# ELs in Statewide Assessments Mini-Manual

The mini-manuals are designed to be practical guides that should be downloaded and used in tandem with the Idaho State EL & Title III website. Each mini-manual provides information regarding specific topics and concludes with frequently asked questions.

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ASSESSMENT REQUIREMENTS

Federal guidelines under Title I and Title III require that English Learners (ELs) annually participate in both the statewide annual English language proficiency assessment (ACCESS 2.0) as well as the statewide academic achievement assessment (ISAT). Both assessments are used in the calculations for the Idaho School Accountability System.

Use this chart to identify the Federal Program’s requirements for ELs’ participation in statewide annual assessments.

Federal Programs Requirements for Participation of ELs in Statewide Assessments

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Federal Program Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA uses the state approved English language proficiency screener aligned to the State’s English language proficiency standards and the State’s academic content standards.</td>
<td>Title VI of the Civil Rights Act of 1964.</td>
</tr>
</tbody>
</table>
| All qualified EL students are annually assessed for English Language Proficiency Assessment using the state approved English language proficiency assessment aligned to the state’s English language proficiency standards and the State’s academic content standards. | Title I - ESSA Section 1111(b)(2)(G)  
Title III - ESSA Section 3113(b)(3)(B) |
| The LEA assesses all qualified ELs on annual academic achievement assessments (in appropriate grades), and exempts first year ELs from the English Language Arts portion of the annual academic achievement assessment. | Title I - ESSA Section 1111(b)(2)(B)(vii)(III) and 1111(b)(3) |

STATEWIDE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

WIDA

Idaho is one of 39 states and territories that comprise the national WIDA English Language Proficiency Assessment Consortium. Upon joining the consortium, ELs in Idaho began taking new screener assessments as well as a new annual proficiency assessment.
**WIDA Certifications**

WIDA Assessments require that testing administrators be certified to give the assessments they are proctoring. Each assessment, both annual and screener, have their own certification requirements. The certifications processes are housed in the Secure Portal of the WIDA (www.wida.us) website.

- If you are **new staff in a district/charter** and administering any WIDA assessments, you must complete all appropriate certifications prior to administering the assessments you are administering.
- If you have **previously been certified** in a specific assessment administration type, please use the chart below to determine what certification is required for each year.

### Annual Certifications Requirements

<table>
<thead>
<tr>
<th>School Year</th>
<th>Certification Refreshing Requirements Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>ACCESS 2.0, W-APT</td>
</tr>
<tr>
<td>2016-2017</td>
<td>ACCESS 2.0</td>
</tr>
<tr>
<td>2017-2018</td>
<td>WIDA Screener</td>
</tr>
<tr>
<td>Even Year-Odd School Year</td>
<td>ACCESS 2.0, Alternate ACCESS</td>
</tr>
<tr>
<td>(e.g. 2018-2019 School Year)</td>
<td></td>
</tr>
<tr>
<td>Odd Year-Even Year</td>
<td>WIDA Screener, Kinder W-APT</td>
</tr>
<tr>
<td>(e.g. 2019-2020 School Year)</td>
<td></td>
</tr>
</tbody>
</table>

*Note that it is strongly recommended that test administrators refresh on any information necessary prior to any assessment being administered.*

**Testing Coordinators** who are training district test administrators must also follow the same cycle of Certification Refreshing Requirements for Testing Coordinators.

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**WIDA and WIDA-AMS Site Navigation**

There are two websites and portal areas needed for training, certification, and test setup/administration. If you are new and need access to either site, please consult your District Test Coordinator. If you are a new District Test Coordinator, please contact Idaho State Department of Education, **English Language Proficiency Assessment Coordinator** for account requests and set up.
1. **WIDA website** - Resource and training page topics:
   - WIDA framework and explanation on standards and instruction.
   - Assessment training and certification.
   - Assessment resources (including printable resources for paper screener).
   - **Idaho state specific guidance**

2. **WIDA AMS site** - Assessment Management System features:
   - AMS site includes all things related to operation and administration of WIDA assessments.
   - Test ordering, set up, management, and report delivery.
   - District Test Coordinators should manage new users, including level of permissions on this site.
   - Test Administrators scoring reading and listening domains will need to have related permissions on WIDA AMS.
   - Test demo for students as a test resource.

**EL Screener Assessments**

An EL Screener is used to help educators make decisions according to state eligibly criteria and determines whether a student is a candidate for English language support services. Screeners are designed to be identification assessments, and should not be used for any other purpose (e.g. not a tool for monitoring).

