

NAVIGATING WIDA SCREENER & ACCESS FOR ELLS GUIDANCE DOCUMENT

English Language Proficiency Assessment



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY | ELPA

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

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PURPOSE:

This guidance document outlines the specific assessment policies, procedures, and required actions District Test Coordinators must successfully navigate to appropriately screen and administer Idaho's summative English language proficiency assessment (ACCESS for ELLs). This manual is also intended to be used with [the WIDA Test Administration Manual](#), [WIDA Accessibility and Accommodations Manual](#), and [WIDA District and School Test Coordinator Manual](#).

SECTION I: ENGLISH LANGUAGE PROFICIENCY SCREENER & SUMMATIVE ASSESSMENT

Title VI of the Civil Rights Act of 1964 bars discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. The Elementary and Secondary Education Act (ESEA) of 1965 solidified a national pledge to ensure equal access to quality education for all children in public schools. The most recent reauthorization of the ESEA, known as [The Every Student Succeeds Act](#) (2015), upholds the principles outlined in the original legislation. The ESSA (1111(b)(1)(A); 1111(b)(2)(G)(i); 1111(c)(1)-(2); 3313(b)(2)), [Idaho Code](#) (§33-1612; §33-1617, §33-1618; §33-1630) and [Idaho Administrative Rules](#) (08.02.03.111; 08.02.03.112) delineates the state and district obligations regarding the identification, support, and monitoring of the performance of English language learners (ELs).

WIDA Consortium

Since 2015, Idaho has been an active member of the WIDA Consortium. The state has not only adopted the latest [WIDA English Language Development Standards Framework](#) (refer to Appendix 7: WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS FRAMEWORK 2020 – RESOURCE LINKS), as approved by the Idaho State Board of Education (***Date of Adoption and Link), and also oversees and coordinates the summative English Language Proficiency (ELP) assessment and screener administration to meet both federal and state mandates.

Idaho's districts utilize the WIDA suite of ELP assessments (ACCESS for ELLs) for several purposes, including verifying eligibility for English language support services, tracking English language proficiency growth, and determining when students can reclassify from a district's Language Instructional Education Program (LIEP). Beyond assessing a student's academic English language proficiency in the core content areas: Language Arts, Mathematics, Science,

and Social Studies, each ELP assessment also evaluates the child's social and instructional language proficiency.

The English language proficiency of an English learner is determined by evaluating three dimensions of language (discourse, sentence, word/phrase) in each of the four language domains: reading, writing, speaking, and listening.

The following are the standard statements from the WIDA English Language Development Standards, providing a comprehensive framework that captures the intersection of language and content within the classroom:

1. English Language Development Standard 1: English Learners effectively communicate for social and instructional purposes within the school environment;
2. English Language Development Standard 2: English Learners articulate information, ideas, and concepts necessary for academic success in the Language Arts content area;
3. English Language Development Standard 3: English Learners convey information, ideas, and concepts essential for academic achievement in the Mathematics content area;
4. English Language Development Standard 4: English Learners express information, ideas, and concepts vital for academic success in the Science content area;
5. English Language Development Standard 5: English Learners convey information, ideas, and concepts crucial for academic success in the Social Studies content area.

SECTION II: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – GETTING STARTED

Preparing, assessing, and recording a child's social and academic English language proficiency involves navigating and accessing a number of administrative portals. It is crucial for district and school test coordinators and test administrators understand how each system/administrative portal works to effectively support, collect, and monitor the English language proficiency of Idaho's English learners. Section II "Getting Started", provides a description of the purpose and functionality of each administrative system/web portal (ELMS, ACCESS Appeals Web Application, WIDA Secure Portal, WIDA AMS), and how district staff can gain access to each system/portal.

District Roles and Responsibilities

District Test Coordinators (DTCs), School Coordinators (SCs), Technology Coordinator (TCs), and Test Administrators (TAs) are differentiated by: (1) the assessment duties they perform throughout the year, and (2) the assigned permissions they hold within each administrative system/portal.

Table 1: ELPA Roles and Responsibilities

District Role	Description of Duties
District Test Coordinators (DTC)	The DTC is responsible for planning, administering, and concluding the summative ELP assessment and ELP screener(s) with a district. Report and address test incidents. Communicate and training district staff on required state and local assessment policies.
School Coordinators (SC)	The SC is responsible for planning, administering, and concluding both the summative ELP assessment and ELP screener(s) at the school level.
Technology Coordinator (TC)	The TC is responsible for ensuring the district technology components work properly, are secure, and are ready for online testing (ACCESS for ELLs Online & WIDA Screener Online). Responsibilities include checking connectivity and bandwidth capacity, installing test DRC secure browsers on testing devices, and ensuring all testing devices are ready to deliver test content to student devices.
Test Administrators (TA)	The TA is responsible for planning and administering a standardized test session. This includes ensuring a safe and secure test environment, monitoring students as they complete each section of the summative assessment or screener and reporting any test incidents to the SC or DTC.

System/Portal Overview and User Accounts: ELMS, WIDA Secure Portal, WIDA AMS & ACCESS Appeals Web Application

District and School Test Coordinators, Test administrators, and Technology Coordinators must navigate multiple systems and portals to fulfill federal and state mandates and to successfully assess all English learners within the district. District Test Coordinators must gain access to the following four administrative systems:

- English Learner Management System (ELMS);
- WIDA Secure Portal;
- WIDA Assessment Management System (WIDA AMS);
- ACCESS Participation Rate Appeals Application.

English Learner Management System (ELMS)

The purpose of the [English Learner Management System](#) (ELMS) is to support Idaho districts in serving ELs effectively and efficiently. Within the assessment realm, ELMS is utilized primarily to record potential EL WIDA Screener scores (defines a student's eligibility into EL services), review a student's current English learner (EL) status, evaluate past English language proficiency assessment performance scores, and is used to identify/confirm initial ACCESS for ELLs test material orders, assign accommodations, and confirm individual demographic information for assessment rostering. The system's intention is to provide direct access to a student's English

language proficiency level to determine immediate EL programmatic decisions and supports. The [ELMS User Manual](#) provides detail in how to navigate the system at a more granular level.

ELMS Account Setup

District personnel who require an ELMS account may request a user role be assigned to them by contacting the district ISEE Coordinator or district Technology Coordinator. Using the Admin Tool, the district ISEE Coordinator can assign either the “Editor” or “Viewer” role. Districts have the discretion to determine who is given each role. It is recommended that DTCs have the “Editor” role. Users may log-in to ELMS via the [Education Application Portal](#) or by logging into the [ELMS](#) application directly after a role is assigned.

Table 2: ELMS User Roles

User Role*	Description
Editor	Add, edit, and review student information (DTC recommended role)
Viewer	Review student information

***Note:** To have information render properly in ELMS, the ISEE Coordinator can only assign one user role per individual.

WIDA Secure Portal

The [WIDA Secure Portal](#) stores WIDA Screener(s) and WIDA ACCESS assessment training modules and certification quizzes, professional development webinars, manuals, self-paced professional development workshop opportunities, and specific WIDA Screener(s) and WIDA ACCESS test materials. New DTCs, SCs, and TAs primarily use the WIDA Secure Portal to enroll into assessment training modules, complete required certification quizzes, and download physical test materials.

WIDA Secure Portal Account Setup – District Test Coordinator

1. District Test Coordinators must complete the, WIDA Secure Portal/WIDA Assessment Management System Account Request Form: <https://forms.office.com/r/NjuzxHGCKq> to have an account created for them by the Department.
 - a. District Test Coordinators may also contact the Department’s English Language Proficiency Assessment Coordinator with specific questions; abennett@sde.idaho.gov or (208) 332-6909.
2. New users will receive an email with further instructions on how to complete their account setup.
3. Go to the [WIDA Login](#) webpage and select WIDA Secure Portal header to login.

WIDA Secure Portal Account Setup – Test Administrator/ School Coordinator/ Technology Coordinator

1. TAs, SCs, or TCs should contact their District Test Coordinator to have an account created for them.
 - a. TAs, SCs, or TCs may also contact WIDA Client Services Center at (866) 276-7735 or email help@wida.us and request that an account be created for them.
2. New users will receive an email with further instructions on how to complete their account setup.
3. Go to the [WIDA Login](#) webpage and select WIDA Secure Portal header to login.

WIDA Assessment Management System (WIDA AMS)

The [WIDA AMS](#) is the administrative test portal used to plan, configure, and manage ACCESS and WIDA Screener. To fully understand how to perform specific functions within the WIDA AMS reference the [WIDA AMS User Guide](#), select the online help function, or review the [WIDA AMS Knowledge Articles](#).

District Test Coordinator WIDA AMS Account Setup

1. New District Test Coordinators must complete the, WIDA Secure Portal/WIDA Assessment Management System Account Request Form:
<https://forms.office.com/r/NjuzxHGCKq> to have an account created for them.
 - a. District Test Coordinators may also contact the Department’s English Language Proficiency Assessment Coordinator with specific questions;
abennett@sde.idaho.gov or (208) 332-6909.
2. When an account has been created, new users receive an email with further instructions on how to complete the account setup.
3. Go to the [WIDA Login](#) webpage and select WIDA AMS.

Test Administrator/ School Coordinator/ Technology Coordinator WIDA AMS Account Setup

1. TAs, SCs, or TCs should request an account be created by their District Test Coordinator.
2. When an account has been created, the user receives an email with further instructions on how to complete the account setup.
3. Go to the [WIDA Login](#) webpage and select WIDA AMS.

Table 3: WIDA AMS User Roles

WIDA AMS (DRC User Roles/Permission Set)	Permissions Within WIDA AMS
District Test Coordinator	This permission set is designed for Test Coordinators who should have access to WIDA AMS data for every school within the district.

WIDA AMS (DRC User Roles/Permission Set)	Permissions Within WIDA AMS
District Technology Coordinator	This permission set is designed for District Technology Coordinators who oversee the setup of technology configurations and student testing devices. School Technology Coordinators can help download testing software at the school level.
School Test Coordinator	This permission set is designed for Test Coordinators who should have access to WIDA AMS data for a specific school.
School Technology Coordinator	This permission set is designed for Technology Coordinators at a school site. These Technology Coordinators can help download testing software at schools.
Test Administrator	This permission set is designed for Test Administrators who are administering the online assessment (ACCESS for ELLs and/or WIDA Screener Online) at a particular school site.

ACCESS Participation Rate Appeal Web Application

Federal law mandates *ALL* English learners complete the State’s summative English language proficiency (ELP) assessment (ESSA Section 1111(b)(2)(G)(i)). District Test Coordinators are responsible for submitting an ACCESS Participation Rate Appeal for English learner who did complete or attempt to complete the summative English language proficiency assessment. The ACCESS Assessment Participation Appeals process provides districts an opportunity to adjust the district’s English learner ACCESS participation rate. The ACCESS Appeals submission window is typically open in late May through early June.

ACCESS Appeals Account Setup

District personnel responsible for submitting ACCESS Appeals require a “ACCESS Appeals” role be assigned to them. This request is made by contacting the district ISEE Coordinator or district Technology Coordinator. Users log-in to the web application via the [ACCESS Appeals Application](#).

SECTION III: TECHNOLOGY

This section provides an outline of the necessary technology components required to support WIDA Screener Online and ACCESS for ELLs. Technology Coordinators must ensure their technology infrastructure is ready for testing at the beginning of the year (facilitate program screening) and prior to the summative test administration. Failure to adequately prepare a

district's technology structure could impact and could potentially invalidate student performance scores.

Technology Requirements: WIDA Screener Online & ACCESS for ELLs Online

Prior to administering WIDA Screener Online or ACCESS for ELLs Online, districts must first configure, install, and manage the DRC INSIGHT Online Learning System. District IT personnel tasked with these responsibilities require the District Technology Coordinator role be set up within the WIDA AMS. The District Technology Coordinator account permission set allows the user to configure and download the necessary software packages to administer an online ELP assessment. The [DRC INSIGHT Technology User Guide for WIDA](#) is a comprehensive guide, outlining how to configure, install, manage, and troubleshoot the DRC INSIGHT Online Learning System (see [Appendix 4: DRC INSIGHT TECHNOLOGY RESOURCES](#)).

DRC INSIGHT Online Testing System

DRC INSIGHT is a secure web-browser testing interface that is installed on each testing device. DRC INSIGHT works with various software and hardware components to provide a secure online testing environment. DRC INSIGHT delivers assessments and related resources online for all test sections and grade levels by incorporating computerized testing, related resources, dynamic reporting, and a suite of tools. It works with the Central Office Services (COS) application to help manage network traffic, maintain connectivity, and manage bandwidth issues.

The Data Recognition Corporation (DRC), which oversees the WIDA AMS, can be contacted to assist districts with troubleshooting efforts. DRC Customer Service can be reached either by email WIDA@datarecognitioncorp.com or by calling (855)-787-9615.

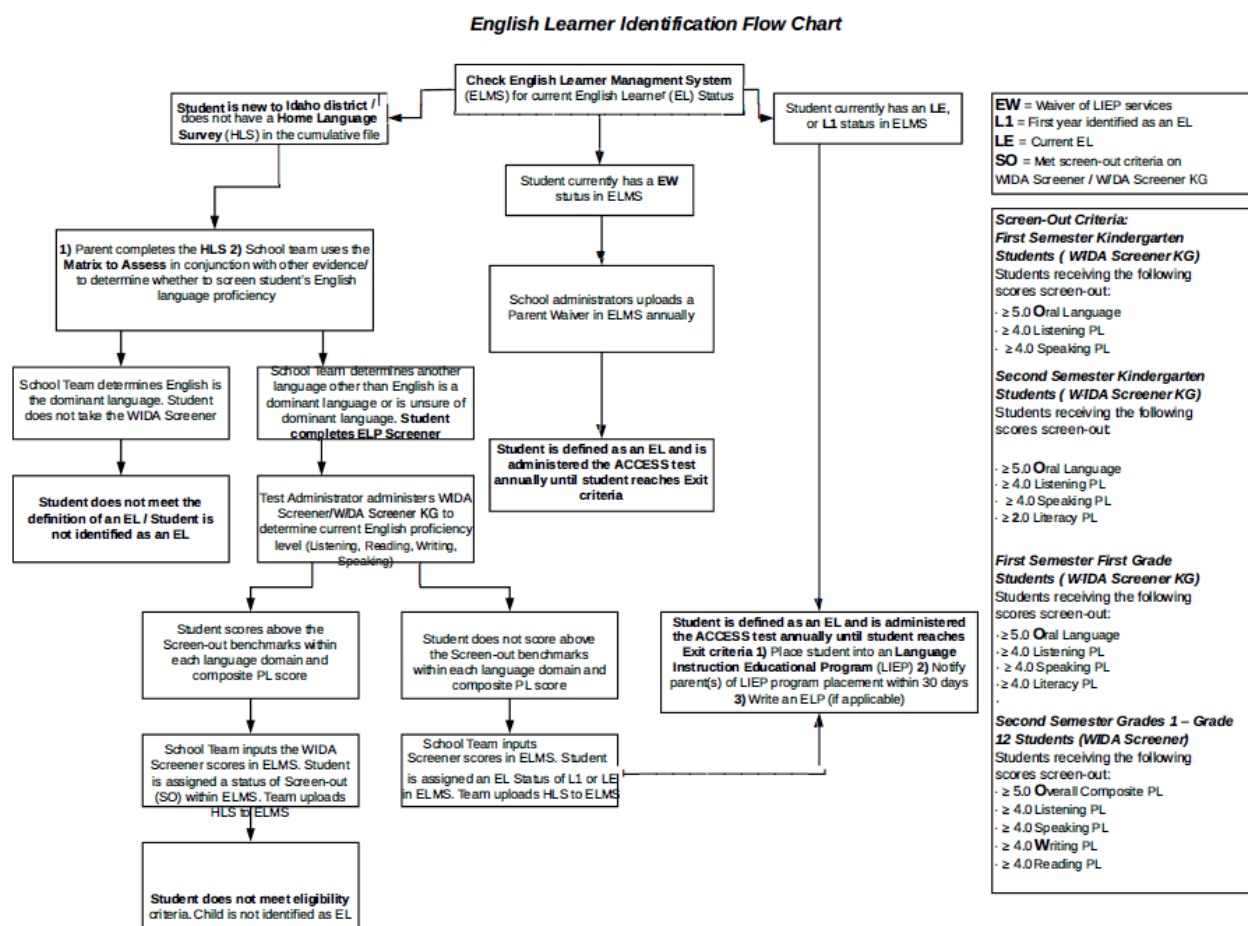
SECTION IV: ENGLISH LEARNER IDENTIFICATION

Section IV outlines policies and procedures, ELP screeners options, administrator training and certification requirements, and program eligibility criteria that is used to identify a student as an English learner.

