Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

ELP ASSESSMENTS
2020-2021

Version 1

CONTENTS

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Version History

Version	Changes
1	Published 8/6/20
2	Published 9/14/20 – Updated Calendar of Dates to reflect Test Window Extension

WIDA	DRC
866-276-7735 help@wida.us	855-787-9615 wida@datarecognitioncorp.com
• **WIDA Screener** • **ACCESS Training** • **ACCESS Test Administration Procedures** • **WIDA Standards and Can Do Descriptors** • **WIDA Professional Learning** • **WIDA Research** • **WIDA Website User Accounts**	• **WIDA Assessment Management System (WIDA AMS)** • **ACCESS Online and Paper-based Materials Ordering** • **ACCESS Online Administration Technology** • **DRC Central Office Services (COS)** • **DRC INSIGHT (online test software)** • **WIDA AMS/ACCESS Online Technical Issues** • **ACCESS Data and Reporting**

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• **Assessment Administration** • **Screener and ACCESS Questions** • **DESE Website**	• **Curriculum** • **Instruction** • **Programming** • **Entrance and Exit Criteria**	• **Title III** • **Migrant** • **MELL** • **EL Accountability**

- DESE EL Listserv: http://lists.mo.gov/mailman/listinfo/english-language-learner
- EL Assessment: https://dese.mo.gov/college-career-readiness/assessment/access-ells
- English Language Development: https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld
- EL Requirements: https://dese.mo.gov/quality-schools/migrant-education/english-language-learners
- WIDA Site: https://wida.wisc.edu   • WIDA AMS: https://www.wida-ams.us

The English Language Proficiency (ELP) Assessments Guide is an overview of assessment testing specific to English learners (ELs) for the 2020-2021 year. This document serves as a high-level resource for contacts, responsibilities, questions, etc. The guide covers the assessments to be given by LEAs this year: the ACCESS 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).

ACCESS for ELLs is a secure large-scale English language proficiency assessment administered to students in Kindergarten through 12th grade identified as English learners (ELs). The assessment, given annually, allows districts to monitor students' progress in acquiring academic English.

WIDA Checklist

The WIDA checklist is guide for personnel involved in the administration of ACCESS for ELLs. 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.

The checklist can be found at:
https://dese.mo.gov/sites/default/files/asmt-el-access-checklist-2021.pdf

Calendar of Dates

Testing Specifics	Start Date	End Date
Test Materials Ordering in WIDA AMS	Mon 09/28/20	Thu 11/05/20
Pre-Code Due To DESE	Thur 10/29/20	
WIDA AMS Test Setup Available	Mon 11/09/20	Fri 03/26/21
Districts Receive Test Materials	Mon 12/07/20	
Additional Test Material Ordering Window in AMS	Mon 12/07/20	Fri 03/26/21
Test Window	**Mon 01/11/21**	**Fri 04/02/21**
Deadline for Shipping Test Materials to DRC	Fri 04/09/21	
Pre-Reporting Data Validation	Tue 05/04/21	Tue 05/11/21
Districts Receive Initial Reports	Mon 06/14/21	
Post-Reporting Data Validation	Mon 06/14/21	Mon 06/18/21
Final Data To Districts	Fri 07/02/21	

WIDA

The WIDA Consortium is a non-profit group whose purpose is to promote educational success for ELs. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA also provides meaningful tools, training and information to educators working with ELs, which are anchored in research-based practices for serving these diverse learners. Missouri joined the WIDA consortium in 2010 in response to both wanting to improve the EL standards within the state and to help provide better service and assessment to a growing EL population.

The WIDA Consortium currently consists of 35 states, the District of Columbia, the Northern Mariana Islands, the U.S. Virgin Islands, the Bureau of Indian Education and the Department of Defense.

WIDA offers not just an ELP assessment, but a fully integrated, theoretically sound, research-based, comprehensive system, connected to learning standards, and supported by professional learning.

The WIDA integrated system provides for shared understanding among administrators, ELD teachers, general education teachers, parents and students.

WIDA offers support for member states with dedicated specialist teams in EL assessment, research and policy, professional learning, and client relations.