*It is important to check the English Learner Management System (ELMS) prior to screening any student to ensure they have not already been screened and identified as an English learner in another district/charter in Idaho.*

There are two screeners utilized depending upon grade of student. The W-APT is an English language proficiency screener test administered to kindergartners and first semester - first graders (first semester is defined as start of school year through December 31). This is a paper-based assessment.

The WIDA Screener is administered to second semester – 1st grade students through 12th grade. It is a paper or online-based assessment. Districts/schools can determine the best mode of WIDA Screener administration depending upon the needs/abilities of the student or the type of environment the screening is occurring within.

Important notes to know about the WIDA Screener:
• WIDA Screener requires account access to the WIDA Website for certification and training.
• Test administrators score the reading and listening domains of the WIDA Screener while the computer self-scores speaking, and writing domains.
• Most paper materials can be printed online. For further explanation on needed materials for administering the paper format, refer to WIDA Screener Paper.
• Test administrators will need to have access to WIDA AMS (DRC), and permissions set in this system for scoring the speaking and writing domains.
• The assessment is housed on the DRC Insight system (same as ACCESS 2.0).
• Certification or preparation online is required prior to administering either the W-APT or WIDA Screener.

For more detailed information regarding screener assessments, please reference the “Identification and Screening Mini-Manual” on the Idaho English Learner Program webpage (http://www.sde.idaho.gov/el-migrant/el/index.html), Resource Files, and drop-down Manuals.

Annual English Language Proficiency Assessment

ACCESS 2.0
The annual ACCESS 2.0 determines students’ level of English language proficiency. All identified EL students in the state (L1, LE, EW) in grades K-12, must take the ACCESS 2.0 annually, regardless of time in a U.S. school. The assessment allows the State and districts to accurately and comprehensively track ELs’ linguistic growth, to ensure that all ELs are making progress and mastering the English language. ACCESS 2.0 also highlights the language development needs of students individually in each of the four language domains of listening, speaking, reading, and writing.

ACCESS 2.0 is administered online, during a six-week assessment window, typically late January to March. The annual assessment is only for students who qualify (L1, LE) for the district’s Language Instruction Educational Program (LIEP) and for students whose parents’ waived language services (EW). Parents can waive services of a LIEP but not the annual English language proficiency assessment.

More information about the ACCESS 2.0 Assessment can be found on the WIDA website at www.wida.us. Idaho state specific ACCESS 2.0 administration requirements and processes can be found on WIDA Idaho member page.
Accessibility and Accommodations for ELs with Disabilities
ELs with disabilities documented on an IEP or 504 are entitled to the accommodations appropriate for their participation in assessment(s). Student cannot receive accommodations on the ACCESS 2.0 assessment without an IEP or 504.

Additional information about appropriate accommodations for student with disabilities can be found in the WIDA Accessibility and Accommodations page.

Inability to Administer an ACCESS 2.0 Domain Assessment
In the event that the students’ disability precludes them from participating in a domain of the assessment, (i.e. student is deaf and cannot take the listening domain) the student’s participation can be documented with a Do Not Score (DNS) code. In this instance, a testing coordinator would document a DNS code of SPED (Special Ed/IEP/504) within the domain that the student was unable to participate. The student must participate in all other domains of the assessment. Further guidance is available within test administration manual(s).

Alternate Formats of ACCESS
WIDA offers large print, Braille, and paper formats of the ACCESS 2.0 assessment for students who may require these specific accommodations. Additional details regarding alternate formats of the ACCESS 2.0 assessment are addressed in the ACCESS 2.0 Test Administration Manual for ordering annual assessment materials. The student is only permitted to participate with an alternate format (e.g. Braille or large print) if they are also eligible for this accommodation in other assessments.

Alternate ACCESS
The Alternate ACCESS is available for students with the most significant cognitive disabilities that meet the alternate assessment participation criteria as defined in the Special Education Manual. Students participating in this alternate English language proficiency assessment MUST also be participating in the alternate version of statewide academic achievement assessment(s).

State Guidance on Alternate Assessment:
If a student is eligible for the alternate assessment, they need to qualify for each of the following three criteria:

1. The student has demonstrated cognitive ability and adaptive behavior that prevents completion of the general academic curriculum even with program accommodations and/or adaptations;
2. The student’s course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments); and
3. The student is unable to acquire, maintain, or generalize skills in multiple settings and demonstrate performance of these skills without intensive and frequent individualized
Please use the chart below when making decisions as to whether an EL is eligible to participate in the Alternate ACCESS.