The Every Student Succeeds Act (ESSA), requires states to adopt a standardized, non-discriminatory, statewide procedures for entry into EL support services (ESSA Section 3113(b)(2)). Districts are required to establish local procedures to fulfill state and federal requirements to accurately and in a timely manner identify students eligible for EL support services. The Idaho Department of Education in collaboration with Idaho districts, has identified a standardized set of steps to identify a newly enrolled Idaho student for EL support services.

EL Identification Flow Chart

The EL Identification Flow Chart outlines the EL identification process.



English Learner Management System

Districts are tasked with establishing a standardized enrollment procedure that encompasses various elements, including ensuring the identification of current and potential English learners. This enrollment process involves two key steps: (1) confirming whether a child holds current EL status, and (2) determining if the student requires evaluation for eligibility in an English language support program.

To confirm a student's EL status, district staff utilize the "Find Child" function within ELMS. If the student already possesses an EL Status of LE (continuing EL) or L1 (First year EL identified) in ELMS, they can be directly enrolled in the district's Language Instruction Educational Program (LIEP). However, if the student's EL Status is listed as EW, indicating a parent has waived EL services, they are still required to complete the annual summative English language proficiency

assessment (ACCESS for ELLs). In cases where the student lacks an EL status in ELMS, the district must follow the State's standardized EL identification process.

Home Language Survey (HLS)

District are required to employ a standardized procedure to identify potential ELs as they are enrolled into the district ([20 U.S. Code § 6823](#)). The Home Language Survey (HLS) collects information around the primary home language used by the child and acts as one of the first steps in the EL identification process. The survey is an objective and non-discriminatory tool used to identify a student as a potential EL who may be eligible for EL services ([20 U.S. Code § 1703](#)). Idaho districts are required to administer the Idaho [Home Language Survey](#) at the time of a child's enrollment to the district (20 United States Code (USC) §6312; 114-95, §1112(e)(3)(A)(i)).

Idaho districts include an HLS within their enrollment paperwork; however, the child's cumulative file and ELMS record should be consulted first before moving forward with the EL identification process. A child's original HLS, completed at the time of the child's first enrollment to an Idaho district, holds precedent over subsequent HLS.

Completing the HLS

During enrollment, parents complete the HLS by providing responses to eight state approved HLS questions. The main purpose of the HLS is to identify the prevalence of languages other than English which may impact the student's ability to access grade-level content in English. All district staff involved in the enrollment process must be familiar with the purpose and value of collecting information on the HLS. Moreover, it is the district's responsibility to ensure staff and parents understand their legal obligations as they pertain to the EL identification process (see [Appendix 10](#)). All district staff who guide families through the enrollment process should be able to clearly explain to parents the purpose of the HLS, how the results are used, how providing accurate information will ensure the child receive services for which they are eligible and provide information to the parent on the right to decline EL services. Federal law requires that the HLS be given in a language that the student's parents/guardians can understand ([20 U.S.C § 6312 \(e\) \(4\)](#)).

When a language other an English is identified as a response on one or more HLS questions, the district may continue with the EL identification process. If English is the only language given as a response, the child does not qualify as a potential EL and the EL Identification process stops.

Districts are encouraged to review the “Decision to Assess Matrix” ([Table 4](#)) to assist district teams in deciding whether to collect more information around the child’s language use, or to move forward with administering an ELP screener. It is important to note that once the determination has been made to administer either the WIDA Screener for Kindergarten or WIDA Screener, eligibility into EL services becomes dependent on the child’s screener performance (see screen-out criteria [Table 7](#) and [8](#)). Completed HLS are required to be 1) signed and dated by the parent, 2) uploaded into the child’s ELMS record, and 3) be placed into the child’s cumulative folder.

Required Home Language Survey Questions

1. What language(s) are spoken in the home?
2. What language(s) does your child speak most often?
3. What language(s) did your child first learn?
4. Which language does your child use when speaking to/with you?
5. What language do you use when speaking to/with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

Decision to Assess Matrix

The Decision to Assess Matrix is employed as a tool to assist districts in evaluating HLS parent responses and to determine whether an ELP screener ought to be administered. If only questions 1, 3, or 5 have a language other than English, then districts are encouraged to call the parent to clarify the child’s exposure to other language(s) and consider the potential impact on learning. If question 1 and 3 are both marked as a language other than English, then district staff administer the ELP screener. If district teams ever have a question about whether to screen a student when a language other than English is present on the HLS, it is recommended to err on the side of caution and administer the appropriate ELP screener.

Table 4: Decision to Assess Matrix

Question	Answer								
1. What language(s) are spoken in the home?	Other than English	English	English	English	English	Other than English	Other than English	Other than English	Other than English
2. What language(s) does your student speak most often? (Always triggers a test if answered as a language other than English)	English	Other than English	English	English	English	English	Other than English	Other than English	Other than English
3. What language(s) did your student first learn?	English	English	Other than English	English	English	Other than English	Other than English	Other than English	Other than English
4. Which language does your student speak with you? (Always triggers a test if answered as a language other than English)	English	English	English	Other than English	English	English	English	Other than English	Other than English
5. Which language do you use when speaking with your student?	English	English	English	English	Other than English	English	English	English	Other than English
Action:	Call: What is the exposure to other language(s) in the home?	Test	Call	Test	Call	Test	Test	Test	Test

Identification Complete / Not Screened Status (New SY2025)

In certain scenarios, a district may start the EL Identification process based on the HLS parent responses, but after more evidence is collected conclude, the child does not need to complete WIDA Screener or WIDA Screener for Kindergarten. In these unique scenarios, districts are required to formally confirm the completion of the English Learner (EL) identification process and outline the district's justification to not screen in ELMS.

District personnel responsible for inputting screener scores in ELMS, indicate the EL identification process has been complete by completing the following steps:

1. Log into ELMS.
2. Use the **"Find Child"** to lookup a student.
3. Under **"Actions"** column, select **"Screeners"**.
4. Select **"No Screener Administered"**.
5. Complete the following fields:
 - a. District
 - b. Justification
 - c. Upload child's Home Language Survey
6. Select **"Submit"**.

To ensure clarity and transparency, specific information should be provided for justification. This includes a clear articulation of the reasons the district opted not to screen, such as established language proficiency or other assessment outcomes. Additionally, the individuals involved in the decision-making process should be identified to uphold accountability and transparency. It is crucial to include dates indicating when the decision was made, offering a timeline for reference and documentation purposes. By detailing these elements comprehensively, districts can uphold accountability and maintain transparency in their EL identification procedures.

WIDA Screener & WIDA Screener for Kindergarten: Training and Certification

All Test Administrators must complete the appropriate training and certification requirements annually (between July 1 and June 30) prior to proctoring either the WIDA Screener (Online/Paper) or WIDA Screener for Kindergarten. The required trainings and certification quizzes are accessed via the [WIDA Secure Portal](#). Trainings and certification quizzes are taken asynchronously by selecting the desired assessment under the [Assessment Training](#) header. A filter function is available to quickly identify the training and certifications needed to administer a specific assessment. DTCs, TAs, and SCs must complete the training and successfully complete the certification quiz(zes) with a score of 80% or higher to be considered certified to give a specific WIDA Screener.

Table 5: WIDA Screener & WIDA Screener for Kindergarten Training and Certification Requirements

WIDA Screener	Training Course Name	Certification Quiz Name
WIDA Screener for Kindergarten	<ul style="list-style-type: none"> WIDA Screener for Kindergarten: Administration and Scoring 	<ul style="list-style-type: none"> <i>WIDA Screener for Kindergarten: Oral Language Certification Quiz</i> <i>WIDA Screener for Kindergarten: Literacy Certification Quiz</i>
WIDA Screener Online WIDA Screener Paper*	<ul style="list-style-type: none"> WIDA Screener Online: Administration WIDA Screener Paper: Administration Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Writing for Grades 1-5: Scoring WIDA Screener Writing for Grades 6-12: Scoring WIDA Screener 	<ul style="list-style-type: none"> <i>WIDA Screener Online: Administration Certification Quiz</i> <i>WIDA Screener Paper: Administration Certification Quiz</i> <i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz</i> <i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Certification Quiz</i> <i>Writing for Grades 1-5: Scoring WIDA Screener Certification Quiz</i> <i>Writing for Grades 6-12: Scoring WIDA Screener Certification Quiz</i>

**WIDA Screener Paper training and certification quizzes need only be completed for the grade-level range the TA intends to administer (1-5 or 6-12).*

For example, if a TA wishes to administer WIDA Screener Paper to a second-grade student, the TA only needs to complete the training and quizzes associated with the grade-level range 1-5. The TA in this case would need to complete the following trainings and quizzes:

WIDA Screener Paper: Administration AND WIDA Screener Paper: Administration Certification Quiz;

Speaking for Grades 1-5 - Scoring ACCESS Paper and WIDA Screener AND Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz;

Writing for Grades 1-5 - Scoring WIDA Screener AND Writing for Grades 1-5: Scoring WIDA Screener Certification Quiz.

WIDA Screener Online: Practice Test, Test Demo, and Sample Items

There are resources available for educators, parents, and students who seek to develop a better understanding of WIDA Screener Online. The practice test, test demo, and sample item resources give an overview of the test platform, how test items are operationalized, and presents practice items to build understanding prior to an online ELP screener administration. Practice tests, test demos, and sample items are available on the WIDA AMS landing page:

<https://www.drcedirect.com/all/eca-portal-v2-ui/#/login/WIDA>.

Screening Potential ELs Using WIDA Screener for Kindergarten and WIDA Screener

WIDA Screener for Kindergarten and **WIDA Screener** (Online/Paper) are used to measure a potential EL's English language proficiency (ELP) in reading, writing, speaking, and listening. Results derived from WIDA Screener for Kindergarten and WIDA Screener confirm whether a child is eligible to enter a district's language instruction educational program. Under ESEA Section 1112(e)(3)(A), ELP screener results, LIEP eligibility outcomes, and programmatic information must be shared with the parent of the child within 30-days of enrollment (see [Appendix 10](#)). The communication of results and outcomes must be in a language that is comprehensible to the parent.

Downloadable resources and physical screener materials are available for download via the WIDA Secure Portal > Resources > Screener Online/Screener Paper*/ Screener for Kindergarten.

*WIDA Screener Paper test materials are available upon request from the Idaho Department of Education or by ordering the materials directly from the [WIDA Store](#). A complete set of WIDA Screener Paper materials are **not** available for download via the WIDA Secure Portal.*

WIDA Screener for Kindergarten

[WIDA Screener for Kindergarten](#) is an adaptive paper-and-pencil ELP screener given to potential ELs newly enrolled in **Kindergarten through first semester grade 1**. WIDA Screener for Kindergarten is one tool used during the EL identification process. WIDA Screener for Kindergarten is scored at the time the screener is administered by the Test Administrator. After the screener is completed, the Test Administrator uses the [WIDA Screener for Kindergarten Score Calculator](#) to calculate a student's English language proficiency.

WIDA Screener for Kindergarten: Administration Steps

Potential ELs enrolling into first and second semester kindergarten, and first semester grade one complete WIDA Screener for Kindergarten. Follow the steps below to administer WIDA Screener for Kindergarten.

1. Ensure TA has completed the training and certifications necessary to administer WIDA Screener for Kindergarten.
2. Ensure all documented accommodations and/or supports are provided to the child during screener administration.
3. Log into the WIDA Secure Portal to download and print the WIDA Screener for Kindergarten test materials under the "Resources" tab. The following materials are needed during administration.
 - a. WIDA Screener for Kindergarten Cards
 - b. WIDA Screener for Kindergarten Response Booklet
 - c. WIDA Screener for Kindergarten Score Sheets
 - d. WIDA Screener for Kindergarten Storybook

- e. WIDA Screener for Kindergarten Test Administrator Script
 - f. WIDA Screener for Kindergarten Test Administrator Manual
4. Administer WIDA Screener for Kindergarten in a one-on-one environment.
5. Enter the tabulated scores from the score sheet into the [WIDA Screener for Kindergarten Score Calculator](#).
6. Enter the district and student demographic information into the WIDA Screener for Kindergarten Score Report, print, and add the report to the child's cumulative record.
7. Enter the child's scores into the [English Learner Management System](#) (ELMS).
 - a. When entering information into ELMS, select 'WIDA KG' under the field "Test Type" to define WIDA Screener for Kindergarten as the ELP screener administered.

WIDA Screener Online

[WIDA Screener Online](#) is administered via the DRC INSIGHT web application after a child's demographic information and a new test session/registration has been created within [WIDA AMS](#). The Listening and Reading domains are scored automatically by the DRC INSIGHT system, while the Speaking and Writing domains are scored by a certified Test Administrator within [WIDA AMS](#). Students in grades 1-3 complete the Writing domain of the test on paper. After students in grades 1-3 complete the Writing domain, the TA scores the responses and uploads the scores into WIDA AMS.

WIDA Screener Online Writing Response Booklets and Test Administrator Scripts are downloaded from the WIDA Secure Portal > Resources > (Topic) Screener Online > (Resource Type) Test Booklet/Test Administrator Script > Apply Filters.

