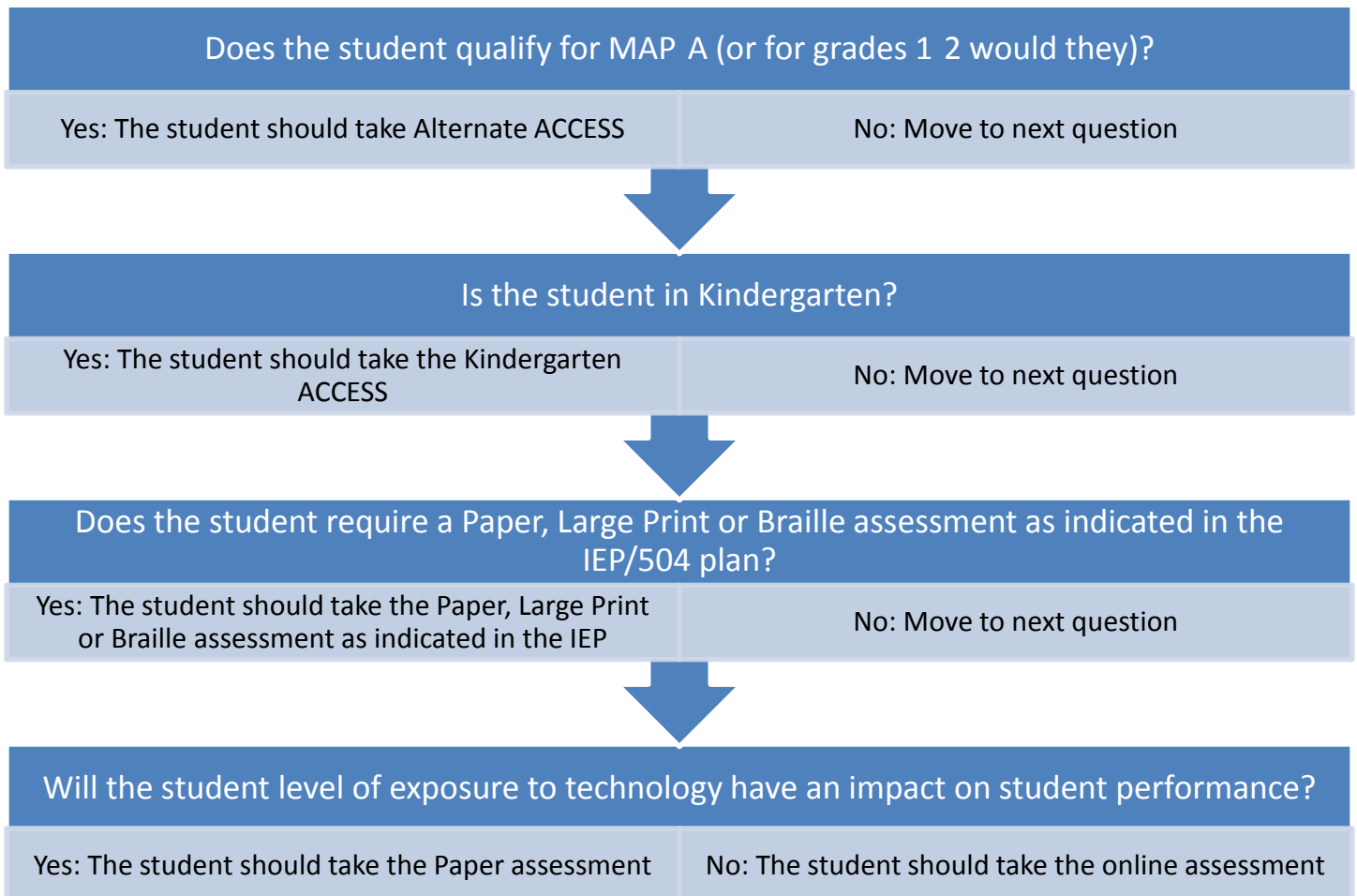
Who take the ACCESS assessments?