WIDA professional learning builds state educators' capacity to provide integrated content and language learning for ELs.

WIDA Website

https://wida.wisc.edu/
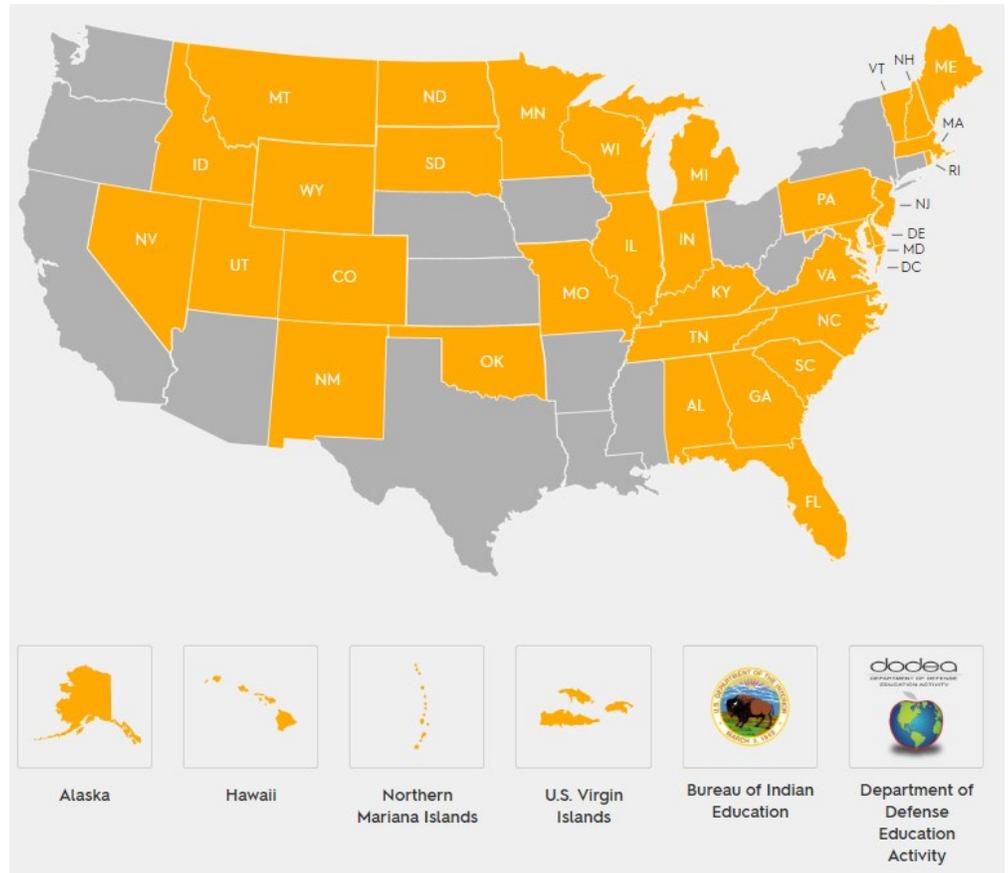
The WIDA website contains a wealth of diverse tools and resources for LEAs to use. Among these are the English Language Development (ELD) standards, currently used by thousands of educators to help set curricular goals, plan differentiated lessons and measure student language growth.

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.

WIDA AMS

http://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.

WIDA AMS

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

DRC DATA RECOGNITION CORPORATION

Welcome to the WIDA Assessment Management System (AMS)!

This website supports your preparation for and administration of ACCESS for ELLs 2.0. suite of assessments and WIDA Screener Online.

Logging into WIDA AMS

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

If you do not have a WIDA AMS login, please check your state checklist or contact WIDA Client Services Center.

Support

WIDA Client Services Center

help@wida.us | 1-866-276-7735

- WIDA Website and User Accounts
- Training, test administration policies and procedures, and score interpretation for the following assessments:
  - **Screener Assessments**
    - WIDA Screener Online
    - WIDA Screener Paper
    - Kindergarten W-APT
  - **ACCESS for ELLs Summative Assessment**
    - ACCESS for ELLs 2.0 Online
    - ACCESS for ELLs 2.0 Paper
    - Kindergarten ACCESS for ELLs
    - Alternate ACCESS for ELLs

Please Log In

Username

Password

Forgot your username or password?