WIDA Screener Online: Administration Steps

Potential ELs enrolling into **second semester grade 1 – grade 12** complete WIDA Screener (Online) as the default ELP screener. DRC INSIGHT system (required technology setup) must be configured and operational prior to a WIDA Screener Online administration. The [WIDA Assessment Management System \(WIDA AMS\) User Guide](#) and in-application [WIDA AMS Online Help](#) function provide step-by-step instructions on how to setup and navigate the WIDA AMS. Follow the steps below to administer WIDA Screener Online.

1. Ensure TA has completed the training and certification necessary to administer WIDA Screener Online.
2. Ensure all documented accommodations and/or supports are provided to the child during the screener administration.
3. Add WIDA Screener registrations and child demographic information into WIDA AMS.
 - a. See WIDA AMS User Guide pages 80 / [Online Help for Test Management](#)
4. Print test ticket(s).
 - a. [Printing Test Tickets](#)

5. Administer WIDA Screener Online.
 - a. Have student login to the DRC INSIGHT secure browser using the student's test ticket.
 - b. Ensure the student has completed each section (reading, writing, listening, speaking).
6. Score student responses grades 4-12 within the WIDA AMS.
 - a. See WIDA AMS User Guide pages 84-100.
 - b. To score a student's Writing and/or Speaking response, the correct permission set must first be assigned to a user's WIDA AMS account profile. Refer to pages 85-87 of the WIDA AMS User Guide "Providing Access to Educator Scoring" for more details on how to assign the scoring permission set to district staff.
6. Score student responses grade 1 second semester – grade 3 by hand and enter scores into WIDA AMS.
 - a. See WIDA AMS User Guide page 89.
 - b. Enter hand-scored student writing responses into WIDA AMS
7. Retrieve student's completed WIDA Screener Online scores and print the report for the student's cumulative record.
 - a. See WIDA AMS User Guide pages 104-107.
8. Enter the child's scores into the [English Learner Management System](#) (ELMS).
 - a. When entering information into ELMS, select 'WIDA Online' under the field "Test Type" to define WIDA Screener Online as the ELP screener administered.

WIDA Screener Paper

[WIDA Screener Paper](#) is a paper-based test available to ELs who are unable to complete WIDA Screener Online. The WIDA Screener Paper version is also recommended for students who have a documented Individual Education Program (IEP) or 504 Plan which inhibits meaningful participation in one or more test domains (see [Section 5: Accessibility and Unique Testing Considerations](#)). WIDA Screener Paper is administered in a one-to-one setting and is scored locally by a certified Test Administrator. Once completed, the raw scores are input into the [WIDA Screener Paper Score Calculator](#) to derive domain and composite scores. Certain materials for the WIDA Screener Paper must be requested prior to administration of WIDA Screener Paper. Email the ELPA Coordinator [Andrew Bennett](#) or call (208) 332-6909 for more information on how to request paper materials.

Recommended Grade-Level Cluster Screener Form

For potential ELs in their first semester of the first year in a grade-level cluster, it is recommended to administer a lower grade-cluster screener form (Table 6). For example, first semester grade 1 students complete WIDA Screener for Kindergarten to determine EL eligibility. A student enrolling into the first semester grade 6, is administered the 4 – 5 grade-

level cluster of WIDA Screener. WIDA Screener grade-level cluster 6 – 8 form is administered to students enrolling into the second semester of grade 6 through the first semester of grade 9.

Table 6: WIDA Screener Recommended Grade-level Cluster Test Form

Grade	1		2		3		4		5		6		7		8		9		10		11		12		
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Grade-Cluster Form	K	Grade 1 Test		Grades 2-3 Test		Grades 4-5 Test		Grades 6-8 Test		Grades 9-12 Test															

Table 7: WIDA Screener for Kindergarten: Screen-Out Criteria

Potential ELs who attain the following criteria during each enrollment semester, are **not** eligible for EL services. When district staff enter a potential EL’s screener score into ELMS, the system automatically calculates the child’s eligibility. An “SO” EL Status populates in ELMS when a child has successfully screened-out of LIEP services.

Enrollment Grade & Semester	Language Domains Assessed	Screen-Out Criteria
Kindergarten Semester One	Listening and Speaking (Only)	<ul style="list-style-type: none"> • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level
Kindergarten Semester Two	Listening, Speaking, Reading, and Writing	<ul style="list-style-type: none"> • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score
Grade 1 Semester One	Listening, Speaking, Reading, and Writing	<ul style="list-style-type: none"> • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score

Table 8: WIDA Screener (Paper/Online): Screen-Out Criteria

Enrollment Grade & Semester	Language Domains Assessed	Screen-Out Criteria
Grade 1 Semester Two – Grade 12	Listening, Speaking, Reading, and Writing	<ul style="list-style-type: none"> • ≥ 5.0 Overall Composite Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Writing Proficiency Level

ELMS: Recording Screener Results and HLS Upload

After an English language proficiency (ELP) screener is administered to a potential EL, results must be entered into the English Learner Management System (ELMS). After the student’s demographic information, screener scores, and HLS are recorded successfully into ELMS, an EL Status is assigned to the child. ***ELMS does not assign an EL Status to the child unless the HLS is uploaded, and screener scores are saved and submitted.*** Once student information, screener scores, and HLS is uploaded, the ELMS user must select the “**save**” and “**submit**” buttons to complete a screener submission into ELMS. For more details on how to add screener scores into ELMS, refer to the English Learner Management System User Manual housed on the Federal Programs [English Learner Program/Title III webpage](#) or refer to [Appendix 9](#).

In addition to inputting the information into ELMS, districts are required to place a copy of both the child’s screener scores and HLS into the child cumulative record.

Table 9: English Learner Status Codes and Description

EL Status Code	Description
SO	A student who has met Idaho screen-out criteria for either WIDA Screener (Online/Paper) or WIDA Screener for Kindergarten does NOT qualify for services.
L1	An English learner who has been identified in the current academic year (July 1 – June 30).
LE	A continuing English learner. This status remains until the child meets the LIEP exit criteria (child attains English proficiency).

Pre-Kindergarten EL Identification

Districts enrolling students into a pre-kindergarten program (prior to kindergarten) cannot use the WIDA Screener for Kindergarten as the screener to determine EL program eligibility. Specific guidance on how to screen pre-kindergarten students is found in [Appendix 11](#).

SECTION V: IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Districts are required to annually monitor individual student progress towards English proficiency and reclassify students from district services using a standardized summative English language proficiency assessment. This provision is designed to ensure that ELs attain English language proficiency within a reasonable time and that the districts program model is delivering desirable outcomes. As per ESEA section 1111(c)(4)(A)(ii) and IDAPA Rule 08.02.03.111.04, districts in Idaho are obligated to administer a valid and reliable English language proficiency (ELP) assessment annually in reading, writing, listening, and speaking to all identified English learners.

Idaho English Language Proficiency Assessment (ACCESS for ELLs)

Since 2016, Idaho has administered a suite of proprietary English language proficiency assessments developed by the WIDA Consortium. The English language proficiency assessments (ACCESS for ELLs, WIDA Alternate ACCESS, Kindergarten ACCESS for ELLs) are known collectively as ACCESS for ELLs. The test administration window typically spans from the last week of January to the first week of March. ACCESS for ELLs test administrations are conducted face-to-face.

ACCESS for ELLs is a secure, standards-based, large-scale suite of assessments administered annually to all English learners from kindergarten through grade 12. ACCESS for ELLs is comprised of four individual sub-tests (Reading, Writing, Listening, and Speaking). The test evaluates a child's academic English proficiency by considering three dimensions of language: discourse, sentence, word/phrase. Interpretive and expressive language modes are presented and evaluated within the content areas of English language arts, mathematics, science, and social studies. A student's English language proficiency level is described within six levels of English proficiency (PL1-Entering, PL2-Emerging, PL3-Developing, PL4-Expanding, PL5-Bridging, PL6-Bridging).

ACCESS for ELLs Online

ACCESS Online is the default summative ELP assessment administered in Idaho. ACCESS for ELLs Online (ACCESS Online) is a computer-based, adaptive test that is delivered through the secure DRC INSIGHT web application. Each language domain is scored automatically by either the test platform or by the test vendor's trained student response evaluators. ELs in grades 1-3 complete the Writing domain of ACCESS Online via paper.

ACCESS for ELLs Paper

ACCESS for ELLs Paper (ACCESS Paper) is a paper-based test available to ELs who are unable to complete ACCESS Online. The Speaking domain is administered individually and is scored by a certified Test Administrator on-site. The Listening, Reading, and Writing domains are scored by the test vendor after the paper test materials are successfully received.

Kindergarten ACCESS for ELLs

Kindergarten ACCESS for ELLs (Kindergarten ACCESS) is a paper-based test and is individually administered to kindergarten students by a certified Test Administrator. The Test Administrator scores all language domains at the time it is given. Each Kindergarten ACCESS test takes approximately 30 – 60 minutes.

WIDA Alternate ACCESS

WIDA Alternate ACCESS (Alt. ACCESS) is a summative paper-based English language proficiency assessment that is administered to children who have been identified as English learners, and who have met the [Idaho Alternate Assessment Participation Criteria](#). All parts of the assessment are scored at the time the assessment is given.

ACCESS for ELLs Accessibility and Accommodations Manual

It is the collective responsibility of district staff to understand and ensure a student with a documented need is provided the support and/or accommodations necessary for the student to meaningfully participate in ACCESS for ELLs. District and school administrative staff, educators, support staff, including those responsible for Individualized Education Programs (IEPs), 504 Plans, and support for students covered under Title II of the Americans with Disabilities Act (ADA), should be familiar with the [Accessibility and Accommodations Manual](#) and the guidance within, prior to testing. Only students with an IEP/504 Plan are permitted to have an accommodation assigned during a test. For more information on accessibility and unique testing considerations see [Section V](#).

ACCESS for ELLs Training and Certification

All Test Administrators and Test Coordinators must complete the appropriate training and certification requirements annually prior to proctoring any ACCESS for ELLs assessment. The required training modules and certification quizzes are accessed via the [WIDA Secure Portal](#). Trainings and certification quizzes are taken asynchronously by selecting the desired assessment under the [Assessment Training](#) header. A filter function is available to quickly identify the training and certifications needed to administer a specific assessment.

District Test Coordinators (DTCs), School Test Coordinators (SCs), and Test Administrators (TAs) are required to complete the training and certification quiz(zes) with a score of 80% or higher **annually** (July 1 – June 30).

Table 10: ACCESS for ELLs Training and Certification Requirements

ACCESS for ELLs Form	Training Course Name	Certification Quiz Name
Kindergarten ACCESS for ELLs	<ul style="list-style-type: none"> Kindergarten ACCESS for ELLs: Administration and Scoring 	<ul style="list-style-type: none"> <i>Kindergarten ACCESS Certification Quiz</i>
ACCESS for ELLs Online	<ul style="list-style-type: none"> Online ACCESS for ELLs: Administration 	<ul style="list-style-type: none"> <i>Online ACCESS for ELLs: Administration - Certification Quiz</i>
ACCESS for ELLs Paper	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <i>Paper ACCESS for ELLs: Administration Certification Quiz</i> <i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz</i> <i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Certification Quiz</i>
WIDA Alternate ACCESS	<ul style="list-style-type: none"> WIDA Alternate ACCESS: Administration and Scoring 	<ul style="list-style-type: none"> <i>Alternative ACCESS Certification Quiz</i>

WIDA Assessment Management System: Student Import File

At the end of November, the Idaho Department of Education’s ELPA Coordinator submits a comprehensive student roster to WIDA’s test vendor (Data Recognition Corporation) on behalf of all Idaho districts. The Student Import File is used to:

1. order initial ACCESS for ELLs test materials;
2. order ACCESS for ELLs student demographic labels (pre-ID labels);
3. create generic ACCESS for ELLs Online test registrations within WIDA AMS;
 - a. assign students to the appropriate ACCESS for ELLs Online test registrations (Reading, Listening, Speaking and Writing);
4. add accommodations to a student’s test registrations; AND
5. roster students into the WIDA AMS.

The student import file is downloaded from ELMS. It is essential that the DTC review the information in ELMS prior to the November upload to ensure the information is accurate. Prior to the Student Import File upload, districts use ELMS to, 1) make modifications to an

individual's ACCESS for ELLs "Mode of Administration", 2) assign accommodations to students with an IEP or 504 Plan and, 3) verify district EL counts.

Initial ACCESS for ELLs Materials Order

All ACCESS for ELLs material is delivered to the district office approximately two weeks prior to the opening of the test window. The Department utilizes the District EL Student Summary List in ELMS to identify students who 1) are required to complete ACCESS for ELLs (need test materials ordered and be rostered into test registrations), and 2) require a printed Pre-ID label. All ELs with an EL Status of L1, LE, or EW have materials ordered for them based on the student's grade and defined mode of administration in ELMS. ELMS applies the following defaults when populating the Student Import File:

- All students with a grade of '00' are ordered Kindergarten ACCESS for ELLs;
- All students with a grade of 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 are placed into an ACCESS for ELLs Online test registration in WIDA AMS;
 - Grades 01, 02, and 03 are ordered a Student Response Booklet for the Writing portion of ACCESS for ELLs Online (these students will not be placed into a Writing registration in WIDA AMS).
- Students in grades 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 who took the WIDA Alternate ACCESS in the previous year have the same test identified as their default form for the current year;
- Students in grades 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 who took ACCESS for ELLs Paper in the previous year have the same test identified as their default for the current year;
 - *Prior to the State's upload, the appropriate Paper Tier should be verified, so that it matches the student's current proficiency level (see next section for details).
- An accommodation selected during the prior year will be assigned automatically for the current year.

For more information on the initial materials order and how to modify a child's ACCESS for ELLs Mode of Administration, paper tier, and/or test accommodations, refer to [Appendix 12](#).

It is necessary to inventory **all** materials using the security and inventory lists supplied by Data Recognition Corporation (DRC) once they arrive at the district. Districts are responsible for ensuring that test materials are securely stored. If a materials discrepancy exists, the Department's [English Language Proficiency Coordinator](#) must be contacted immediately and a

test incident submission within the [Idaho Department of Education Test Incident Log](#) is required.

ACCESS for ELLs Paper Tier Selection

If the determination is made to administer the paper form of ACCESS for ELLs, a child's English proficiency level must be reviewed to identify the appropriate tier is selected and ordered (either Tier A or Tier B/C). It is recommended to follow the guidance below when ordering Paper ACCESS for ELLs materials for individual students.

- **Tier A** is most appropriate for ELs who *have an overall PL score of 2.0 or below*. Other considerations include:
 - a. student arrived in the U.S. or entered school in the U.S, within this academic school year without previous instruction in English; OR
 - b. student currently receives literacy instruction ONLY in their native language; OR
 - c. student recently tested at a beginning level of English language proficiency.
- **Tier B/C** is most appropriate for ELs who *have an overall PL score that is above 2.0*. Other considerations include:
 - a. student has acquired a 'developing' academic language proficiency in English; OR
 - b. student has acquired some literacy in English or are approaching grade level literacy in English; OR
 - c. student is likely to meet the State's exit criteria for support services by the end of the academic year.