### English Language Proficiency and Accountability

As previously stated, all qualified ELs must participate annually in the summative English Language Proficiency Assessment, ACCESS 2.0 or Alternate ACCESS. ESSA further spotlighted English language proficiency and growth towards proficiency by including the English Language Proficiency Indicator within all states’ newly developed Accountability Plan.

<table>
<thead>
<tr>
<th>EL Code</th>
<th>EL Assessment Participation and Accountability</th>
</tr>
</thead>
</table>
| L1, LE, EW    | MUST participate in all domains of ACCESS 2.0 or Alternate ACCESS.  
**Accountability:** Participation is counted in ELP Indicator for growth and proficiency. |
| X1, X2, X3, X4, FL, SO, N | These EL status code DO NOT participate in ACCESS 2.0 or Alternate ACCESS.  
**Accountability:** Not Applicable – these students do not take ACCESS or Alternate ACCESS. |
STATEWIDE ACADEMIC ACHIEVEMENT ASSESSMENTS

Idaho Standards Achievement Test (ISAT)

All EL students in grades 3rd–8th and 10th must take the ISAT annually. However, if students are coded L1, they are exempt from the English Language Arts (ELA) ISAT. This is a one-time exemption and only applicable in the ELA portion. X1/X2/X3/X4 students who have met Idaho’s exit criteria will be counted in the EL subgroup for accountability purposes if the EL subgroup is at least 20.

L1 Participation in Statewide Assessments

<table>
<thead>
<tr>
<th>Name of Statewide Assessment</th>
<th>Accountability: Participation</th>
<th>Accessibility: Performance</th>
<th>Supports or Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS 2.0</td>
<td>Yes</td>
<td>Yes</td>
<td>If applicable based on student needs as determined in their IEP</td>
</tr>
<tr>
<td>Alternate ACCESS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAT English Language Arts/Literacy</td>
<td>No (use exemption)</td>
<td>No (use exemption)</td>
<td>Based on student need*</td>
</tr>
<tr>
<td>ISAT Math</td>
<td>Yes – if enrolled on or before first Friday in May</td>
<td>No</td>
<td>Based on student need*</td>
</tr>
<tr>
<td>ISAT Science</td>
<td>Yes – if enrolled on or before first Friday in May</td>
<td>No</td>
<td>Based on student need*</td>
</tr>
</tbody>
</table>

*For accommodations and supports based on student need, please refer to ISAT Usability, Accessibility and Accommodations Guidelines (UAAG).

LE & EW Participation in Statewide Assessments

<table>
<thead>
<tr>
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<th>Accountability: Participation</th>
<th>Accessibility: Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ISAT English Language Arts/Literacy</td>
<td>Yes – if enrolled on or before first Friday in May</td>
<td>Yes if enrolled in first 56 calendar days of school</td>
<td>Based on student need*</td>
</tr>
<tr>
<td>Name of Statewide Assessment</td>
<td>Accountability: Participation</td>
<td>Accountability: Performance</td>
<td>Supports or Accommodations</td>
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<td>Yes if enrolled in first 56 calendar days of school</td>
<td>Based on student need*</td>
</tr>
<tr>
<td>ISAT Science</td>
<td>Yes – if enrolled on or before first Friday in May</td>
<td>Yes if enrolled in first 56 calendar days of school</td>
<td>Based on student need*</td>
</tr>
<tr>
<td>IRI</td>
<td>Yes – if enrolled prior to end of IRI window</td>
<td>Yes – if enrolled for Fall and Spring IRI test window</td>
<td>Directions in Spanish</td>
</tr>
</tbody>
</table>

*For accommodations and supports based on student need, please refer to ISAT UAAG.

X1, X2, X3, X4, FL Participation in Statewide Assessments

<table>
<thead>
<tr>
<th>Statewide Assessments</th>
<th>Accountability: Participation</th>
<th>Accountability: Performance</th>
<th>Supports or Accommodations</th>
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</thead>
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<tr>
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<td>Directions in Spanish</td>
</tr>
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</table>

*For accommodations and supports based on student need, please refer to ISAT UAAG.