🔒 Log In

WIDA Accounts for MISSOURI

How Do I Get An Account At...?

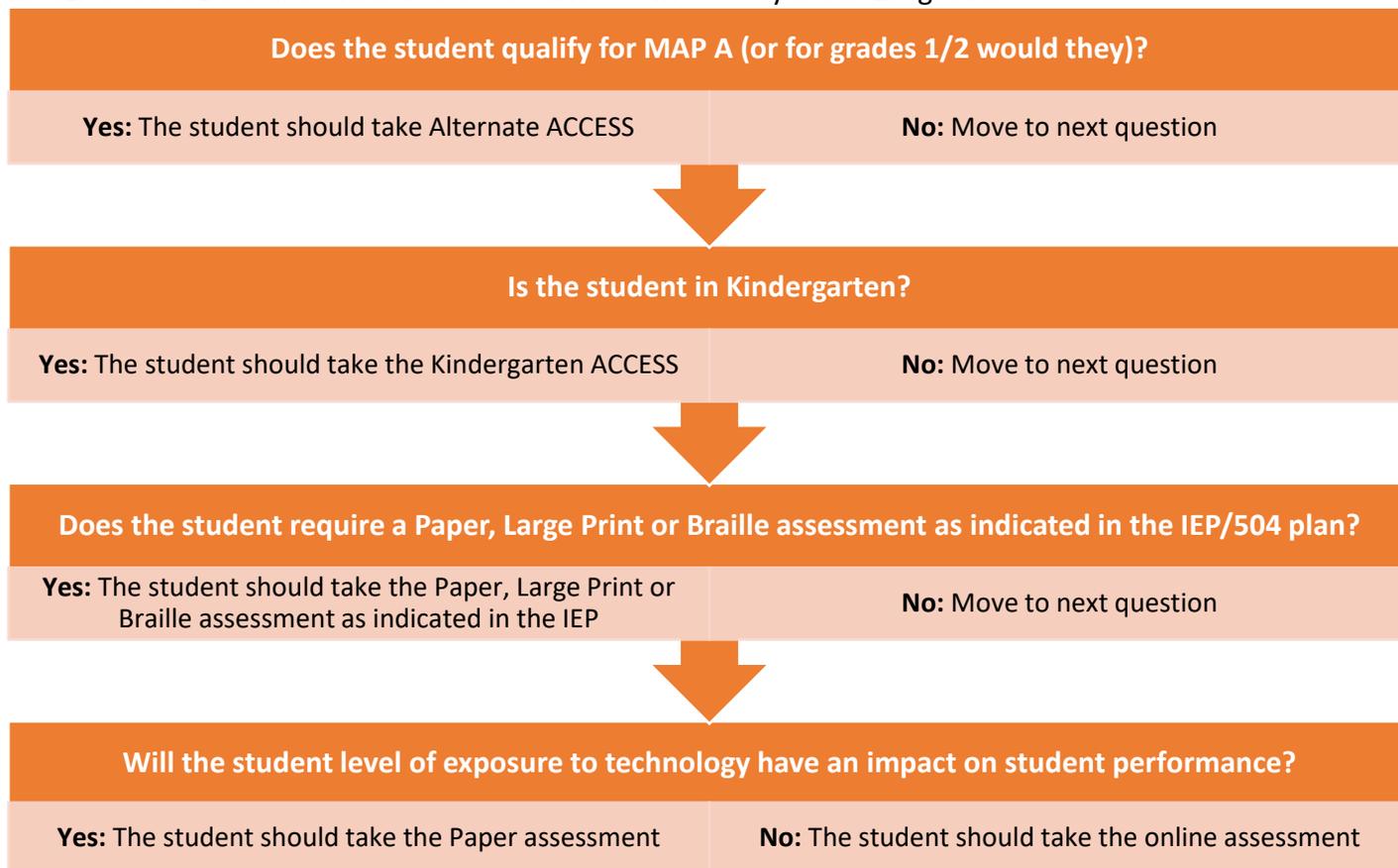| WIDA (portal.wida.us)	WIDA AMS (wida-ams.us)
I'm A DTC Contact the **WIDA Client Services Center** at 866-276-7735 or help@wida.us. A representative can create a new WIDA Secure Portal account for you. DTCs have the capability to turn role permissions on and off as needed. Be ready to provide a valid county/district code and email address.	**I'm A DTC** Contact **DRC Customer Service** at 855-787-9615 or wida@datarecognitioncorp.com. A representative can create a new WIDA AMS account for you so you can manage materials and test coordination for the ACCESS suite of assessments. DTCs 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. Be ready to provide a valid county/district code and email address.
I'm A Test Administrator Contact your **DTC** to obtain an account. If you need access to WIDA Screener or Kindergarten W-APT training resources, be sure to request these additional permissions be added to your account.	**I'm A Test Administrator** Contact your **DTC** to obtain an account. If you need access to WIDA Screener Online administration, make sure to request this be added to your account. You may also need to request that your DTC add the Educator Scoring permission to your account if you are a certified scorer for Speaking and/or Writing for WIDA Screener Online.
I'm A Technology Coordinator You probably **don't** need a WIDA Secure Portal account.	**I'm A Technology Coordinator** Contact your **DTC** to obtain an account. WIDA AMS offers two types of accounts for Technology Coordinators: District Technology Coordinator accounts can set up School Technology Coordinator accounts in WIDA AMS and School Technology Coordinator accounts allow users to download testing software at school sites and provide access to important resources.
If you requested a password reset but are still having trouble logging in... Contact the WIDA Client Services Center at help@wida.us or 866-276-7735 for WIDA Secure Portal account support.	**If you requested a password reset but are still having trouble logging in...** Contact DRC Customer Service at wida@datarecognitioncorp.com or 855-787-9615 for WIDA AMS account support.