Administering ACCESS for ELLs

Each version of ACCESS for ELLs (ACCESS for ELLs Online, ACCESS for ELLs Paper, WIDA Alternate ACCESS, and Kindergarten ACCESS for ELLs) has specific administrative protocols, which must be followed to attain valid and reliable scores. The [Test Administrator Manual](#), [District and School Test Coordinator Manual](#), and [WIDA AMS User Guide](#) should be consulted before, during, and after an ACCESS for ELLs administration. In addition, it is recommended to review the ACCESS for ELLs Checklist found on the [Idaho member page](#) of the WIDA website at least six to eight weeks prior to testing.

It is the test administrator's responsibility to monitor testing to ensure a standardized test environment is present. **TAs must ensure electronic devices (cellular phones, smartwatches, tablets, laptops, etc.) are not accessible or used during the test. The use of any unauthorized device invalidates a child's test score.**

ACCESS for ELLs Scheduling

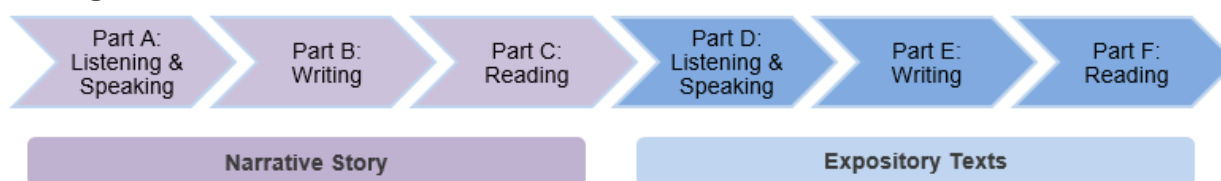
Scheduling is an essential element to consider when planning to administer ACCESS for ELLs. For example, some scheduling components of ACCESS for ELLs Online cannot be fully scheduled

until students complete the Listening and Reading sections due to the test adaptability and tiered test structure. Other considerations include the pre-defined task and item sequencing of each language domain. If possible, do not administer all four domain tests in one day (excluding Kindergarten ACCESS for ELLs). Table 11 and Table 12 may be used as references when the district begins ACCESS for ELLs schedule planning.

Table 11: Key ACCESS for ELLs Administration Information

Mode of Administration	Administration Format	Approximate Administration Time	Recommended Scheduled Testing Time	Scoring Process
Kindergarten ACCESS for ELLs	One-to-One	45 min.	60 min.	Scored by the TA
ACCESS for ELLs Paper	Listening, Reading, Writing: Group Administration Speaking: One-to-One	Listening: 20-40 min. Reading: 50 min. Writing: <ul style="list-style-type: none"> • Grade 1, Tier A: 25 min. • Grade 2-12, Tier A: 60 min. • Grade 1-12, Tier B/C: 65 min. Speaking: 15-30 min.	Listening: 60 min. Reading: 70 min. Writing: <ul style="list-style-type: none"> • Grade 1, Tier A: 40 min. • Grade 2-12, Tier A: 75 min. • Grade 1-12, Tier B/C: 80 min. Speaking: 15-30 min.	Reading, Writing, Listening: Centrally Scored (DRC) Speaking: Scored by the TA
ACCESS for ELLs Online	Group	Listening: 35-50 min. Reading: 45 min. Writing: 50-75 min. Speaking: 35 min.	Listening: 55 mins Reading: 60 mins Writing: 70-90 mins Speaking: 50 mins	Centrally Scored (DRC)
WIDA Alternate ACCESS	One-to-One	Listening: 20 min. Reading: 20 min. Writing: 20 min. Speaking: 20 min.	Listening: 30 min. Reading: 30 min. Writing: 30 min. Speaking: 30 min.	Scored by the TA

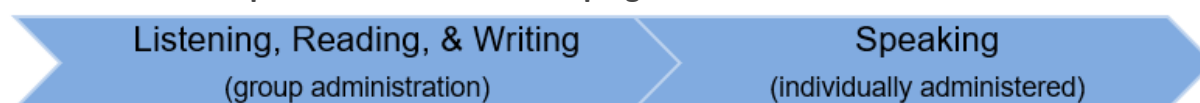
Kindergarten ACCESS for ELLs: Administration Order



ACCESS for ELLs Online: Administration Order



ACCESS for ELLs Paper: Administration Groupings



Tier Placement Export

A child's tier placement must be identified within WIDA AMS after a student finishes the Listening and Reading sections of ACCESS for ELLs Online. The Tier placement export determines the correct tier of the Writing test booklet that will be administered to ACCESS for ELLs Online testers in grades 1-3. A child's tier placement also identifies online testers who are assigned the Tier Pre-A Speaking form. Special administration procedures for the Tier Pre-A testers are detailed in the Test Administrator Manual.

View the Speaking and Writing tier placement in the Export Details CSV file after the student has finished the Reading and Listening domains. Users with the "Registration – Search/View" permission may export registration details, but the Speaking and Writing Tier Placement columns will only populate if the user also has the "Registrations - Tier Placement Report" permission. Follow the steps below to export the details of your selected registration(s) and view a student's tier placement.

1. Click **Test Management** from the WIDA AMS **My Applications** menu.
2. Confirm or enter your site criteria in the upper right corner. Click **Save**.
3. Confirm or select your **Registration Window** in the drop down. Make sure you select the correct year.
4. From the **View Registration(s)** tab, locate the registration you wish to view or edit. You can use the filters to narrow your search.
5. Once you have located the desired registration(s), select the checkbox next to the registration(s) and click the Export Details button. The resulting CSV file will contain columns for the Speaking Tier and Writing Tier, providing you with the necessary tier placement details.

ACCESS for ELLs Attemptedness Criteria

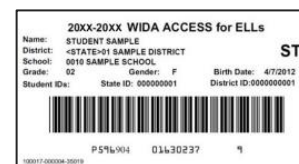
Attemptedness criteria refers to the policies used to determine the minimum interaction test takers need to have with a test to show that they have had an opportunity to respond. For ACCESS for ELLs, **students must demonstrate that they have responded or attempted to respond to at least one item per domain test in order for that test to be counted.** If a child does not meet the attemptedness criteria, they will not receive a score for the domain(s) the criteria was not met. See [Appendix 13](#) for the minimum criteria on each version of ACCESS for ELLs.

Student Response Booklet Labels

There are three types of test labels: Pre-ID, District/School, and Do Not Process. **Only booklets with Pre-ID or District/School labels are processed.** Missing labels and incomplete or inaccurate student information can result in late or missing student scores. Place labels only in the box indicated on the front cover of a test booklet. If you need to cover an incorrect Pre-ID label or apply a Do Not Process label to a used test booklet, place the new label directly over the originally applied label. Never write on a booklet label, print your own label, or copy a label. **Blank test booklets do not need Do Not Process labels.** Return unused booklets without any labels affixed.

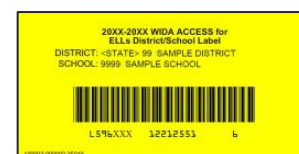
Pre-ID Labels

Pre-ID labels have individual student information in addition to school and district information. With these labels, you do not need to complete student demographic information on the front and back covers of the test booklet. However, you must still indicate the date the test was given on the front cover.



District/School Labels

District/School labels have only school and district information. When there is no Pre-ID label for a student, use a District/School label and complete the demographic information on the front and back covers of the test booklet. Do not use another school's District/School labels. Districts who do not have a district/school label for a particular school may request additional labels be sent by contacting the Idaho [Department of Education English Language Proficiency Coordinator](#).



Do Not Process Labels

Do Not Process labels prevent the entire test booklet from being processed. Use these labels for damaged booklets or unique situations when student responses should not be scored.

Test Materials Return

Materials must be returned by the return materials date to ensure score reports are processed and delivered to the State and district on time. After placing the secure test materials inside the supplied plastic bags, affix the supplied orange DRC return shipping label to the yellow DRC boxes (received during the initial materials shipment) and call UPS (866) 857-1501 to schedule a pick-up time. If you require extra DRC return labels, contact DRC (866) 787-9615 to make this request.

Missing Test Materials

All test materials should be inventoried and accounted for prior to sending the materials back to DRC. The “Returned to DRC” column on the Accountability Form in the WIDA AMS should be completed as a part of the inventory process. If a discrepancy exists, a list of the missing material and reasons why the discrepancy exists is required. Justification is placed toward the bottom of the Accountability Form. In addition, the DTC must complete a submission to the Idaho Department of Education Test Incident Log.

District Pre-Data Validation

Idaho is a proponent of data transparency and empowers districts to take a first look at student records prior to beginning the State’s data validation process. The district data validation process happens after the ACCESS for ELLs test window has closed and is designed to give districts the opportunity to identify student demographic, accommodation, and test result records that could potentially contain errors. Further information on the data validation process and step-by-step instructions on how to perform this action is found the [WIDA AMS User Guide Supplement: Data Validation](#).

ACCESS for ELLs Participation Rate Appeals

ESEA section 111(b)(2)(G)(i) and IDAPA Rule 08.02.03.111.04 mandate **ALL** ELs complete an annual assessment of English language proficiency (speaking, reading, writing, and listening).

The ACCESS for ELLs Participation Rate Appeals process provides districts an opportunity to adjust the district’s English learner ACCESS for ELLs participation rate. District staff tasked with reviewing or submitting an appeal need the proper permission set assigned to them to open the “ACCESS Appeals” web application in ISEE. Staff can request access to the ACCESS Participation Rate Appeals Web Application by requesting the permission set from their district’s ISEE Coordinator. The ACCESS appeals window typically opens at the end of May and is open for two weeks. Detailed information on the process can be found within the [EL Assessment Participation Appeals Guide](#).

Students exempt from one or more language domains on ACCESS for ELLs due to a documented need outlined in an IEP or 504 Plan, require an appeal be submitted.

ACCESS for ELLs Score Reports

ACCESS for ELLs score reports are available annually in May. Digital copies of each report (Individual Score Report, School Roster, School and District Frequency Report) are available for download via WIDA AMS. Individual Score Reports are available for download in over forty-nine languages. Individual Score Reports are mandated to be shared with the child's parent in a language that is understandable within three weeks of receiving them (IDAPA Rule 08.02.03.111.05.(b)). The ELMS is updated with new student performance data in August of each year.

WIDA provides several resources to understand student performance scores. These resources can be found on the [ACCESS for ELLs Score and Reports](#) and [Alternate for ELLs Score Reports](#) webpages.

Table 13: Available ACCESS for ELLs Score Reports in WIDA AMS

Score Report	Audience	Type of Information
Individual Student Report	<ul style="list-style-type: none"> Parents & Guardians Students Teachers School Teams 	Individual student's scale scores and language proficiency levels for each language domain and four composites.
Student Roster Report	<ul style="list-style-type: none"> Teachers Program Coordinators & Directors Administrators 	Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, and grade-level cluster.
School Frequency Report	<ul style="list-style-type: none"> Program Coordinators & Directors Administrators 	Number of students and percentage of total tested at each proficiency level for each language domain and four composites within a school.
District Frequency Report	<ul style="list-style-type: none"> Program Coordinators & Directors Administrators School Board 	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district.

ELs Achieving English Language Proficiency

English learners reclassify (exit) from a district's LIEP when the student attains the defined proficiency levels outlined in Table 14.

Table 14: ACCESS for ELLs Program Reclassification (Exit) Criteria

Grade	ACCESS for ELLs Test Form	Exit Criteria
Kindergarten	Kindergarten ACCESS for ELLs	<ul style="list-style-type: none">• ≥ 4.2 Overall Composite Proficiency Level• ≥ 3.5 Listening Proficiency Level• ≥ 3.5 Reading Proficiency Level• ≥ 3.5 Writing Proficiency Level• ≥ 1.0 Speaking Proficiency Level
Grade 1 – Grade 12	ACCESS for ELLs Online	
Grade 1 – Grade 12	ACCESS for ELLs Paper	
Kindergarten – Grade 12	WIDA Alternate ACCESS	<ul style="list-style-type: none">• P2 Overall Composite Proficiency Level (2019-2024)

**New WIDA Alternate ACCESS Reclassification Criteria will be define during SY2025*

SECTION VI: ACCESSIBILITY FEATURES AND UNIQUE TESTING CONSIDERATIONS

The Every Student Succeeds Act mandates participation in state assessments for all students, including those with IEPs, 504 Plans, and multilingual learners with Education Learning Plans. The WIDA suite of assessments (including WIDA Screener, ACCESS for ELLs, and WIDA Alternate ACCESS) incorporates universal design principles, ensuring equitable opportunities for students to demonstrate English proficiency.

The ELPA Accessibility and Unique Testing Considerations section aids districts in facilitating English Language Proficiency (ELP) assessments for multilingual learners (English learners). It ensures meaningful participation by identifying necessary supports and strategies. Districts must understand, distinguish, and apply appropriate procedures, supports, and accommodations for each ELP assessment, as per students' Educational Learning Plan, Individualized Education Plans, or 504 Plans.

Types of Supports and Accommodations

The [ACCESS for ELLs Accessibility and Accommodations Manual](#) provides detailed descriptions and examples of when various supports may be considered for use under each language domain. Some supports are available to all children completing an ELP assessment, and others are only available to students who have the need documented in an Educational Learning Plan (ELP), Individualized Education Program (IEP), or 504 Plan. Regardless of the supports available, all supports must be present during regular instruction and students ought to be familiar with the supports prior to an ELP assessment administration. A brief summary of the types of supports available on ACCESS for ELLs are listed below.

Universal Tools

Universal tools are always available to children participating in WIDA Screener(s) or ACCESS for ELLs. These tools are embedded in the online test platform as digital features and are provided in a physical form during a paper administration. Tools can reinforce a child's ability to demonstrate their language skills, but only if the child is comfortable and familiar with using the tool. Highlighters, a line guide, and scratch paper are examples of the universal tools available on WIDA Screener(s) and ACCESS for ELLs.

Administrative Considerations

Administrative Considerations are individualized administration procedures that give educators the flexibility needed to provide optimal testing conditions for individual students.

Administrative considerations can be provided to students but must be selected and/or documented within a child's Educational Learning Plan prior to an administration of WIDA

Screener(s) or ACCESS for ELLs. Typically, administrative considerations are provided to the student by the Test Administrator. A familiar test environment, extra breaks, or extended testing time are examples of an administrative consideration.

Accommodations

Accommodations are changes to test materials or testing procedures. Accommodations increase the ability of a student to access an assessment by mitigating the effects of a disability. Accommodations allow students to show their knowledge, skills, and abilities without making the test easier. In addition, accommodations do not affect validity or reliability, so they do not change how districts interpret and use student performance scores.