Students enrolled in a Missouri public or charter school in grades K-12 that have been identified for ESL services are required to take the ACCESS assessment.

| Code | Description | Takes ACCESS |
|-----------|--|--------------|
| LEP_RCV | RCV students are those students identified as an English learner and will take the yearly ACCESS assessment to determine future eligibility in the LIEP. | YES |
| LEP_NRC | NRC students are those students who do not receive supplemental Title III funded EL services. It also is used for 1st semester kindergarten students who earn a 29-30 on the W-APT who do not receive support. | YES |
| NLP | Not LEP, this code is for students who are not eligible for the district's LIEP. | NO |
| MY1 / MY2 | MY1 /MY2 students are in the monitor status. | NO |
| AY3 / AY4 | AY3 / AY4 students are no longer monitored, but recognized as a former EL in the accountability system. | NO |

Assessment Decision Matrix

Prior to beginning training, there are decisions and steps that need to be made by the district for each ELL taking the ACCESS 2.0 Assessment. The first decision to be made is to determine which assessment the student should take. Please use the following decision matrix to determine which assessment each student will take. NOTE: There is no Kindergarten Alternate ACCESS. For those students you suspect would qualify for that assessment, mark them as NLP in Core Data and make a re-determination when they are in 1st grade.



Timing Guidelines/Scheduling

Please note that none of the ACCESS assessments are timed, so if a student is continuing to make progress, please allow them to finish. Additionally, students with IEPs may have an accommodation that allows them extended time, above and beyond those students without IEPs.

| Domain | ACCESS 2.0 Online | ACCESS 2.0 Paper | Alternate ACCESS | Kindergarten ACCESS |
|------------|---|---|---------------------------|--|
| Listening | 40 minutes | 40 minutes | 20 minutes | 45 minutes total for the entire assessment |
| Reading | 35 minutes | 45 minutes | 20 minutes | |
| Speaking | 30 minutes | 15-35 minutes | 20 minutes | |
| Writing | 65 minutes | 35-65 minutes | 20 minutes | |
| Scheduling | Newcomers should test speaking apart from other students. Students in grades 1-3 should take writing apart from other students – Otherwise, you can combine any students taking any domain together | If testing in groups, do not mix students from different grade-level clusters or tier A students with tier B/C students | Administered Individually | Administered Individually |

Testing Order

ACCESS 2.0

For ACCESS for ELLs 2.0 Online, students must first take the Listening and Reading tests because their performance on those domains determines their placement on the remaining domains (Speaking and Writing). WIDA recommends that students take the Listening test first, followed by the Reading test. Then, students may take Speaking and Writing in either order. ACCESS for ELLs 2.0 Paper can be administered in any order.

Kindergarten ACCESS

The Kindergarten ACCESS for ELLs test is meant to be administered in one session. However, the test may be administered over two sessions, but the break must occur between the narrative (A-C) and expository (D-F) sections of the test, and the break may not last more than two consecutive school days. For example, if the narrative section is administered to a student on a Monday, the latest the expository section should be administered is on Thursday of that week.

If the student needs additional stretch breaks you may provide time for that, however, many students in this age group take time to "warm up" to a particular activity, so test scores could actually be lowered for some students by dividing up the administration sessions with additional breaks extending longer than a stretch or bathroom break.

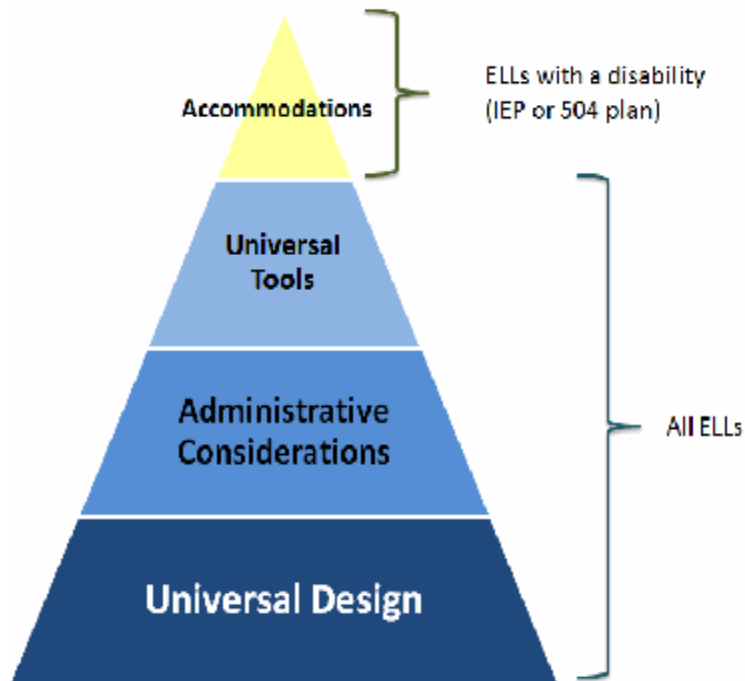
In situations when the testing session absolutely must be interrupted (for example, by lunch or a fire drill), it is permissible to stop administration and resume at a later time. WIDA emphasizes that this should only occur in cases of emergency or extreme inconvenience, and the testing session should be resumed as quickly as possible.