Districts can access guidance on allowable EL supports for the ISAT at the following link: [http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/](http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/). Please contact the Idaho State Department of Education Assessment & Accountability staff with any questions regarding ISAT testing.
Idaho Reading Indicator (IRI)

The IRI is an early reading screener for students in K-3rd grade. The screener is mandatory for Idaho public school students in the fall and spring with an optional winter assessment. All qualified EL students in K-3, including L1, must take the IRI. Spanish/English translations for test directions is the only support available to EL students taking the IRI assessment.

ISTATION

The new IRI by Istation was piloted during the 2017-2018 school year. The computer adaptive assessment is for students in grades K-3 and assesses students in the five (5) foundational skills of reading, including: phonemic awareness, phonics, vocabulary, comprehension and fluency.

Districts offering Spanish Dual Immersion and/or Spanish Bilingual programs could administer (at additional cost) the IRI by Istation in Spanish to determine their bilingual students’ Spanish literacy progress. This is reserved only for districts/charters implementing either Spanish Dual Language or Spanish Bilingual programs. Please contact the Idaho State Department of Education Assessment & Accountability staff with questions regarding IRI by Istation testing implementation.

FREQUENTLY ASKED ASSESSMENT QUESTIONS

- **I have a student who moved here in the middle of the ACCESS 2.0 testing window. Can we just administer the ACCESS 2.0?**
  - No. Potential ELs must take a screener assessment (Kindergarten W-APT or WIDA Screener) to determine whether they qualify as an EL. Then, must also take the ACCESS 2.0 annual assessment.

- **What if a new student transfers into our district during the last week of the ACCESS 2.0 window, do we have to get additional materials ordered and administer all those tests in that short timeline?**
  - If the student is brand new and never been qualified as an EL – A district has 30 days to determine whether a potential EL qualifies. If a district needs those days to administer the assessment and qualify the student, then the district can do that. That being said, if a district chooses not to administer the ACCESS in the short timeline, this delays the ability for the district to see growth in language proficiency. For example, if a student transfers in the last week of the ACCESS window during their Kindergarten year, then the districts will not be able to establish growth for this student until the spring of their 2nd grade year. Language growth can only be measured from an ACCESS test to and ACCESS test.
Therefore, in the example, the student’s first time taking ACCESS wouldn’t be until their first grade year, and then growth would not be established until the second grad year.

- **If the student has already been qualified as an EL (as determined in ELMS or cumulative file review from a district in another WIDA state)** – Yes, the student must take the ACCESS. Follow-up with the school where the student last attended as the student may have already completed a test there. If a student started an assessment but did not finish, the test session can be transferred to your district to have the student complete the assessment.

- **I have a first grader with severe cognitive disabilities and is in a grade that would not take academic achievement tests (ISAT). Can we administer the Alternate ACCESS to him/her?**
  - Yes, but only if the IEP team were to determine that the child meets the alternate assessment eligibility criteria and that the child will participate in alternate assessments when they are in grades where academic achievement testing occurs.

- **I have a parent that is adamant that their child not take the ACCESS 2.0. They have signed a waiver of EL services. Do we have to test him/her?**
  - Yes. ESSA requires that the LEAs still must assess all ELs using the annual English language proficiency assessment, including those students whose parents have waived services. All ELs enrolled in schools must be assessed annually using the State’s English language proficiency assessment (ACCESS 2.0). (ESEA Section 1111(b)(2)(G), emphasis added). State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA’s obligation to assess 100 percent of ELs using the annual English language proficiency assessment.

  That being said, a student cannot be forced to physically sit for the test. Due diligence should be exercised and documented as needed to demonstrate the attempt to test.

- **I have a student who speaks Spanish. Can we administer the ISAT in Spanish to him/her? Or give him/her Spanish stacked translations?**
  - Yes, but be cautious! Be sure that the student is truly proficient in Spanish and that either of these are appropriate. If the student is not literate in Spanish, then a test in Spanish may be less conclusive than a test administered in English. If you provide stacked translations for a non-literate Spanish student, you have just doubled the amount of text they had to read and determine meaning.

  Some options for Spanish embedded and non-embedded supports include:
- An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.
- Spanish text is read aloud to the student by a trained and qualified human reader.
- Students can see test directions in another language.
- Translation glossaries are provided for selected construct irrelevant terms for mathematics.
- Stacked translations provide the full translation of each test item above the original item in English.
- Printed text that appears on the computer screen as audio materials are presented.