Accommodations are intended only for students with disabilities as documented in an IEP or 504 Plan. Accommodations decisions are made by a student's educational support team (IEP, 504 Plan, or Title II of the ADA). Accommodations should never be assigned unilaterally.

Students with an IEP or 504 Plan – Domain Exemption

In rare cases, an EL with a disability may be unable to access one or more language domains even after an allowable accommodation(s) has been assigned. When a district has identified a disability that precludes participation from a specific language domain, districts must:

1. ensure the necessity of the domain exemption is clearly outlined within the student's IEP or 504 Plan;
2. assign a Do Not Score Code of 'SPD' (Special Education Deferred) under the specific domain that is inaccessible to the child;
3. submit an ACCESS Participation Rate Appeal during the ACCESS Participation Rate Appeals window (late May – early June);
4. provide justification for why the disability precludes the student from participating meaningfully for each requested language domain exemption; AND
 - a. submit evidence that supports the justification (e.g. a copy of the student's IEP or 504 Plan that details explicit information to justify a need for a domain exemption).
5. provide additional evidence requested by the Department during the ACCESS Participation Rate Appeals window.

Once an ACCESS Participation Rate Appeal is reviewed and approved by the Department, a composite overall proficiency level score is generated for the student using a modified calculation (see [Approved Domain Exemption – Composite Overall Score Calculation](#) section). The modified calculation allows the Department to compute a student's level of English proficiency growth and whether the student qualifies to reclassify (exit) a district's Language Instruction Educational Program (LIEP).

Domain Exemption Examples

Example One: Student who is blind and low-vision (BLV)

A BLV student may qualify for a domain exemption if the student is not able to access an ELP assessment using the available supports.

- a. District teams may consider using the low-vision aids (highlighter, line guides, tracking tools) or a magnification device to allow visually impaired students the ability to better interact with the test items.

Example Two: Students who are deaf or hard of hearing (DHH)

A student who is DHH may qualify for a Listening and Speaking domain exemption.

- a. District teams may consider using an audio aid to amplify test items. Furthermore, TAs, SCs, DTCs, and 504 Plan teams should be familiar with the student's personal audio amplification device (hearing aid or cochlear implant) prior to testing, and plan to ensure the personal audio device is compatible with the assessment version. The district may also consider testing the child individually.

A student who is DHH who use American Sign Language (ASL) may be provided signed test directions in ASL by a qualified interpreter. **An interpreter is only able to sign test logistics, directions into ASL or another signed system. Translation of actual test items is not allowed.**

Example Three: Students who show characteristics of being non-verbal

A student who is non-verbal may qualify for a domain exemption from the speaking domain. Non-verbal students who do not have an IEP or 504 Plan, must attempt to complete the Speaking domain for the ELP screener and ELP summative assessment.

- a. Students who show characteristic of being non-verbal during one test administration may not show the same characteristics during a subsequent test session. Districts may consider reaching out to the parent to gather information on the student's home language use, to better understand whether the challenge is present within the student's home environment.

Non-verbal students who meet the [IDAA Participation Criteria](#) and complete WIDA Alternate ACCESS must also attempt to complete the speaking language domain.

- a. The TA administering WIDA Alternate ACCESS should be familiar with the student's communication mode. Consider that the student who appears to be non-verbal may be developing or increasing their proficiency to communicate their ideas, concepts, and information, not that the student is incapable of doing so.

Accommodation for a Temporary Disability

In incredibly unique cases, a student may need to be assigned an accommodation based on a temporary disability. Prior to the administration of any ELP assessment, districts must create an IEP or 504 Plan that lists the specific accommodation that is necessary for the student to access the assessment. If the student cannot meaningfully participate in one or more language domains due to the temporary disability, districts must follow the process steps found in the previous section (Students with an IEP or 504 Plan – Domain Exemption). Districts are encouraged to contact the Assessment and Accountability division of the Idaho Department of Education to discuss unique scenarios.

Temporary Disability Examples

- a. Scenario One: Child requires the Scribe (SC) accommodation due to the inability to use a pencil or keyboard.
- b. Scenario Two: Student requires the use of the non-standard test environment (NS) due to the inability to complete an ELP screener or ELP summative assessment at the school.
- c. Scenario Three: Student may be exempt from one or more domains due to an injury to their sight.

Approved Domain Exemption – Composite Overall Score Calculation

Once a district's request for a domain exemption has been approved, the Department calculates a composite overall proficiency level for the student. The composite overall proficiency level is calculated by distributing the missing domain percentage across the domains completed.

Table 1: Reweighting Composite Overall Score Calculation

Missing Domains		Reading	Writing	Listening	Speaking
None (No Reweighting)		35	35	15	15
One Missing Domain	Reading <i>Based on W, L, and S</i>	N/A	46 (+11)	27 (+12)	27 (+12)
	Writing <i>Based on R, L, and S</i>	46 (+11)	N/A	27 (+12)	27 (+12)
	Listening <i>Based on R, W, and S</i>	40 (+5)	40 (+5)	N/A	20 (+5)
	Speaking <i>Based on R, W, and L</i>	40 (+5)	40 (+5)	20 (+5)	N/A
Two Missing Domains	Reading & Writing <i>Based on L and S: Oral</i>	N/A	N/A	50 (+35)	50 (+35)
	Reading & Listening <i>Based on W and S</i>	N/A	70 (+35)	N/A	30 (+15)
	Reading & Speaking <i>Based on W and L</i>	N/A	70 (+35)	30 (+15)	N/A
	Writing & Listening <i>Based on R and S</i>	70 (+35)	N/A	N/A	30 (+15)
	Writing & Speaking <i>Based on R and L</i>	70 (+35)	N/A	30 (+15)	N/A
	Listening & Speaking <i>Based on R and W: Literacy</i>	50 (+35)	50 (+35)	N/A	N/A

WIDA Screener & ACCESS for ELLs Paper Form

Districts may choose to administer an ELP assessment in its paper form (WIDA Screener Paper or ACCESS for ELLs Paper) to address an identified individual student need. When a district decides to use a paper format, all test domains (reading, writing, listening, and speaking) must be completed on paper. Districts may consider, but are not limited to using a paper format when:

- a student is not familiar with how to navigate the district's default testing device;
- a district recognizes the student performs better on paper;
- a student may need to magnify/project the test items.

WIDA Screener Paper Form

Districts may request a paper form of the WIDA Screener Paper be sent to their district by contacting the Idaho Department of Education's [English Language Proficiency Assessment Coordinator](#).

Translated Test Logistics, Directions, and Practice Items

Students with a beginning level of English proficiency (PL 1.0-1.9) may need test logistics, directions, and/or practice test items rephrased or translated into the student's preferred

language. Districts that provide translations of test logistics, directions, and/or practice test items, must submit a test incident to the Idaho Department of Education's [Test Incident Log](#) indicating the intent to provide translations during an ELP screener or ELP summative assessment. Required information that must be submitted within the test incident log submission must include; the student's name, test domain, name of interpreter, and name of language used.

Personnel providing translations must:

1. be proficient in English and the target language;
 - a. Highly recommended that translator have previous experience translating English-target language.
2. be trained and certified to give ACCESS for ELLs;
3. sign the [WIDA Non-Disclosure User Agreement](#);
4. sign the Idaho Department of Education [Assessment Confidentiality Agreement](#).

No test item or response option can be translated on any of the WIDA suite of assessments.

Students Who Continue to be Served Past Commencement

Idaho students are classified according to the Federal definition as described in the Elementary and Secondary Education Act (ESEA) Section 3201(5). Under this definition, students who continue to receive district services after completing adapted graduation requirements (ISEE – Program Exit Reason '02' IDAPA [08.02.03.109.07](#)), must complete the annual Idaho ELPA until 21 years of age, or when the child un-enrolls from the district.

Dyslexia Considerations

It is important to remember that every student with dyslexia is unique, and their needs may vary. Therefore, a personalized approach that considers their individual strengths and challenges is key to their success. It is recommended to review the, [Idaho Dyslexia Handbook](#) as a resource for educators and parents to better understand dyslexia.

Idaho Statute, Section [33-1802](#), as amended in 2022, defines dyslexia as follows:

“Dyslexia means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.”

ELP Assessment Dyslexia Considerations

Below are some considerations for districts as they approach ELP testing for students who have been diagnosed with or who may have characteristics of dyslexia.

1. Collaborative engagement between families, educators, specialists, and administrators is critical in gathering and interpreting all student data to make decisions on how to best assess a student with dyslexia.
2. Providing particular **administrative considerations** may allow students with dyslexia *more processing time for test items*.
 - a. Districts may consider the extended testing time, short segments, individual test setting, or the paper-based format.
3. Employment of available Universal Tools: color adjustments, line guides, and magnification devices may assist students with or have characteristics of dyslexia.

Non-Compliant Student Behavior

Test Administrators may encounter students who are unwilling or exhibit aggressive behavior during one or more test sessions. Districts have the onus to test all multilingual learners who are identified as EL. Subsequently, to reduce the possibility of encountering non-compliant student behavior during a test administration, School Test Coordinators and Test Administrators are recommended to:

1. communicate the dates and times of scheduled test sessions to students and families;
2. identify individuals whom the student may feel more comfortable completing the test with;
3. provide students with opportunities to interact with the test format (practice test session, demo, sample items) prior to testing;
4. consult student's teacher(s) to identify apposite testing supports;
5. define a test environment the student feels most comfortable in.

Students Who Decline to Test or Show Aggressive Behavior

Districts must provide multiple opportunities to students who have declined to participate in one or more test sessions. It is recommended that the district document the specific time and date of each administration attempt along with the actions taken to remediate the challenge within the district's student information system. If a student refuses to complete a section of the ELP after multiple attempts, a Do Not Score Code of "DEC" may be assigned to the domain in WIDA AMS or during the District Data Validation window. The District Test Coordinator must report the 'student refusal' within the [Test Incident Log](#).

The application of a Do Not Score Code and/or test incident log submission does not exempt the requirement for the student to complete the test. Moreover, an overall score cannot be derived if one or more domain scores are missing.

SECTION VII: APPENDICES

APPENDIX 1: IDAHO DEPARTMENT OF EDUCATION WEBPAGE LINKS

- I. Idaho Department of Education Main Website
<https://www.sde.idaho.gov/>
- II. Idaho Department of Education English Language Proficiency Assessment Webpage
<https://www.sde.idaho.gov/assessment/elpa/>
- III. Title III / EL Program Webpage
<https://www.sde.idaho.gov/federal-programs/el/index.html>
- IV. Idaho Department of Education Accountability Webpage
<https://www.sde.idaho.gov/assessment/accountability/index.html>
- V. Idaho State Consolidated Plan
<https://www.sde.idaho.gov/topics/consolidated-plan/>
- VI. Idaho System for Educational Excellence
<https://boardofed.idaho.gov/k-12-education/isee-idaho-system-for-educational-excellence/>

APPENDIX 2: IDENTIFICATION AND PLACEMENT RESOURCES

U.S. Department of Education

- I. English Learner Toolkit for State and Local Education Agencies
https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ElToolkit_508C.pdf
- II. English EL DCL Fact Sheet: Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- III. English LEP Parent Fact Sheet: Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>
- IV. ESSA Title III Guidance – English Learners September 23, 2016
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

Idaho Department of Education Guidance

- I. Idaho EL Identification and Placement Document
<https://wida.wisc.edu/memberships/consortium/id>
- II. English Learner Program Manual
<https://www.sde.idaho.gov/federal-programs/el/index.html>

APPENDIX 3: WIDA SCREENER FOR KINDERGARTEN & WIDA SCREENER RESOURCE LINKS

WIDA Screener for Kindergarten

- I. WIDA Screener for Kindergarten Test Administration Manual
<https://portal.wida.us/resource/detail/ab4a7b07-f0ca-eb11-a2df-0050568beee8>
- II. WIDA Screener for Kindergarten Materials
WIDA Screener for Kindergarten TA Script
<https://portal.wida.us/resource/detail/d1306439-f0ca-eb11-a2df-0050568beee8>
WIDA Screener for Kindergarten Cards
<https://portal.wida.us/resource/detail/c8c87ac1-f1ca-eb11-a2df-0050568beee8>
WIDA Screener for Kindergarten Response Booklet
<https://portal.wida.us/resource/detail/9348c628-f2ca-eb11-a2df-0050568beee8>
WIDA Screener for Kindergarten Score Sheets:
<https://portal.wida.us/resource/detail/df7bc1e5-f1ca-eb11-a2df-0050568beee8>
WIDA Screener for Kindergarten Storybook
<https://portal.wida.us/resource/detail/27aa2189-f0ca-eb11-a2df-0050568beee8>
- III. WIDA Screener for Kindergarten Calculator:
<https://portal.wida.us/resource/detail/4a77c270-262d-ec11-a2d4-0050568b4ed0>

WIDA Screener Online

- I. WIDA Screener Online Test Administration Manual
<https://portal.wida.us/resource/detail/bfa31e79-fe7d-eb11-a2dd-0050568beee8>
- II. WIDA Screener Online - Grades 1-12 Test Administrator's Script
<https://portal.wida.us/resource/detail/c1a31e79-fe7d-eb11-a2dd-0050568beee8>

Grade 1

- I. WIDA Screener Online - Writing Grade 1 Test Administrator's Script
<https://portal.wida.us/resource/detail/c3a31e79-fe7d-eb11-a2dd-0050568beee8>
- II. WIDA Screener Online - Writing Test Booklet - Grade 1 Tier A
<https://portal.wida.us/resource/detail/b7a31e79-fe7d-eb11-a2dd-0050568beee8>
- III. WIDA Screener Online - Writing Test Booklet - Grade 1 Tier B/C
<https://portal.wida.us/resource/detail/b9a31e79-fe7d-eb11-a2dd-0050568beee8>

Grades 2-3

- I. WIDA Screener Online - Grades 2-3 Writing Test Administrator's Script
<https://portal.wida.us/resource/detail/c5a31e79-fe7d-eb11-a2dd-0050568beee8>
- II. WIDA Screener Online - Writing Test Booklet - Grades 2-3 Tier A
<https://portal.wida.us/resource/detail/bba31e79-fe7d-eb11-a2dd-0050568beee8>
- III. WIDA Screener Online - Writing Test Booklet - Grades 2-3 Tier B/C

<https://portal.wida.us/resource/detail/bda31e79-fe7d-eb11-a2dd-0050568beee8>

WIDA Screener Paper

- I. WIDA Screener Paper Test Administration Manual
<https://portal.wida.us/resource/detail/b5a31e79-fe7d-eb11-a2dd-0050568beee8>
- II. WIDA Screener Paper Scoring Calculator
<https://portal.wida.us/resource/detail/dc4c2a30-272d-ec11-a2d4-0050568b4ed0>