Who take the ACCESS assessments?

Students enrolled in a Missouri public or charter school in grades K-12 that have been identified as an English learner are required to take the ACCESS assessment.

Code	Description	Takes ACCESS
LEP_RCV	Students identified as an English learner. These students will take the yearly ACCESS assessment to determine future eligibility in the LIEP.	Yes
LEP_MY1 or LEP_MY2	Monitored Year 1 or 2 - Former English learner students in the first year of monitored status. These former ELs are still recognized in the EL accountability subgroup.	No
LEP_AY3 or LEP_AY4	Accountability Year 3 or 4- Former English learner students that are no longer monitored. These former ELs are still recognized in the EL accountability subgroup.	No
LEP_NLP	Students who are not English learners.	No

Assessment Decision Matrix

The first decision to be made by LEAs 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.

Does the student qualify for MAP A (or for grades 1/2 would they)?

Yes: The student should take Alternate ACCESS   **No:** Move to next question

Is the student in Kindergarten?

Yes: The student should take the Kindergarten ACCESS   **No:** Move to next question

Does the student require a Paper, Large Print or Braille assessment as indicated in the IEP/504 plan?

Yes: The student should take the Paper, Large Print or Braille assessment as indicated in the IEP   **No:** Move to next question

Will the student level of exposure to technology have an impact on student performance?

Yes: The student should take the Paper assessment   **No:** The student should take the online assessment

Training

Training for the ACCESS assessments is done on the WIDA website. There are four training courses – one for each type of assessment. Test examiners are required to take complete the training courses each year.

ACCESS has two trainings – one for students taking the assessment online and one for those taking the entire assessment on paper. It is not required to take the Paper-Based training for students in grades 1-3 that will take the writing domain on paper and the rest of the assessment online.

There are also trainings for Kindergarten ACCESS and Alternate ACCESS.

Test examiners are only required to take the training course for the assessments that they are giving.

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.