Alternate ACCESS

WIDA recommends that each test section be administered in a separate testing session. The different test sections can be administered on different days, with no minimum or maximum break between administrations, as long as the entire assessment is administered within the testing window.

Accommodations

WIDA provides guidelines for appropriate supports for students on the ACCESS for ELLs 2.0 suite of assessments. The WIDA Accessibility and Accommodations supplement guide provides information about support and targeted accommodations for students with IEP/504 plans. These supports are intended to increase the accessibility for the assessments for all ELLs.



Accessibility and Accommodations Documents and Resources

The WIDA Accessibility and Accommodations Supplement and IEP checklists are available at wida.us/Assessment/accessibility.aspx

Missouri has a specific guidelines document to be used in conjunction with the WIDA Accessibility and Accommodations Supplement wida.us/membership/states/Missouri.aspx

Student Upload

There are some training pieces and a training module from WIDA providing instructions on how districts may upload a pre-code file directly to WIDA. **Missouri is NOT participating in this process.** Missouri submits one file at the state level.

Districts should participate in the pre-code process run through DESE. The pre-code process works in the same way as pre-coding for other state assessments. The pre-code window runs from **9/25/17 – 11/3/17**. For more information on the pre-code process, please visit <http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode>. If you have questions about the pre-code process, please contact DESE Accountability Data at 573-526-4886 or accountabilitydata@dese.mo.gov.

By using the pre-code process, students taking a paper based assessment will receive a student label and those taking an online assessment will automatically be entered into the WIDA AMS Administration site.

To upload students to the system after the pre-code process deadline, you can add student individually or in batches in WIDA-AMS by going to Student Management>Manage Students. Complete instructions can be found in the WIDA-AMS guide or you can view a short instructional video at wida.us/ams.

Materials

No matter which assessment a student is taking, the district will need to enter the amount of students testing on the WIDA-AMS.us site. Once signed in, go to Materials>Materials Ordering. You will see a screen that looks like the one below. Districts will need to fill in how many students are taking each assessment in order to get the correct amount of materials shipped to them. Students in grades 1-3 that are taking the writing portion via paper/pencil should only be accounted for in the “Online Order” section.

| Kindergarten Order for District MO99999 (MO ACCESS for ELLs 2.0 - 2016-2017) | |
|--|--------------------|
| Grade Cluster | Number Of Students |
| Kindergarten | |

| Online Order for District MO99999 (MO ACCESS for ELLs 2.0 - 2016-2017) | |
|--|--------------------------|
| Grade Cluster | Number of Online Testers |
| 1 | |
| 2-3 | |
| 4-5 | |
| 6-8 | |
| 9-12 | |

| Paper Order for District MO99999 (MO ACCESS for ELLs 2.0 - 2016-2017) | | | |
|---|---|--------|--------|
| Grade Cluster | Number of Paper Test Booklets (All Domains) | | |
| | Tier A | Tier B | Tier C |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4-5 | | | |
| 6-8 | | | |
| 9-12 | | | |

| Alternate ACCESS Order for District MO99999 (MO ACCESS for ELLs 2.0 - 2016-2017) | |
|--|--------------------|
| Grade Cluster | Number of Students |
| 1-2 | |
| 3-5 | |
| 6-8 | |
| 9-12 | |

| Customized Order for District MO99999 (MO ACCESS for ELLs 2.0 - 2016-2017) | | | | | | |
|--|-------------------------------|--------------------|--------------------|--------------------|---------------------------|-----------------------------|
| Grade Cluster | Number of Customized Booklets | | | | | |
| | Kindergarten Large Print | Large Print Tier A | Large Print Tier B | Large Print Tier C | Contracted Braille Tier B | Uncontracted Braille Tier B |
| Kindergarten | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4-5 | | | | | | |
| 6-8 | | | | | | |
| 9-12 | | | | | | |

ACCESS for ELLs 2.0

<https://www.wida.us/assessment/ACCESS20.aspx>

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states.