WIDA Screener (Online & Paper) Writing Scoring Guidance

- I. Screener Grade 1 Writing Scoring Guidance
<https://portal.wida.us/resource/detail/f943948f-40df-eb11-a2df-0050568beee8>
- II. Screener Grade 2-3 Writing Scoring Guidance
<https://portal.wida.us/resource/detail/289114cb-40df-eb11-a2df-0050568beee8>
- III. Screener Grade 4-5 Writing Scoring Guidance
<https://portal.wida.us/resource/detail/895d15f2-40df-eb11-a2df-0050568beee8>
- IV. Screener Grade 6-8 Writing Scoring Guidance
<https://portal.wida.us/resource/detail/e43fd118-41df-eb11-a2df-0050568beee8>
- V. Screener Grade 9-12 Writing Scoring Guidance
<https://portal.wida.us/resource/detail/c84b103d-41df-eb11-a2df-0050568beee8>

APPENDIX 4: ACCESS FOR ELLS / WIDA ALTERNATE ACCESS – RESOURCE LINKS

ACCESS for ELLs

- I. ACCESS for ELLs Test Administrator Manual
<https://portal.wida.us/resource/detail/11cf2e6c-3e71-eb11-a2dd-0050568beee8>
- II. ACCESS for ELLs District & School Test Coordinator Manual
<https://portal.wida.us/resource/detail/7e3f94f0-2076-eb11-a2dd-0050568beee8>
- III. ACCESS for ELLs Accessibility and Accommodations Manual
<https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf>
- IV. ACCESS for ELLs Test Administration Essentials
<https://portal.wida.us/retrieve/c3ea6761-23ca-eb11-a2df-0050568beee8/resource>
- V. ACCESS for ELLs Online 4-12 Test Administrator Script
<https://portal.wida.us/resource/detail/17bed699-2176-eb11-a2dd-0050568beee8>
- VI. ACCESS for ELLs Interpretive Guide for Score Reports
<https://portal.wida.us/resource/detail/57492ce6-d4ca-eb11-a2df-0050568beee8>
- VII. Returning ACCESS Materials to DRC
<https://portal.wida.us/resource/detail/9a6855cd-30ca-eb11-a2df-0050568beee8>
- VIII. ACCESS Online Test Schedule Examples
<https://portal.wida.us/resource/detail/faf24c2f-40df-eb11-a2df-0050568beee8>
- IX. Using District-School Labels on ACCESS for ELLs Student Booklets
<https://portal.wida.us/resource/detail/87bee856-40df-eb11-a2df-0050568beee8>
- X. ACCESS for ELLs Scale Score to Proficiency Level Lookup Tables
<https://portal.wida.us/resource/detail/66e92e4e-2076-eb11-a2dd-0050568beee8>

WIDA Alternate ACCESS

- I. Alternate ACCESS for ELLs: Alternate Proficiency Level Descriptors
<https://wida.wisc.edu/sites/default/files/resource/AlternateProficiencyLevelDescriptors.pdf>

APPENDIX 5: ADMINISTATOR TOOL KIT – RESOURCE LINKS

- I. ACCESS Test Coordinator Facilitator Toolkit Slides
<https://portal.wida.us/resource/detail/1c3692f9-d1e0-eb11-a2df-0050568beee8>
- II. WIDA Screener Online Facilitator Toolkit Presentation
<https://portal.wida.us/resource/detail/dfa31e79-fe7d-eb11-a2dd-0050568beee8>
- III. ACCESS Online Facilitator Toolkit Slides
<https://portal.wida.us/resource/detail/d3a31e79-fe7d-eb11-a2dd-0050568beee8>
- IV. ACCESS Paper Facilitator Toolkit Slides
<https://portal.wida.us/resource/detail/d5a31e79-fe7d-eb11-a2dd-0050568beee8>
- V. Kindergarten ACCESS Facilitator Toolkit Slides
<https://portal.wida.us/resource/detail/dba31e79-fe7d-eb11-a2dd-0050568beee8>
- VI. Score Reports Facilitator Toolkit Presentation
<https://portal.wida.us/resource/detail/dda31e79-fe7d-eb11-a2dd-0050568beee8>

APPENDIX 6: DRC INSIGHT TECHNOLOGY RESOURCES

- I. DRC Insight Technology User Guide
<https://portal.wida.us/resource/detail/cba31e79-fe7d-eb11-a2dd-0050568beee8>
- II. WIDA Assessment Management System (WIDA AMS) User Guide
<https://portal.wida.us/resource/detail/ed1ba2d1-da7d-eb11-a2dd-0050568beee8>
- III. Supported System Requirements for ACCESS for ELLs and WIDA Screener Online
<https://portal.wida.us/resource/detail/9d45badb-1f3b-ec11-a2d4-0050568b4ed0>
- IV. Site Technology Readiness Checklist for Deploying WIDA Online Assessments
<https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=ab98685f-49d5-4299-bdfc-db824c583c85>
- V. Network Evaluations and Troubleshooting
<https://portal.wida.us/resource/detail/d1a31e79-fe7d-eb11-a2dd-0050568beee8>
- VI. Technology Troubleshooting
<https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=31032f37-8099-4c07-8a0a-74675030d598>
- VII. ACCESS for ELLs / WIDA Screener Online Headset Specifications
<https://portal.wida.us/resource/detail/5e632477-22ca-eb11-a2df-0050568beee8>
- VIII. Tech Bulletin: Configuring a COS Service Device and DRC INSIGHT on a Single Mac Computer for WIDA Online Testing
<https://portal.wida.us/resource/detail/e226793c-32ca-eb11-a2df-0050568beee8>
- IX. Tech Bulletin: Configuring a COS Service Device and DRC INSIGHT on a Single Windows PC for WIDA Online Testing
<https://portal.wida.us/resource/detail/8548af1a-32ca-eb11-a2df-0050568beee8>
- X. Technology Troubleshooting and Issue Report Form
<https://portal.wida.us/resource/detail/cda31e79-fe7d-eb11-a2dd-0050568beee8>

APPENDIX 7: WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS FRAMEWORK 2020 – RESOURCE LINKS

- I. WIDA English Language Development Standards Framework; 2020 Edition
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>
- II. WIDA ELD Standards Framework, 2020 Digital Explorer
<https://wida.wisc.edu/resources/wida-eld-standards-framework-2020-digital-explorer>
- III. WIDA ELD Standards Implementation Guide
<https://wida.wisc.edu/resources/implementation-guide-wida-eld-standards-framework>
- IV. WIDA ELD Standards Administrator Implementation Supplement Guide
<https://wida.wisc.edu/resources/administrator-supplement-wida-eld-standards-framework-implementation-guide>
- V. Introduction to the WIDA ELD Standards Framework, 2020 Edition
<https://wida.wisc.edu/resources/introduction-wida-eld-standards-framework-2020-edition>
- VI. Introduction to the Updated Key Language Uses
<https://wida.wisc.edu/resources/introduction-updated-key-language-uses>

Frequently Asked Questions

- I. FAQ Series: Introduction to the 2020 Edition
<https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-Intro.pdf>
- II. FAQ Series: Big Ideas of the 2020 Edition
<https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-BigIdeas.pdf>
- III. FAQ Series: Key Language Uses
<https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-%20KeyLanguageUses.pdf>
- IV. FAQ Series: Language Expectations
<https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf>
- V. FAQ Series: Proficiency Level Descriptors
<https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-Standards-FAQ-PLDs.pdf>

Grade-Level Cluster Material Links

- I. WIDA ELD Standards Framework, 2020 Edition - Kindergarten Materials
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Kindergarten.pdf>
- II. WIDA ELD Standards Framework, 2020 Edition - Grade 1 Materials
https://wida.wisc.edu/resources?keys=&field_category%5B10%5D=10&page=2
- III. WIDA ELD Standards Framework, 2020 Edition - Grades 2-3 Materials
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-2-3.pdf>
- IV. WIDA ELD Standards Framework, 2020 Edition - Grades 4-5 Materials
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-4-5.pdf>
- V. WIDA ELD Standards Framework, 2020 Edition - Grades 6-8 Materials
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-6-8.pdf>
- VI. WIDA ELD Standards Framework, 2020 Edition - Grades 9-12 Materials
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-9-12.pdf>

Collaboration Resource Links

- I. Curricular Considerations: Introduction to Collaborating Around the 2020 Edition
<https://wida.wisc.edu/resources/curricular-considerations-introduction-collaborating-around-2020-edition>
- II. Collaboration: Working Together to Serve Multilingual Learners
<https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Collaboration.pdf>
- III. What can collaboration look like with the WIDA ELD Standards Framework?
<https://wida.wisc.edu/sites/default/files/resource/Standards-Collaboration-Comic.pdf>

APPENDIX 8: FEDERAL DEFINITION OF ENGLISH LANGUAGE LEARNER

Under ESEA Section 8101(20), The term “limited English proficient”, when used with respect to an individual, means an individual:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school 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 State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

APPENDIX 9: ENTERING SCREENER SCORES IN ELMS

Follow the steps below to enter a student's screener scores in ELMS.

1. Log into [ELMS](#).
2. Use the **"Find Child"** to lookup a student.
 - a. Required information: first name, last name, date of birth
3. Select **"Search"**.
4. Under the **"Actions"** column, select **"Screeners"**.
5. Complete the following fields:
 - a. **"Test Type"** (WIDA Screener = WIDA Online / WIDA Screener for Kindergarten = WIDA KG / WIDA Screener Paper = WIDA Paper)
 - b. **"Test Date"**
 - c. **"Test Administrator"**
 - d. **"State"**
 - e. **"District"**
 - f. **"School"**
 - g. **"Home Language"**
 - h. **"Grade Level at time of assessment"**
 - i. **"Date of first enrollment in a US school"**
6. Select **"Save"**.
7. Enter screener scores: **WIDA Screener for Kindergarten**
 - a. Select **"WIDA KG"** tab
 - b. Enter scores under the **"Proficiency Level"** column. Select **"Save"**
 - c. Select the **"Home Language Survey"** tab
 - d. Select **"Add File"**. Select **"Choose File"**. Select file from computer and select **"Save"**.
7. Enter screener scores: **WIDA Screener**
 - a. Select **"WIDA Online"** tab
 - b. Enter scores under the **"Proficiency Level"** column. Select **"Save"**
 - c. Select the **"Home Language Survey"** tab
 - d. Select **"Add File"**. Select **"Choose File"**. Select file from computer and select **"Save"**
8. Under the **"Screener Info"** tab Select the **"Submit"** button.

APPENDIX 10: LIEP PLACEMENT & PARENT NOTIFICATION - ESEA SECTION 1112(E)(3)(A)

After a district administers WIDA Screener or WIDA Screener for Kindergarten, districts are required to inform the parent with the following information (within 30-days of enrollment):

- i. the reasons for identification of their child as an English learner;
- ii. the child's English proficiency level, how it was assessed and the status of academic achievement;
- iii. the methods of instruction used in the program;
- iv. how the program will meet the educational needs of their child;
- v. how such program will help their child learn English and meet academic standards;
- vi. the specific exit requirements for the program;
- vii. in the case of a child with a disability, how the program meets the objectives of the individualized education program; and,
- viii. information pertaining to parental rights includes:
 - I. Their right to have their child removed from such a program.
 - II. Decline to enroll their child in such program or to choose another program.
 - III. Assisting parents in selecting among various programs and methods of instruction if more than one is offered.

APPENDIX 11: PRE-KINDERGARTEN ENGLISH LEARNER IDENTIFICATION

Introduction:

The following guidance is used to identify **Provisional English learners** enrolling into a district prior to kindergarten. Within this guidance, “Provisional ELs” are viewed and provided EL services as if the child was identified as an EL following the [K-12 identification procedure](#).

Note: Once STEP 4 is reached, it is necessary for a district to verify a district’s language instruction educational program eligibility determination by screening a child’s English Language Proficiency (ELP) using the WIDA Screener for Kindergarten during the first semester of kindergarten.

Note: If a district has a concern that the enrolling child may have a disability, the district’s special education evaluation process should be followed. As a further reference, the [Idaho Department of Education - Special Education Manual](#) may be consulted. A comparison table of language differences and disabilities are outlined within the [Intervention and Evaluation for English Learner \(EL\) Students](#) Guidance for Idaho School Districts.

PRE-KINDERGARTEN ENGLISH LEARNER IDENTIFICATION GUIDANCE STEPS:

- 1) **STEP 1:** Review the Home Language Survey (HLS). If the HLS indicates a language other than English on one or more HLS questions, proceed to **STEP 2**. If the HLS indicates a language other than English for **all** HLS questions, the family interview is optional, and the guidance document user may skip to **STEP 4**. If the HLS indicates only English, the child is not eligible for a district’s Language Instruction Educational Program (LIEP) and is not identified as an English learner (no other step is necessary).
- 2) **STEP 2:** Conduct family interview to gather more information around a child’s primary language use. Based on the parent interview responses, determine if the second language exposure/use is significant or superficial in nature. If the student’s development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**

A review of the family interview must be conducted by an EL professional who is familiar with the typical K-12 identification process.

- 3) **STEP 3:** Review the information given during the family interview. If the information from the family interview indicates that English is not the student’s native language or that exposure to another language may have had a significant impact on the student’s English

language development, **proceed to STEP 4**. If the determination is made that the English is the primary language of the child, skip to **STEP 6**.

- 4) **STEP 4:** Screen the student’s English language proficiency only if the district has access to pre-K ELP screener (this does not include WIDA Screener for Kindergarten). Acceptable screening instruments include, but are not limited to, the [Pre-IPT](#), [Pre-LAS](#) or [Pre-LAS Observational Tool](#).

If no ELP screening instrument is available, then the determination to identify the student as a **Provisional EL** must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the student’s first language is not English and/or that exposure to another language may have or continues to have an impact on the student’s English development, the student should be identified as a **Provisional EL**. **Proceed to STEP 5**.

- 5) **STEP 5:** Record the eligibility decision (Option 1 or Option 2) within [ELMS](#) under the “Notes” section of the student. **If Option 1 is selected, proceed to STEP 6. If Option 2 is selected, proceed to STEP 8.**

Note: All provisional EL students are required to take the WIDA Screener for Kindergarten when enrolling into the first semester of kindergarten regardless of the decision to place students into a district’s LIEP.

Option 1: Placement in district’s Language Instruction Educational Program

Upon [name of student] enrollment on [date of student enrollment], a language other than English was identified on the home language survey. In accordance with the Pre-Kindergarten English Learner Identification Guidance Document, [name of person who performed parent interview and/or ELP screener] interviewed [parent/guardian name] [(Optional) and administered the ELP screener name] to gather more information on the child’s primary language use. Based on the home language survey, parent interview responses [and ELP Screener name] the district has decided to place the student into the district’s Language Instruction Educational Program until the WIDA Screener for Kindergarten can be completed to verify LIEP eligibility. The parent notification letter was sent on [date].