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

WIDA WEBINARS

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

- ACCESS Speaking Domain With Scoring (Online): 7/21/20
- WIDA Screener: 8/4/20
- Welcome Back!: 9/15/20
- ACCESS for ELLs Pre-Testing: 9/22/20, 9/24/20, 10/6/20, 10/8/20, 10/13/20, 10/22/20, 11/10/20
- ACCESS for ELLs During Testing: 11/12/20, 12/8/20, 12/15/20, 1/5/21, 1/7/21, 2/2/21
- ACCESS for ELLs Post-Testing: 1/28/21, 3/9/21, 3/16/21
- Kindergarten ACCESS: 11/17/20
- Alternate ACCESS: 12/1/20

If you are unable to attend a live webinar, you can still view it. All of the webinars are recorded and posted in the Download Library.

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 Online	ACCESS 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 as the verbal instructions may differ and confuse some students.	Administered Individually	Administered Individually

Testing Order

ACCESS

For ACCESS 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 Paper can be administered in any order.

Kindergarten ACCESS

The Kindergarten ACCESS 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. Short breaks are allowed, and 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.
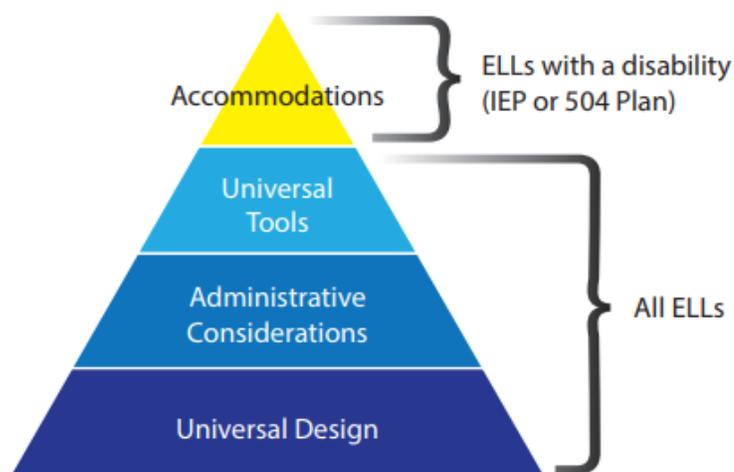
Alternate ACCESS

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 suite of assessments. The WIDA Accessibility and Accommodations 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 ELs. In order to be available to ELLs on the day of testing, some accommodations must be selected in the WIDA Assessment Management System (AMS) prior to testing.

Accommodations Documents

The WIDA Accessibility and Accommodations Supplement and IEP checklists are available at wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf

Missouri has a specific guidelines document to be used in conjunction with the WIDA Accessibility and Accommodations Supplement dese.mo.gov/sites/default/files/asmt-ell-wida-accomm-policies-2021.pdf

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 districts submit a pre-code file to the state and the state submits one file to the vendor.

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 9/29/20 – 10/29/20. Instructions on the pre-code process can be found at https://dese.mo.gov/sites/default/files/asmt-ell-precoding-directions-2021.pdf. For more information on the pre-code process, please visit https://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode. If you have questions about the pre-code process, please contact the office of Data System Management at 573-522-3207 or dsm@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.

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.

Kindergarten Order for School MO010093-WWWW (MO ACCESS for ELLs 2.0 - 2017-2018)

Grade Cluster	Number Of Students
Kindergarten	

KINDERGARTEN - Input the number of students taking the Kindergarten ACCESS

Online Order for School MO010093-WWWW (MO ACCESS for ELLs 2.0 - 2017-2018)

Grade Cluster	Number of Online Testers
1	
2-3	
4-5	
6-8	
9-12	

ONLINE - Input the number of students at each grade cluster taking the Online ACCESS – This includes students in grades 1-3 taking the writing portion in a paper book

Paper Order for School MO010093-WWWW (MO ACCESS for ELLs 2.0 - 2017-2018)

Grade Cluster	Number of Paper Test Booklets (All Domains)		
	Tier A	Tier B	Tier C
1			
2			
3			
4-5			
6-8			
9-12			

PAPER - Input the number of students at each grade cluster by tier (A or B/C) taking the Paper ACCESS – DO NOT include students in grades 1-3 taking writing in a paper book

Alternate ACCESS Order for School MO010093-WWWW (MO ACCESS for ELLs 2.0 - 2017-2018)

Grade Cluster	Number of Students
1-2	
3-5	
6-8	
9-12	

ALTERNATE - Input the number of students at each grade cluster taking the Alternate ACCESS

Customized Order for School MO010093-WWWW (MO ACCESS for ELLs 2.0 - 2017-2018)

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						

CUSTOMIZED - Input the number of students at each grade cluster taking Large Print or Braille
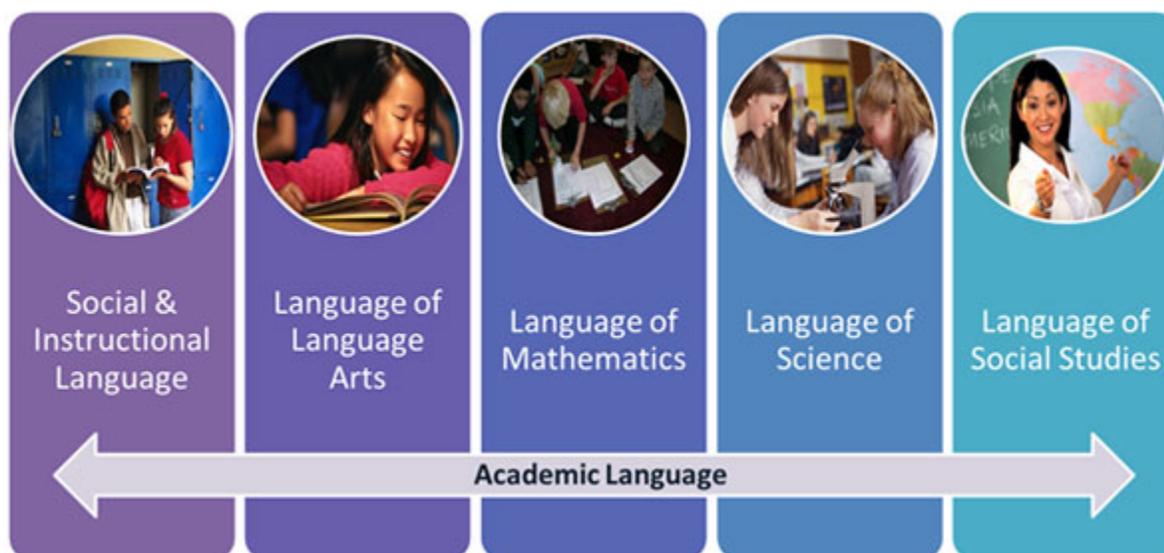
ACCESS for ELLs

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

ACCESS 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 ELs 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 ELs' 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 & Instructional Language · Language of Language Arts · Language of Mathematics · Language of Science · Language of Social Studies

Academic Language

Online 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 using the online or paper-based (students in grades 1-3 taking writing via paper does not constitute mixed mode testing).

Grade Cluster	Speaking	Listening	Reading	Writing
1	Online	Online	Online	Paper
2-3	Online	Online	Online	Paper
4-5	Online	Online	Online	Online
6-8	Online	Online	Online	Online
9-12	Online	Online	Online	Online

Technology

Data Recognition Corporation, or DRC, provides the ACCESS technology platform. 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.

Central Office Services (COS): This application provides content hosting and a software toolbox to help districts plan, configure, and manage the online testing environment. LEAs should be directed to use Volume III: Central Office Services (COS) of the DRC INSIGHT Technology User Guide for technical documentation on setting up and configuring the COS Service Device.

Kindergarten ACCESS

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

Alternate ACCESS, 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 assessment. The assessment is based on Alternate Model Performance Indicators (AMPIs), which provide expectations of what students should be able to process and produce at a given Alternate ELP level.

Alternate ACCESS 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. 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.

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.

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

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 on the WIDA Website.

Reclassification

In March of 2017, a team of dedicated professionals from around the state, met to revise Missouri's entry and exit procedures for English learners. 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/curr-eld-entry-exit-criteria.pdf