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Purpose and Use

- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency.

The tasks on the summative assessment will assess the language students need to process or produce in various school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Computer v Paper/Pencil

Students in grades 1-3 will take the speaking, listening and reading sections online and the writing section via paper. Students in grades 4-12 will take the entire assessment online. There are two exceptions to this: students with an IEP/504 Plan that says they must take a paper/pencil assessment or those students whose level of exposure to technology would not allow them. Mixed-mode testing is not allowed, thus a student must take all domains in which they will participate either on the computer or paper-based (students in grades 1-3 taking writing via paper does not constitute mixed mode testing).

| Grade | Speaking | Listening | Reading | Writing |
|-------|----------|-----------|----------|------------|
| 1 | Computer | Computer | Computer | Paper Only |
| 2-3 | Computer | Computer | Computer | Paper Only |
| 4-5 | Computer | Computer | Computer | Computer |
| 6-8 | Computer | Computer | Computer | Computer |
| 9-12 | Computer | Computer | Computer | Computer |

Technology

The ACCESS for ELLs 2.0 technology platform is provided by Data Recognition Corporation, or DRC. It consists of the following components:

WIDA Assessment Management System (WIDA AMS): a web-based interface to the administrative functions for the online assessment system. Used by Test Coordinators to create student records and test sessions and to help manage or monitor their testing environment. Used by Technology Coordinators to download the next two components from WIDA AMS.

DRC INSIGHT: a secure browser that delivers assessments online for all language domains and grade levels. The INSIGHT platform must be installed on each testing device to communicate with the DRC server to provide test questions to the test taker and to send responses to the DRC server.

Testing Site Manager (TSM): a web-based application that provides content caching and a software toolbox to help Technology Coordinators plan, configure, and manage their testing environment. These need to be setup prior to testing with checks to ensure they are working properly.

WIDA provides a number of resources to help get technology setup including a user guide, system requirements, a troubleshooting guide, FAQ, headset specifications and guides to setup a TSM server and the INSIGHT platform on one machine. All of those documents can be accessed at <https://www.wida.us/accesstech>.

Kindergarten ACCESS

<https://www.wida.us/assessment/kinder-ACCESS.aspx>

The test is an individually-administered, adaptive assessment designed to take an average of 45 minutes per student. It is based on the WIDA English Language Proficiency Standards that form the core of the WIDA Consortium's approach to instructing and assessing English language learners.

Kindergarten ACCESS for ELLs test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards – Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies.

The Kindergarten ACCESS assessment is:

- Not tiered; all students take the same test
- All domains (Speaking, Listening, Reading, Writing) are tested twice, once within the expository section and once within the narrative section
- All sections are adaptive, meaning items are presented until the student reaches his/her performance "ceiling"
- Scored locally by the Test Administrator
- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.

Alternate ACCESS

<https://www.wida.us/assessment/alternateaccess.aspx>

The Alternate ACCESS for ELLs, is an assessment of English language proficiency for students in grades 1 – 12 who are classified as English language learners (ELLs) and have significant cognitive disabilities (those who do or would qualify for MAP-A) that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The assessment is based on [Alternate Model Performance Indicators](#) (AMPs), which provide expectations of what students should be able to process and produce at a given Alternate ELP level.

The Alternate ACCESS for ELLs provides students with additional opportunities to demonstrate their English language proficiency through scripted cues in the Listening and Readings Sections and auxiliary questions in the Speaking Section. It also includes modeled tasks in the Writing Section to allow students to observe the test administrator perform the task before trying it. Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.

The Alternate ACCESS for ELLs is an individually administered paper and pencil test. All sections of the assessment are scored locally by the test administrator.

Data Validation

Data validation is a process that provides the opportunity to review student test records, identify records that could cause errors in the data and on score reports and make corrective actions. These errors could be in demographic information, accommodations or do not score codes.

Pre- Data Validation

The Pre-Data Validation process is designed to identify student demographic, accommodation, and test result records that could potentially contain errors, as well as provide the opportunity for corrective action before reporting. After the close of your Data Validation Window, districts/schools WILL NOT have another opportunity to edit student data prior to reports being printed/posted to WIDA AMS.

Post- Data Validation

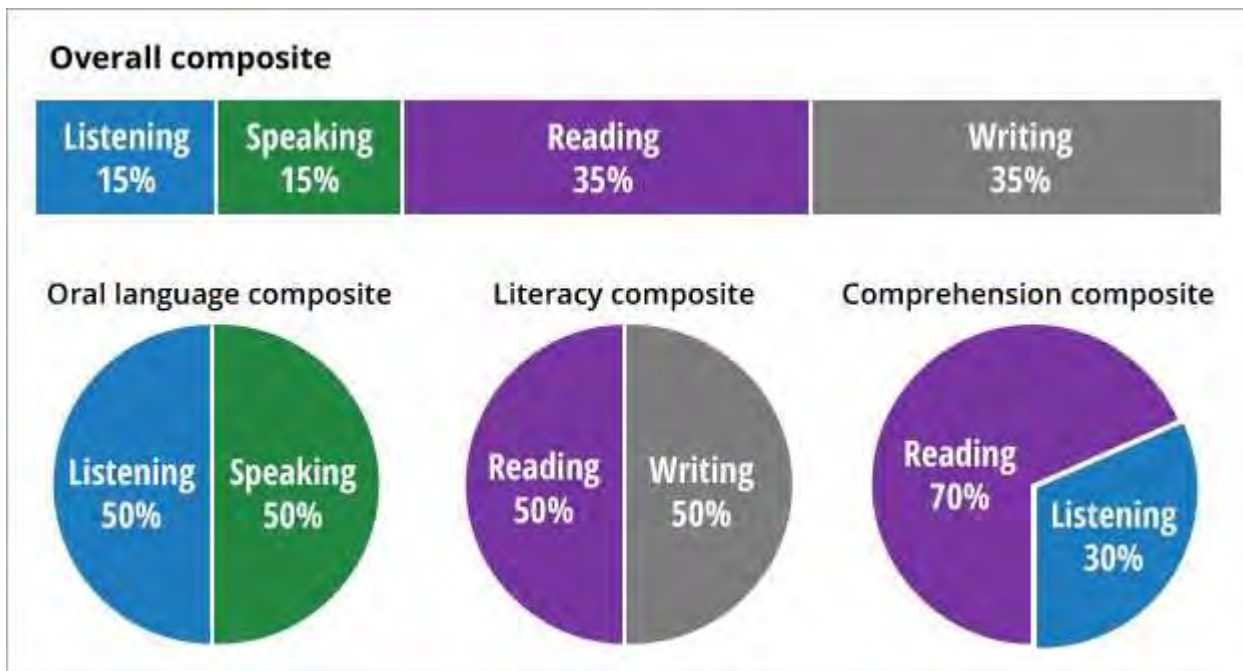
Similar to Pre-Data Validation, the Post-Data Validation takes place the after you have received your results. Any changes made during this window will appear in the revised data file you will receive. While you will not receive new printed student reports, you will have the ability to print these yourself through WIDA-AMS.

Score Reports

Individual Student Reports, Student Roster Reports, and School and District Frequency Reports are shipped to testing sites by DRC and are available for download in WIDA AMS.

- **Individual Student Report** – shows scores for each language domain (Listening, Reading, Speaking, Writing), composite scores (combining one or more domain scores, such as Listening and Speaking scores to calculate Oral Language) and give brief descriptions of what students at each proficiency level are typically able to do
- **Student Roster Report** – shows domain and composite scores for all the students in a single school and grade
- **School Frequency Report** – shows the number and percent of students tested at a school who attained each proficiency level with a separate report generated for each grade level
- **District Frequency Report** – shows the number and percent of students tested within a district who attained each proficiency level. A separate report is generated for each grade level

Overall and Composite scores are calculated as seen:



WIDA provides a number of resources for districts to use to interpret the score reports, parent handouts and guides to answer basic questions and explain information for parents/guardians. Some of these are available in multiple languages. More information can be found at

<https://www.wida.us/assessment/ACCESS20.aspx#scoring>.

Reclassification

In March of 2017, a team of dedicated professionals from around the state, including rural, suburban and urban school districts as well as post-secondary education, met to revise Missouri’s entry and exit procedures for English learners (ELs). Through passionate and courageous conversations, the group made many quality suggestions that will make a positive impact on the quality of education for ELs in Missouri.

In August 2017, Missouri published *Identifying and Reclassifying English Learners: Guidance on Missouri’s Entry and Exit Criteria*. Please see that document starting on page 6 for information about reclassification.

<https://dese.mo.gov/sites/default/files/cur-eld-entry-exit-criteria-0817.pdf>