Option 2: Non-Placement in district’s Language Instruction Educational Program

Upon [name of student] enrollment on [date of student enrollment], a language other than English was identified on the home language survey. In accordance with the Pre-Kindergarten English Learner Identification Guidance Document, [name of person who performed parent interview and/or ELP screener] interviewed [parent/guardian name] [(Optional) and administered the ELP screener name] to gather more information on the child’s primary language use. Based on the home language survey, parent interview

responses [and ELP Screener name] the district has decided **NOT** to place the student into the district's Language Instruction Educational Program until the WIDA Screener for Kindergarten can be completed to verify LIEP eligibility. The parent notification letter was sent on [date].

- 6) **STEP 6:** Determine the most appropriate language supports that will be provided based on the student's English language proficiency. Document these supports within the district's student information system. **Proceed to STEP 7**
- 7) **STEP 7:** Place student into the district's LIEP. **Proceed to STEP 8.**
- 8) **STEP 8:** Provide the parent(s) with a description of the language program and/or the supports that will be provided to the child, and explain the pre-kindergarten identification process. Provide the parent with information on the right to refuse placement into a district's LIEP (similar to parent opt-out of LIEP services in K-12). **Pre-Kindergarten English Learner Identification Process Complete.**

Family Interview Questions

Note: The Family Interview must be conducted in a language that is understandable to the parent, and by a staff member who has been trained and certified to give the WIDA Screener for Kindergarten.

Date of Parent Interview:

Parent Name:

Student Full Name:

Student EDUID Number:

Name of Interviewer:

Enrolling School Name:

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
☐ YES ☐ NO
2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ YES ☐ NO
3. When at home, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
4. When at home, how often does this student speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
5. When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
☐ Always ☐ Occasionally ☐ Never

APPENDIX 12: INITIAL MATERIALS ORDER & WIDA AMS STUDENT IMPORT FILE

WIDA AMS Student Import File

The WIDA AMS Student import File (previously known as the WIDA AMS Pre-ID File) is sent to the Data Recognition Corporation (DRC) by the Idaho Department of Education at the end of November, and is used to:

1. Roster all Idaho ELs into WIDA AMS;
2. Create and roster ELs into generic ACCESS for ELLs Online test sessions;
3. Pre-populate ACCESS for ELLs test accommodations within the WIDA AMS;
4. Identify and order the appropriate amount of test materials;
5. Create ACCESS for ELLs student identification labels.

Additional material orders are the responsibility of the individual district. Additional material orders are submitted directly within the WIDA AMS during the additional material ordering window.

Verify/Modify EL Information in ELMS for WIDA AMS Student Import File Upload

Districts may verify and/or modify a student's ACCESS for ELLs Mode of Administration and (if applicable) select accommodation(s) within ELMS prior to the Department's file submission (late November). The '**ACCESS Setup**' column, found within the EL Student Summary section of ELMS, allows users to change a child's pre-populated test mode and assign/modify testing accommodations. Specifically, the following fields can be modified by selecting the '**Edit**' button for each student: 1) ACCESS for ELLs Mode of Administration (Online, Paper, Alternate ACCESS, Braille, Large Print), 2) Tier of ACCESS for ELLs Paper, and 3) Accommodation(s).

Pre-Populated/Default ACCESS for ELLs Administration Fields

ELMS automatically pre-populates a student's ACCESS for ELLs Mode of Administration based on the grade of the student and in some cases, is based on selections made in prior years. Districts are encouraged to verify and/or modify the pre-populated information based on a student's current need. Note, accommodations can be changed/updated once the WIDA AMS has populated students into specific test sessions (mid-January). Also, a specific test form can be ordered during the test window if a student's circumstance has changed. The information below outlines the defaults ELMS applies to populate the WIDA AMS Student Import File:

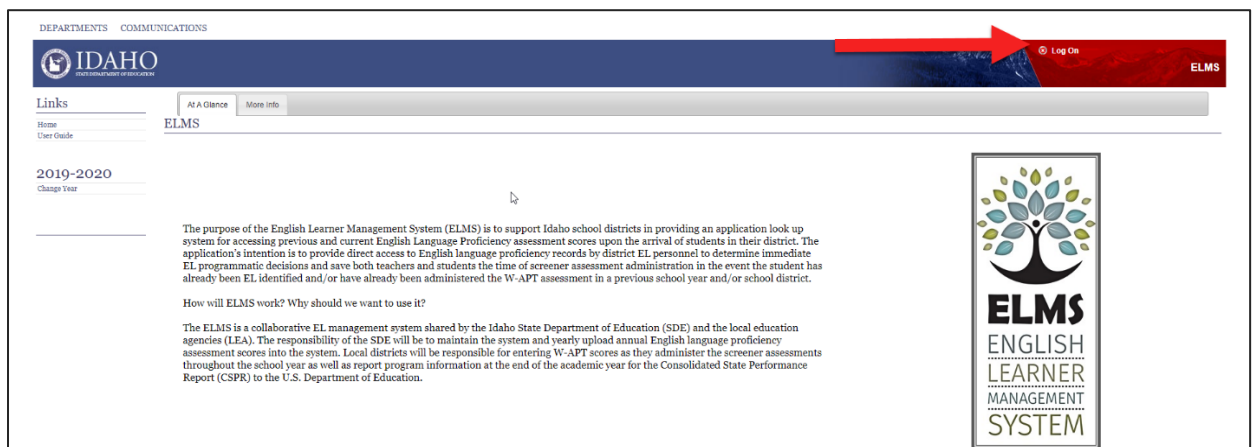
1. All students with a grade of 'KG' are ordered the Kindergarten ACCESS for ELLs;
2. All students with a grade of 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 are placed into an ACCESS for ELLs Online test session in WIDA AMS;

- a. Grades 01, 02, and 03 are ordered a physical Student Response Booklet for the Writing portion of ACCESS for ELLs Online (these students will not be placed into a Writing section in WIDA AMS).
3. Students in grades 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 who took the WIDA Alternate ACCESS in the previous year have the same test as their default for the current year (student must have an IEP or 504 Plan and must meet the [IDAA Participation Criteria](#));
4. Students in grades 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 who took ACCESS for ELLs Paper in the previous year have the same test as their default for the current year;
 - a. *The Paper Tier should be verified prior to the Department's upload, so it matches the student's current proficiency level.
5. Accommodations selected during the prior year will be assigned automatically for the current year (must have an IEP/504 Plan submitted in ISEE to receive accommodations).

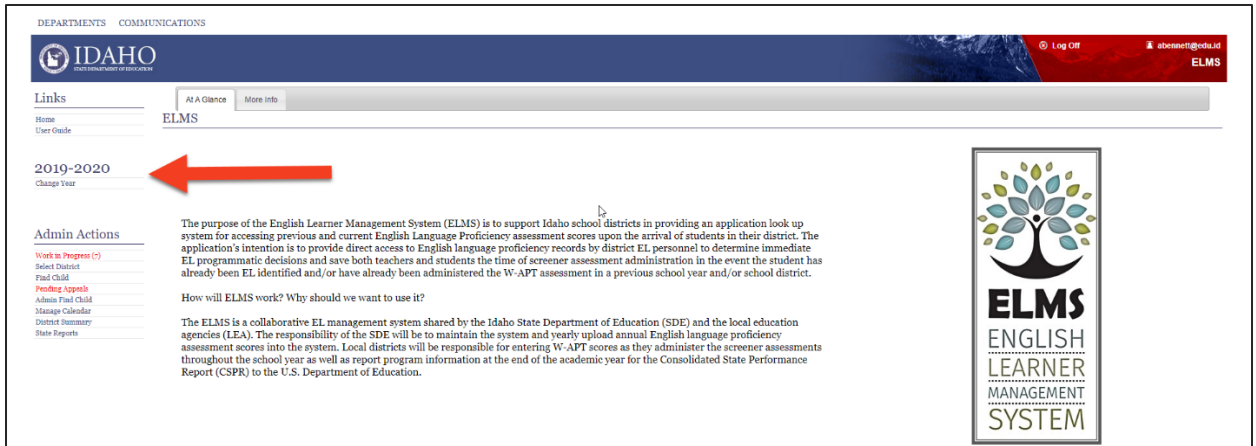
Section One: Verifying ACCESS for ELLs Mode of Administration

Follow the instructions below to verify a student's ACCESS for ELLs Mode of Administration (Online/Paper/Alternate/Braille/Kindergarten/Large Print) is accurate.

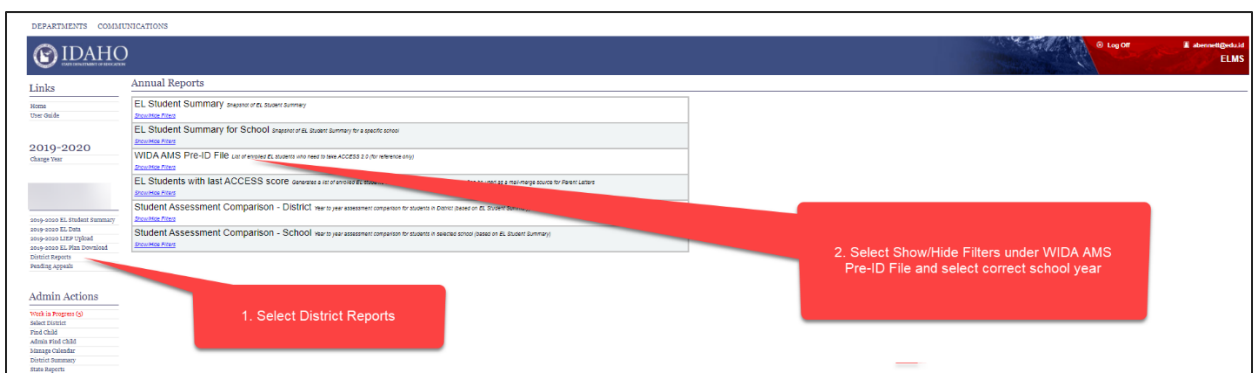
1. Sign into [ELMS](#) by clicking on the 'Log On' button at the top of the ELMS web application landing page.
 - a. To verify the ACCESS for ELLs Mode of Administration, an 'Editor' role is required. Contact the district's ISEE Coordinator to request an 'Editor' role.



2. Select the correct year on the left-hand side of the screen.



3. Select **'District Reports'** on the left-hand side of the screen.
4. Under the heading **'Annual Reports'**, view the WIDA AMS Student Import File (Previously known as Pre-ID File) by selecting the **'Show/Hide Filters'** (highlighted in blue).
5. Select **'Run'**.



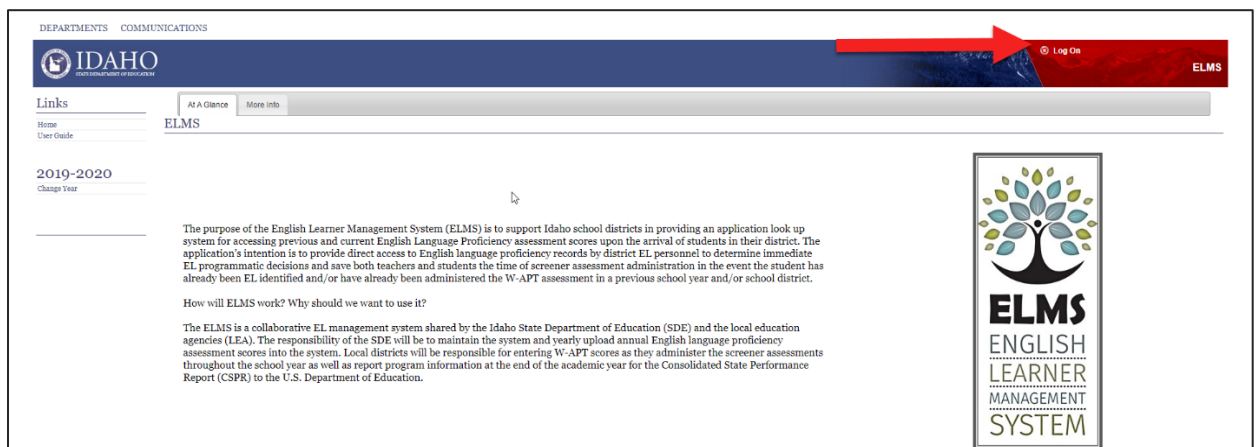
6. Select **'Yes'** to download the WIDA AMS Student Import File to Excel.

- iii. Blank = Kindergarten ACCESS for ELLs (Grade in column 'O' is '00')
 - iii. Blank = WIDA Alternate ACCESS (student meets the [Idaho Alternate Assessment Criteria](#) has a 'Y' in column 'AL')
 - iii. Blank = Braille (student has "NC", "NU", "TC", or "TU" under column 'AG')
 - i. NC = UEB Contracted (grades 01-05), UEB with Nemeth Contracted (grades 06-12)
 - ii. NU = UEB Uncontracted (grades 01-05), UEB Uncontracted with Nemeth (grades 06-12)
 - iii. TC = UEB Math/Science Contracted
 - iv. TU = UEB Math/Science Uncontracted
8. If a student's Mode of Administration needs modification, go to **"Section Two: Modify Mode of Administration"**. If no modifications are needed, go to **"Section Three: Assign ACCESS Accommodations"**. If no modifications are needed, no other action is needed.

Section Two: Modify Mode of Administration

The following instructions describe the process of modifying a student's ACCESS for ELLs Mode of Administration (Online/Paper/Alternate/Braille/Large Print) within ELMS.

- 9. Sign in [ELMS](#) by clicking on the **'Log On'** button at the top of the ELMS web application landing page.
 - a. To modify ACCESS for ELLs Mode of Administration, an **'Editor'** role is required. Contact the district's ISEE Coordinator to request an 'Editor' role.



10. Select the correct year on the left-hand side of the screen.

The screenshot shows the ELMS home page. On the left sidebar, under 'Admin Actions', there is a '2019-2020' year selector. A red arrow points to this selector. The main content area displays the purpose of the ELMS and the ELMS logo.

11. Select 'EL Student Summary' on the left-hand side of the screen.

12. Find the student whose ACCESS for ELLs Mode of Administration needs modification.

The screenshot shows the 'English Learner Summary for 2019-2020' page. A red callout '1. Select EL Student Summary' points to the 'English Learner Summary' link in the sidebar. Another red callout '2. Find the student whose Mode of Administration needs modifying' points to a student in the table under the 'ACCESS Setup' column.

a. To quickly find a student, use the 'Filters' function. Filter students by name, EDUID number, school, grade, or EL status.

The screenshot shows the 'English Learner Summary for 2021-2022' page. A red callout points to the 'Filters' section, which includes dropdown menus for 'School', 'Grade', and 'EL Status'. The callout text says 'Find students using the "Filters" function'.

13. Under the 'ACCESS Setup' column, select the 'Edit' icon for the student you wish to modify.

14. Once the 'Edit' icon is selected, the 'Edit ACCESS Setup' box will open. Modify the Mode of Administration by selecting the desired radio buttons under the header 'Assessment Mode'.

- i. Alternate Assessment is only available to students who have met the [Idaho Alternate Assessment Participation Criteria](#)
- ii. ACCESS for ELLs Paper requires the editor to designate a Tier A or BC

1. Select the 'Edit' icon

2. Modify the Mode of Administration by selecting the desired Assessment Mode. Scroll to the bottom and select 'Save'

School/Grade	LIEP	ACCESS Setup	EL Entry Date	EL Exit Date	EL Status	Actions
		Paper *			LE	EL History VADA Appeals EL Plans Notes Summary
		Online *				EL History VADA Appeals EL Plans Notes Summary
		Alternate			LE	EL History VADA Appeals EL Plans Notes Summary
		Braille-C *			LE	EL History VADA Appeals EL Plans Notes Summary

Note: If the Mode of Administration has already been modified, and a district wishes to modify the Assessment Mode again, the user will need to use the 'None' radio button.

Example: If a district changed the Mode of Administration to Paper and assigned Tier 'A' (see above), and then wanted to change the Mode of Administration to Online, the user would need to select 'Online' and select the 'None' radio button under 'Paper Tier'. After this is done, the user would need to scroll down and select 'Save'.

1. Select the 'Edit' icon

2. Modify the Mode of Administration by selecting the desired Assessment Mode. Scroll to the bottom and select 'Save'

School/Grade	LIEP	ACCESS Setup	EL Entry Date	EL Exit Date	EL Status	Actions
		Paper *			LE	EL History VADA Appeals EL Plans Notes Summary
		Online *				EL History VADA Appeals EL Plans Notes Summary
		Alternate			LE	EL History VADA Appeals EL Plans Notes Summary
		Braille-C *			LE	EL History VADA Appeals EL Plans Notes Summary

15. Once the desired change has been recorded, scroll down, and select 'Save'.

16. Verify the Mode of Administration has been saved correctly under the 'ACCESS Setup' column. If more attention is needed, a message will populate within the 'ACCESS Setup' column alerting the user to the error.

2. Select the correct year on the left-hand side of the screen.

The screenshot shows the ELMS home page. The left sidebar has a '2019-2020' link highlighted with a red arrow. The main content area contains a description of the ELMS system and its purpose. A logo for 'ELMS ENGLISH LEARNER MANAGEMENT SYSTEM' is visible on the right side of the page.

3. Select 'EL Student Summary' on the left-hand side of the screen.
4. Find the student you wish to assign an ACCESS for ELLs accommodation to under the 'ACCESS Setup' column.
 - a. To quickly find a student use the 'Filters' function. Filter students by name, EDUID number, school, grade, or EL status.

The screenshot shows the 'English Learner Summary for 2021-2022' page. The 'Filters' section is highlighted with a red callout box. Below the filters is a table with columns: Eduld, Name, DOB, School/Grade, LIEP, ACCESS Setup, EL Entry Date, EL Exit Date, EL Status, and Actions. The 'ACCESS Setup' column is highlighted.

5. Select the 'Edit' icon. Assign the specific accommodation by clicking on the box that corresponds to the appropriate accommodation.

1. Select the 'Edit' icon

2. Assign an ACCESS accommodation by selecting the box next to the appropriate accommodation. Scroll to the bottom and select 'Save'

6. Once the desired accommodation(s) have been selected, scroll down, and select 'Save'.
7. Verify that the accommodation(s) has been assigned by reviewing the 'ACCESS Setup' column. Once an accommodation has been assigned, an asterisk (*) will be denoted next to the Mode of Administration.

8. Verify the assignment of the specific accommodation(s) by reviewing column 'AI' in the district 'WIDA AMS Student Import File' found under 'District Reports' (see Section One: Verifying ACCESS for ELLs Mode of Administration). Accommodations Codes are listed below.
 - a. MC = Manual control of item audio
 - b. RA = Repeat item audio
 - c. ES = Extended speaking test response time
 - d. SD = Interpreter signs test directions in ASL
 - e. IR = In-Person Human Reader
 - f. RP = Repeat In-Person Human Reader
 - g. SR = Scribe

- h. WD = Word processor or similar keyboarding device to respond to test items
- i. RD = Student responds using a recording device
- j. NS = Test may be administered in a non-school setting
- k. EM = Extended testing of a test domain over multiple days.
- l. LP = Large Print
- m. NC = UEB Contracted (grades 01-05), UEB with Nemeth Contracted (grades 06-12)
- n. NU = UEB Uncontracted (grades 01-05), UEB Uncontracted with Nemeth (grades 06-12)
- o. TC = UEB Math/Science Contracted
- p. TU = UEB Math/Science Uncontracted

AG	AH	AI	Mode of Administration
IEP Status	504 Plan	Accommodation	Mode of Administration
Y		RA	O
Y		ES	O
Y		MC SR NC	
Y		RA	O
Y		ES RA	O
Y		ES	O
Y		IR	O
Y		IR SR	O
Y		RA	O
Y		IR	O
Y		ES	O
Y		IR RA	O
	Y	ES	O
Y		ES	P
Y		ES	O
Y		ES	O
Y		ES	O
Y		ES	O
Y		ES	O
Y		IR	O

Student must have an IEP or 504 Plan to have an accommodation assigned.

WIDA AMS Pre-ID File:
Column 'AI' identifies the accommodation(s) assigned to a student.

Note: If the student is not coded in ISEE as having an IEP or 504 Plan, the 'ACCESS Setup' column 'Edit ACCESS Setup' functionality (found in the EL Student Summary) will not allow the ELMS user to select an accommodation or be able to assign an Alternate ACCESS for ELLs Mode of Administration.

Edit ACCESS Setup Example 1: Student DOES NOT have an IEP/504 Plan coded in ISEE

Edit ACCESS Setup

This student's ACCESS Setup is currently being calculated using default values. Changing these values will override the calculated defaults in the future.

Alternate Assessment:
☐ Yes

Assessment Mode:
☐ Online
☐ Paper
☐ None

Paper Tier:
☐ A
☐ BC
☐ None

Other Accommodations:
Note: only students with an IEP or 504 plan are eligible for these accommodations

- ☐ MC-Manual control of item audio
- ☐ RA-Repeat item audio
- ☐ ES-Extended speaking test response time
- ☐ LP-Large Print
- ☐ SD-Interpreter signs test directions in ASL
- ☐ SR-Scribe
- ☐ WD-Keyboarding device to respond to test items
- ☐ RD-Student responds using a recording device
- ☐ NS-Test may be administered in a non-school setting
- ☐ EM-Extended testing of a test domain over multiple days
- ☐ IR-In-person human reader

Edit ACCESS Setup Example 2: Student HAS an IEP / 504 Plan coded in ISEE

Edit ACCESS Setup

This student's ACCESS Setup is currently being calculated using default values. Changing these values will override the calculated defaults in the future.

Alternate Assessment:
☐ Yes

Assessment Mode:
☐ Online
☐ Paper
☐ UEB Contracted Grades 1-5,UEB/Nemeth Contracted Grades 6-12
☐ UEB Uncontracted Grades 1-5,UEB/Nemeth Uncontracted Grades 6-12
☐ UEB Math/Science Contracted Grades 6-12
☐ UEB Math/Science Uncontracted Grades 6-12
☐ None

Paper Tier:
☐ A
☐ BC
☐ None

Other Accommodations:
Note: only students with an IEP or 504 plan are eligible for these accommodations

- ☐ MC-Manual control of item audio
- ☐ RA-Repeat item audio
- ☐ ES-Extended speaking test response time
- ☐ LP-Large Print
- ☐ SD-Interpreter signs test directions in ASL
- ☐ SR-Scribe
- ☐ WD-Keyboarding device to respond to test items

Section Four: Reviewing Possible Validation Issues and Confirming Changes

It is highly recommended districts review the modifications made within ELMS after changes have been made to a student's Mode of Administration or accommodation(s) assignments. This

can be done by reviewing the 'WIDA AMS Student Import File' (see [Appendix 12 - Section One: Verifying ACCESS for ELLs Mode of Administration](#)).

1. After downloading the WIDA AMS Student Import File from the 'District Reports' section of ELMS, review column '**A**' (**Validation Issues**) to ensure no validation issues are present prior to the State's WIDA AMS Student Import File upload.
 - a. Possible Validation Issues values are listed below:
 - i. Assessment Accommodations without 504/IEP
 - ii. Braille Assessment Mode without IEP/504
 - iii. Alt Assessment without IEP
 - iv. P Assessment Mode not valid for KG
 - b. If a Validation Issue is present in column 'A', the user must fix the issue by making the appropriate changes in the EL Student Summary > Edit ACCESS Setup function (see Appendix sections Two and Three).

APPENDIX 13: ACCESS FOR ELLS ATTEMPTEDNESS CRITERIA

ACCESS for ELLs Version	Domain	Minimum Attemptedness Criteria
Kindergarten ACCESS for ELLs	All Domains	A student response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.
ACCESS for ELLs Paper	Listening Reading Speaking Writing	A student response is recorded for one scored item. A student response is recorded for one scored item. One task has been scored on the score sheet. A mark is made in the response space in the booklet.
ACCESS for ELLs Online	Listening Reading Speaking Writing	A student response is recorded for one scored item. A student response is recorded for one scored item. The Record button was clicked, and audio was captured for one task. A visible keystroke (not a space or a line return) was captured; OR A mark is made in the response space in the booklet (grades 1-3)
WIDA Alternate ACCESS	All domains	A student response or non-response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.

APPENDIX 14: ELPA COORDINATOR BEGINNING OF THE YEAR CHECKLIST

Idaho's Comprehensive Assessment Program plays a crucial role in evaluating student progress, school performance, and overall district accountability. At the beginning of each academic year, it is essential that district test coordinators (DTC) plan, coordinate, and execute test-centric training and procedures to ensure the integrity of each state assessment is upheld. This checklist aims to outline the necessary actions DTCs must work through to ensure assessment content is safeguarded and that student results are valid, reliable, and secure.

Update Idaho System for Educational Excellence - District ISEE Coordinator

- ☐ Ensure [The Idaho District Contact Information](#) (IDCI) application is updated with current district contact information.
 - Idaho English Language Proficiency Assessment Coordinator (IELA)
 - District Test Coordinator (DTC)

WIDA Non-Disclosure and User/Confidentiality Agreements

- ☐ Collect and retain signed copies of Idaho Department of Education – Assessment Confidentiality Agreement.
 - <https://apps.sde.idaho.gov/TestIncidentLog/Content/files/Assessment-Confidentiality-Agreement.pdf>
- ☐ Collect and retain signed copies of the WIDA Non-Disclosure and User Agreement.
 - <https://portal.wida.us/resource/detail/aded05e2-1dfa-eb11-a2e0-0050568beee8>

Technology Infrastructure

- ☐ Confirm technology infrastructure is updated and operational (student testing devices, district/school configuration, headsets, and other technology software and hardware is working optimally).
 - WIDA AMS Resource List:
[https://portal.wida.us/resource/resourcelist?fl_\\$0%5Efilters%5ETopic=Technology](https://portal.wida.us/resource/resourcelist?fl_$0%5Efilters%5ETopic=Technology)
 - DRC Insight Technology User Guide:
<https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=45131c61-a92b-400b-a601-4b4c51d9b6d2>
- ☐ Confirm/Update [WIDA Assessment Management System](#) (WIDA AMS) with current employee information and assign/remove appropriate permission sets.

- ☐ Confirm/Update [WIDA Secure Portal](#) with current employee information and assign/remove appropriate permission sets.
- ☐ Confirm/Update the [English Learner Management System](#) (ELMS) with the necessary employee information and assign/remove appropriate permission sets.

Training and Awareness

- ☐ Read through the Idaho Department of Education Assessment Integrity Guide.
 - <https://apps.sde.idaho.gov/TestIncidentLog/Content/files/Assessment-Integrity-Guide.pdf>
- ☐ Complete all necessary assessment trainings and certifications (DTC, SC, and TA).
 - <https://portal.wida.us/course/courselist?id=374365cd-0a3f-eb11-a2db-0050568beee8>
- ☐ Collect and retain TA certification records.
- ☐ Conduct training sessions for all school staff involved in the assessment process, including teachers, administrators, and proctors.
 - [WIDA Screener Online Facilitator Toolkit Slides](#)
 - [ACCESS Test Coordinator Facilitator Toolkit Slides](#)
 - [Kindergarten ACCESS Facilitator Toolkit Slides](#)
 - [ACCESS Online Facilitator Toolkit Slides](#)
 - [ACCESS Paper Facilitator Toolkit Slides](#)
 - [Alternate ACCESS Facilitator Toolkit Slides](#)
- ☐ Distribute/Review the appropriate "Test Administrator's Manual" provided by the Idaho Department of Education, and ensure that all staff members have thoroughly reviewed and understood the content.
 - WIDA Screener for Kindergarten Test Administrator Manual:
<https://portal.wida.us/resource/detail/ab4a7b07-f0ca-eb11-a2df-0050568beee8>
 - WIDA Screener Online Test Administration Manual:
<https://portal.wida.us/resource/detail/bfa31e79-fe7d-eb11-a2dd-0050568beee8>
 - ACCESS for ELLs Test Administrator Manual:
<https://portal.wida.us/resource/detail/11cf2e6c-3e71-eb11-a2dd-0050568beee8>

Accommodations and Supports

- ☐ Identify students requiring an accommodation or a support and ensure that their needs are met according to state guidelines.
 - ACCESS for ELLs & WIDA Screener Accessibility and Accommodations Manual

<https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf>

- ☐ Train staff members on how to administer assessments to students with disabilities and provide necessary accommodations while maintaining test security.

Test Material Handling

- ☐ Designate a secure storage area in each school for test materials, accessible only to authorized personnel.
- ☐ Inventory and track all test booklets, answer sheets, and other assessment materials by establishing and maintaining a chain of custody protocol.

Data Privacy

- ☐ Emphasize the importance of data privacy and confidentiality to all staff members handling assessment results.
- ☐ Ensure that all student data, both paper-based and digital, is securely stored and protected in compliance with state and federal regulations.

Test Administration

- ☐ Develop and communicate a clear testing schedule for all stakeholders (parents, students, teachers, and administrators).
- ☐ Establish guidelines to address any technical issues that may arise during test administration.
- ☐ Report any test incident to the Idaho Department of Education Incident Log within 24 hours.
 - <https://apps.sde.idaho.gov/testincidentlog>

Test Security Monitoring

- ☐ Review the Idaho Department of Education Assessment Observation Checklist.
 - <https://sde.idaho.gov/assessment/files/resource-center/files/assessment-monitoring/District-Assessment-Observation-Checklist.pdf>
- ☐ Establish/Implement a strict "no electronic devices" policy during testing.
- ☐ Ensure TAs engage in active test proctoring and test monitoring.
- ☐ Maintain a log of any incidents or disruptions occurring during testing, along with actions taken to resolve them.

For Questions Contact

Assessment & Accountability
Idaho Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov