

English Language Proficiency Assessment

NAVIGATING WIDA SCREENER AND ACCESS FOR ELLS GUIDANCE DOCUMENT



IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT | ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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GENERAL CYCLE: IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Month	WIDA Screener for Kindergarten	WIDA Screener	ACCESS for ELLs	WIDA Alternate ACCESS
July August	<ul style="list-style-type: none"> • Test Administrators complete training and certification (WIDA Secure Portal). • Download and/or prepare WIDA Screener for KG test materials. • Add student WIDA Screener for KG scores and HLS in ELMS. • Add qualifying students to the EL Student Summary using the “+ Summary” function in ELMS. • Create/Deactivate WIDA Secure Portal/WIDA AMS accounts for district personnel. • Ensure all TAs are certified to administer WIDA Screener for KG. Ensure school personnel involved in testing have signed the SDE Assessment Confidentiality Agreement. • Review Beginning of the year (ELPA) DTC Checklist (see Appendix 14). 	<ul style="list-style-type: none"> • Test Administrators complete training and certification (WIDA Secure Portal). • Train/Review district’s intake process for identifying potential ELs. • Screen potential ELs to define eligibility into English language support services. Districts have 30 days from enrollment to identify a child for services. • Add student WIDA Screener scores and HLS in ELMS. • Add qualifying students to the EL Student Summary using the “+ Summary” function in ELMS. • Create/Deactivate WIDA Secure Portal/WIDA AMS accounts for district personnel. • Ensure all TAs are certified to administer WIDA Screener. Ensure school personnel involved in testing have signed the SDE Assessment Confidentiality Agreement. • Review Beginning of the year (ELPA) DTC Checklist (see Appendix 14). 	<ul style="list-style-type: none"> • EL Status updates in ELMS. • Interpret ACCESS for ELLs score reports and define student growth. • Create/Deactivate WIDA Secure Portal/WIDA AMS accounts for district personnel. • Ensure all TAs are certified to administer WIDA ACCESS. Ensure school personnel involved in testing have signed the SDE Assessment Confidentiality Agreement. • Review Beginning of the year (ELPA) DTC Checklist (see Appendix 14). 	<ul style="list-style-type: none"> • EL Status updated in ELMS. • Interpret WIDA Alt. ACCESS score reports and define student growth. • Create/Deactivate WIDA Secure Portal/WIDA AMS accounts for district personnel. • Ensure all TAs are certified to administer WIDA Alt. ACCESS. Ensure school personnel involved in testing have signed the SDE Assessment Confidentiality Agreement. • Review Beginning of the year (ELPA) DTC Checklist (see Appendix 14).
September October	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. Districts have 30 days from enrollment 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. Districts have 30 days 	<ul style="list-style-type: none"> • IEP teams (with an EL specialists, and input from student) review/identify needed instructional 	<ul style="list-style-type: none"> • IEP teams (with an EL specialists and input from student) review/identify instructional and

Month	WIDA Screener for Kindergarten	WIDA Screener	ACCESS for ELLs	WIDA Alternate ACCESS
	<p>to identify a child for services. Communicate screener results to guardian.</p> <ul style="list-style-type: none"> • Add student WIDA Screener for KG scores and HLS in ELMS. • Add qualifying students to the EL Student Summary using the “+ Summary” function in ELMS. 	<p>from enrollment to identify a child for services. Communicate screener results to guardian.</p> <ul style="list-style-type: none"> • Add student WIDA Screener scores and HLS in ELMS. • Add qualifying students to the EL Student Summary using the “+ Summary” function in ELMS. 	<p>and assessment supports and document them into child’s IEP/ELP plan.</p> <ul style="list-style-type: none"> • Define language proficiency goals aligned to district and school strategic plan. Define a goal which can be measured using the ACCESS for ELLs score reports and other metrics. 	<p>assessment supports and document them into child’s IEP/ELP plan.</p> <ul style="list-style-type: none"> • Define language proficiency goals aligned to district and school strategic plan. Define a goal which can be measured using the WIDA Alt. ACCESS for ELLs score reports and other metrics.
November	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener for KG scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Review the WIDA AMS Pre-ID File in ELMS. Make necessary modifications to an EL’s ACCESS for ELLs mode of administration and assign/remove identified accommodations (see Appendix 9.) • Provide districtwide training around test security, active TA proctoring protocols, and test integrity processes and procedures. • Provide students with test practice/test demo, opportunities to become familiar test format. 	<ul style="list-style-type: none"> • Review the WIDA AMS Pre-ID File in ELMS. Make necessary modifications to an EL’s ACCESS for ELLs mode of administration or assign/remove accommodations (see Appendix 9.)
December	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener for KG scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Plan ACCESS for ELLs test schedule ensuring all ELs test. • Ensure TAs are trained and certified to administer ACCESS for ELLs Online/Paper. • Provide districtwide training around test security, active TA proctoring protocols, and test integrity processes and procedures. 	<ul style="list-style-type: none"> • Plan WIDA Alt. ACCESS test schedule ensuring all ELs test. • Ensure TAs are trained and certified to administer WIDA Alt. ACCESS.

Month	WIDA Screener for Kindergarten	WIDA Screener	ACCESS for ELLs	WIDA Alternate ACCESS
			<ul style="list-style-type: none"> • Provide students with test practice/test demo, opportunities to become familiar test format. 	
January February March	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener for KG scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Inventory materials and ensure the distribution of these materials are recorded and remain secure. • Ensure all TAs are certified to administer WIDA ACCESS. Ensure school personnel involved in testing have signed the SDE Assessment Confidentiality Agreement. • Test window opens end of January. • Return all secure test materials by posted date. • Complete LEA Pre-Reporting Data Validation in WIDA AMS. • Collect student perceptions of administrative supports or accommodations use and record information to inform future IEP/504/ELP meetings. 	<ul style="list-style-type: none"> • Inventory materials and ensure the distribution of these materials are recorded and remain secure. • Test window opens last week of January. • Return all secure test materials by posted date. • Complete LEA Pre-Reporting Data Validation in WIDA AMS. • Collect student perceptions of administrative supports or accommodations use and record information to inform future IEP/504/ELP meetings.
April	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener for KG scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Complete LEA Pre-Reporting Data Validation in WIDA AMS. 	<ul style="list-style-type: none"> • Complete LEA Pre-Reporting Data Validation in WIDA AMS.

Month	WIDA Screener for Kindergarten	WIDA Screener	ACCESS for ELLs	WIDA Alternate ACCESS
May	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener for KG scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Distribute ACCESS for ELLs score reports to student guardian within three weeks of receiving score reports (08.02.03.111.05). • Use WIDA ACCESS scores to evaluate LIEP and make necessary adjustments. • Review ACCESS Participation Appeals Web Application and submit ACCESS Appeals in ISEE. 	<ul style="list-style-type: none"> • Distribute WIDA Alt. ACCESS score reports to student guardian within three weeks of receiving score reports (08.02.03.111.05.b.). • Use WIDA Alt. ACCESS scores to evaluate LIEP and make necessary adjustments. • Review ACCESS Participation Appeals Web Application and submit ACCESS Appeals in ISEE.
June	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener for KG scores and HLS in ELMS. 	<ul style="list-style-type: none"> • Screen potential ELs to define eligibility into English language support services. • Add student WIDA Screener scores and HLS in ELMS. • WIDA Screener Online Idaho Screener administration year closes. 	<ul style="list-style-type: none"> • Review ACCESS Participation Appeals Web Application and submit ACCESS Appeals in ISEE. 	<ul style="list-style-type: none"> • Review ACCESS Participation Appeals Web Application and submit ACCESS Appeals in ISEE.

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 ELP ASSESSMENT OVERVIEW

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities which receive federal financial assistance. The Elementary and Secondary Education Act (ESEA) of 1965, solidified a national commitment to provide equal access to a quality education for all children enrolled in public schools. The latest reauthorization of The ESEA - The [Every Student Succeeds Act](#) (2015) – continues the commitments outlined in The ESEA. The ESSA and [Idaho Administrative Rule](#), outline the State and district requirement to identify, support, and monitor the performance of English language learners (ELs).

WIDA Consortium

Idaho has been a member of the [WIDA Consortium](#) since 2015. In addition to adopting the most current [WIDA English Language Development Standards](#) (see [Appendix 7: WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS FRAMEWORK 2020 – RESOUCCE LINKS](#)) through Idaho State Board of Education Board approval, Idaho employs a number of WIDA English language proficiency (ELP) assessments at various times throughout the academic year to satisfy federal and state mandates. Idaho districts utilize student ELP assessment scores to verify eligibility in English language support services, monitor English language proficiency growth, and exit students from a district’s language instructional education program (LIEP). In addition to measuring a student’s academic language proficiency within four content areas: Language Arts, Mathematics, Science, and Social Studies, each ELP assessment measures a child’s social and instructional language proficiency. An overall English language proficiency is calculated by assessing each of the four language domains: reading, writing, speaking, and listening.

WIDA English Language Development Standards Statements

1. English Language Development Standard 1: English Learners communicate for Social and Instructional purposes within the school setting.
2. English Language Development Standard 2: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English Language Development Standard 3: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

4. English Language Development Standard 4: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English Language Development Standard 5: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

SECTION II: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – GETTING STARTED

There are many policies, procedures, and requirements associated with preparing, assessing, and recording a child’s English language proficiency that must be adhered to (in a timely manner) to successfully fulfill federal and state mandates. It is imperative that district staff understand their role in serving potential and identified ELs within their district. The Getting Started section of this manual names and outlines the role and function of each administrative system/portal, the different roles and permission sets available in each administrative system/portal, and the technology components that are necessary to support potential and identified ELs.

ELPA 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 the administrative systems/portals.

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) at the district level.
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 platform 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 ensuring a standardized test session is administered. This includes ensuring a safe and secure test environment, actively monitoring students as they complete each section of the summative assessment or screener, and reporting any test incidents to the SC or DTC.

System Overview and User Accounts: ELMS, WIDA Secure Portal, & WIDA AMS

There are multiple systems/portals that must be successfully navigated to fulfill the role and responsibilities listed and described above. How district staff utilize each system is dependent on the district role(s) assigned and the policies and procedures outlined at the state and local level.

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 and student demographic information. 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/permission set be assigned to them by contacting their district ISEE Coordinator. Using the Admin Tool, the district ISEE Coordinator can assign either the “Editor” or “Viewer” role. Districts have the discretion to determine the assignment of these roles. Once a permission set has been assigned, users may log-in to ELMS via the [Education Application Portal](#) found on the Idaho State Board of Education webpage or by logging into the [ELMS](#) application directly.

Table 2: ELMS User Roles

ELMS User Roles/Permission Sets	Description
Editor Role	Add, edit, and review student information (DTC recommended role)
Viewer Role	Review student information

**Note: To have information render properly in ELMS, the ISEE Coordinator must 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 software to be able to administer a ELP assessment.

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 Idaho SDE.
 - a. District Test Coordinators may also contact the Idaho SDE 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 both ACCESS for ELLs and WIDA Screener Online test sessions. To fully understand how to perform specific functions within the WIDA AMS reference the [WIDA AMS User Guide](#) 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 Idaho SDE English Language Proficiency Assessment Coordinator if specific questions arise 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 Secure Portal.

Table 3: WIDA AMS User Roles

WIDA AMS (DRC Insight System 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.
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.

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 the technology set up within a district or school require a District Technology Coordinator account 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 necessary to administer an online assessment. The [DRC INSIGHT Technology User Guide for WIDA](#) is the 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 handle 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.

English Language Proficiency Assessment (ELPA) Webpage

The [ELPA webpage](#) is a great resource to develop a general understanding of the district responsibilities associated with Idaho's English language proficiency assessment. It is highly encouraged that District and School Test Coordinators, Test Administrators, and Technology Coordinators review the webpage's content to adequately prepare and administer an ELP assessment. The ELPA webpage has the most up-to-date information on:

- WIDA Screener(s) and ACCESS for ELLs tests;
- training and certification requirements;
- professional development and Idaho specific training webinars opportunities;
- how DTCs and TAs can plan, administer, and evaluate WIDA Screener and ACCESS for ELLs results; and,
- system portal links, guidance documents, and a list of the most frequently asked questions.

English Learner Management System

Districts are responsible for creating a uniform enrollment process with elements that include how the district ensures identification of current and potential English learners. The enrollment process must include, (1) verify/confirm whether a child has a current EL status; and (2) whether the student needs to be evaluated for English language support program eligibility.

District staff use the “Find Child” function within ELMS to confirm if an enrolling student already has an EL status. In ELMS, if the child has an EL status of LE or L1, the student can be placed directly into the district’s language instruction educational program (LIEP). An EL status of EW indicates the child has been identified as an EL, but the parent has waived EL services. Students with an EW status are required to complete the summative ELPA annually. If the student does not have an EL status in ELMS, the district’s enrollment process to identify an English learner should be followed. The district’s enrollment process must include completion of a home language survey to determine next steps in the 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 primarily home language used by the child and acts as the first step 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)).

A child’s original HLS, completed at the time of the child’s first enrollment to an Idaho district, must be used in cases where a child leaves one Idaho district and enrolls into another. Many Idaho districts include an HLS within their enrollment paperwork, however the child’s cumulative file and ELMS record should be consulted first before making process decisions using a contemporary HLS.

Completing the HLS

At the time of a new student enrollment, parents complete the HLS by providing responses to the 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 than English is identified in one or more HLS responses, 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. 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 within the “Notes” section; 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 parent responses given on the HLS, 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 district is 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 or not 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? <i>(Always triggers a test if answered as a language other than English)</i>	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? <i>(Always triggers a test if answered as a language other than English)</i>	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

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 trainings and certifications needed to administer a specific assessment. DTCs, TAs, and SCs must complete the trainings 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"> WIDA Screener for Kindergarten: Oral Language Certification Quiz WIDA Screener for Kindergarten: Literacy Certification Quiz
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"> WIDA Screener Online: Administration Certification Quiz WIDA Screener Paper: Administration Certification Quiz Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Certification Quiz Writing for Grades 1-5: Scoring WIDA Screener Certification Quiz Writing for Grades 6-12: Scoring WIDA Screener Certification Quiz

**WIDA Screener Paper trainings 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 would only need to complete the trainings 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 on how the tester interacts with the test platform, how test items are operationalized, and presents practice test items to develop a better understanding of WIDA Screener Online prior to testing. These resources are available on the WIDA AMS landing page: <https://www.drccdirect.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

Screeener for Kindergarten and WIDA Screeener verify whether a child is eligible to enter the district’s language instruction educational program. Under ESEA Section 1112(e)(3)(A), ELP screeener 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 screeener materials are available for download via the WIDA Secure Portal > Resources > Screeener Online/Screeener Paper*/ Screeener for Kindergarten.

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

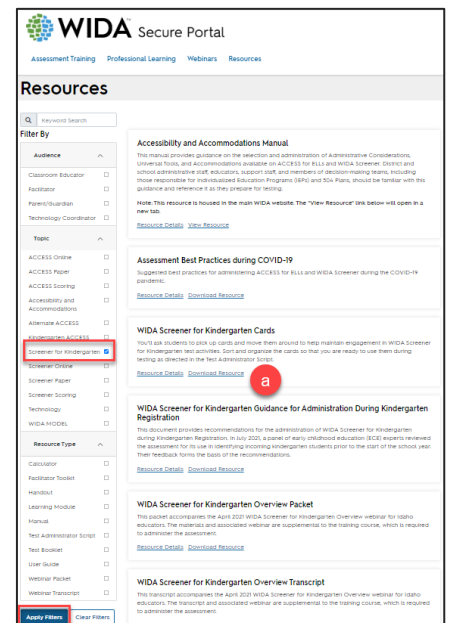
WIDA Screeener for Kindergarten

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

WIDA Screeener for Kindergarten: Administration Steps

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

1. Ensure TA has completed the trainings and certifications necessary to administer WIDA Screeener for Kindergarten
2. Ensure all documented accommodations and/or supports are provided to the child during screening
3. Log into the WIDA Secure Portal to download and print the WIDA Screeener for Kindergarten test materials under the “Resources” tab:
 - a. WIDA Screeener for Kindergarten Cards
 - b. WIDA Screeener for Kindergarten Response Booklet
 - c. WIDA Screeener for Kindergarten Score Sheets
 - d. WIDA Screeener for Kindergarten Storybook
 - e. WIDA Screeener for Kindergarten Test Administrator Script
 - f. WIDA Screeener for Kindergarten Test Administrator Manual
4. Administer WIDA Screeener for Kindergarten in a one-on-one environment
5. Enter the tabulated scores from the score sheets into the [WIDA Screeener for Kindergarten Score Calculator](#)
6. Enter the district and student demographic information into the WIDA Screeener 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 Screeener for Kindergarten as the ELP screeener administered



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 the 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 are 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 screen-out criteria during each enrollment period, are **not** eligible for EL services. When district staff enter a potential ELs screener scores into ELMS, the system automatically calculates the child’ eligibility. An “SO” EL status will populate 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. However, under the federal definition of an English learner, students age 3 and up may be eligible for EL support services. Specific guidance on screening Pre-K students is found in [Appendix 11](#).

SECTION IV: IDAHO ENGLISH PROFICIENCY ASSESSMENT

Under Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act (EEOA), all states and districts must ensure that English language learners can participate meaningfully and equally in educational programs and services. School districts in Idaho must monitor ELs' progress toward English language proficiency annually by administering a standardized summative English language proficiency assessment. This provision ensures ELs achieve English language proficiency within a reasonable period of time. Under ESEA section 1111(c)(4)(A)(ii) and IDAPA Rule 08.02.03.111.04., districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking to all identified English learners.

Idaho English Proficiency Assessment (ACCESS for ELLs)

Idaho is a member state to the WIDA Consortium and has utilized the consortium's proprietary ACCESS for ELLs summative ELP assessment since 2016. ACCESS for ELLs is a secure, standards-based, large-scale, summative ELP assessment taken annually by **all** English learners identified in kindergarten through grade 12. ELs are tested on the five WIDA English Language Development Standards.

WIDA English Language Development Standards Statements:

1. English Language Development Standard 1: English Learners communicate for Social and Instructional purposes within the school setting.
2. English Language Development Standard 2: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English Language Development Standard 3: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English Language Development Standard 4: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English Language Development Standard 5: English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

ACCESS for ELLs is comprised of four sub-tests (reading, writing, listening, and speaking). The ACCESS for ELLs test administration window typically opens during the last week of January and ends in the first week of March. ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency (ELP) assessments. All ACCESS for ELLs assessments are administered face-to-face.

ACCESS for ELLs Online

[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 Online is the default summative ELP assessment administered in Idaho.

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 the assessment 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](#). The assessment is scored at the time the assessment is given.

ACCESS for ELLs Accessibility and Accommodations Manual

It is the DTC's responsibility to understand and ensure that a student with a documented need is provided the supports 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. 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 trainings and certifications needed to administer a specific assessment (select only one assessment at a time when using the filter function).

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). The specific training and certification requirements are listed in Table 10.

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 Pre-ID File

The Idaho SDE submits a comprehensive student Pre-ID file to the test vendor (DRC) annually at the end of November. It is essential that the DTC review the information in ELMS prior to the November upload to ensure the information is accurate. The WIDA AMS Pre-ID File is used to:

- order initial ACCESS for ELLs test materials;
- order ACCESS for ELLs student demographic labels (pre-ID labels);
- create generic ACCESS for ELLs Online test session/registrations within WIDA AMS;
 - assign students to the appropriate ACCESS for ELLs Online test session/registrations (reading, listening, speaking and writing);
- add accommodations to a student’s test session/registrations; AND
- roster students into the WIDA AMS.

Prior to the Pre-ID 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 materials are delivered to the district offices approximately two weeks prior to the test window. The SDE utilizes the District EL Student Summary List in ELMS to identify students who: (1) are required to complete ACCESS for ELLs and need test materials ordered, 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. ELMS applies the following defaults when populating the WIDA AMS Pre-ID File:

- All students with a grade of ‘00’ 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/registration in WIDA AMS;
 - a. 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 section/registration 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;
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 State'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.

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 list supplied by DRC once they arrive at the district. Districts are responsible for ensuring that test materials are securely stored at all times. If a materials discrepancy exists, the Idaho SDE [English Language Proficiency Coordinator](#) should be contacted immediately and a test incident submission within the [Idaho SDE Test Incident Log](#) is required .

ACCESS for ELLs Paper Tier Selection

If the determination has been made to administer the paper version of ACCESS for ELLs, a child's English proficiency level must be referenced to order the appropriate test materials (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 derive valid

and reliable score. 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 important 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 sequencing that each language domain is administered. 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 scheduling ACCESS for ELLs.

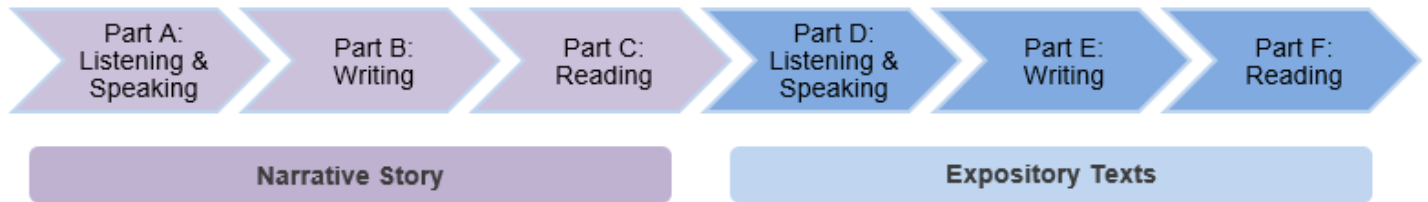
Table 11: Key ACCESS for ELLs Administration Information

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

Table 12: Testing Groups

ACCESS for ELLs Paper					
Grade 1 Tier A	Grade 2 Tier A	Grade 3 Tier A	Grade 4-5 Tier A	Grade 6-8 Tier A	Grade 9-12 Tier A
Grade 1 Tier B/C	Grade 2 Tier B/C	Grade 3 Tier B/C	Grade 4-5 Tier B/C	Grade 6-8 Tier B/C	Grade 9-12 Tier B/C
ACCESS for ELLs Online					
Grade 1		Grade 2-3		Grade 4-12	

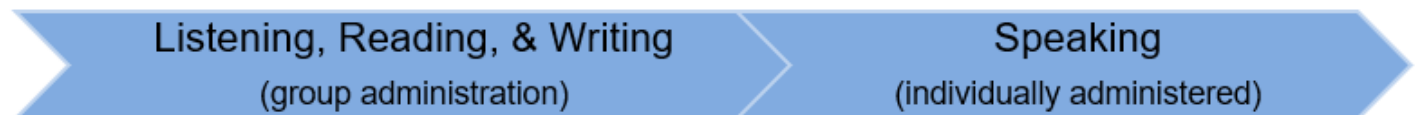
Kindergarten ACCESS for ELLs: Administration Order



ACCESS for ELLs Online: Domain Administration Order



ACCESS for ELLs Paper: Domain Administration Groupings



Tier Placement Report

A Tier Placement Report must be run within WIDA AMS after a student finishes the Listening and Reading sections of ACCESS for ELLs. The Tier Report determines the correct tier of the Writing test booklet to be administered to online testers in grades 1-3. The Tier Placement Report also identifies online tests assigned to 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 the student 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 Speaking Tier and Writing Tier, providing you with the necessary tier placement details.

ACCESS for ELLs Attemptedness Criteria

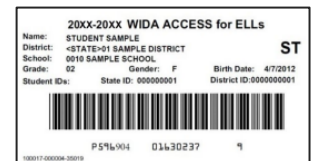
Attemptedness criteria refers to the policies used to determine the minimum interaction test takers need to have with a test to show that they have had an opportunity to respond. For ACCESS for ELLs, students must demonstrate that they have responded or attempted to respond to at least one item per domain 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.

Test Book Labels

There are three types of test booklet label: 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.

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 by contacting the Idaho [SDE 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. **Blank test booklets do not need Do Not Process labels.** Return unused booklets without any labels affixed.

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 to schedule a pick-up time. If you require extra DRC return labels, contact DRC (866) 787-9615 to make a request.

Missing Test Materials

All test materials should be inventoried and accounted for prior to sending the materials back to DRC. The “Retuned 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 to be filled out toward the bottom of the Accountability Form. In addition, the DTC must complete a submission to the Idaho SDE Test Incident Log.

District Pre-Data Validation

Idaho is a proponent of data transparency and empowers districts to have a first look at student records prior to 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 from the 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 “[ACCESS Appeals](#)” web application > Additional Resources > 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 Student Report, School Roster, School and District Frequency Report) are available for download via the WIDA AMS. Individual Student Reports are available for download in over 49 languages. Individual Student 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 on August 1 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 exit a district’s LIEP when the student attains the defined proficiency levels outlined in Table 14.

Table 14: ACCESS for ELLs Program 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

SECTION V: ACCESSIBILITY AND UNIQUE TESTING CONSIDERATIONS

The ELPA Accessibility and Unique Testing Considerations section is provided to assist districts in identifying the necessary supports and strategies to ensure multilingual learners – identified as English learners – can meaningfully participate in Idaho’s English Language Proficiency (ELP) screener and ELP summative assessments. Meaningful participation in Idaho’s English Language Proficiency Assessment requires districts and schools understand, distinguish, and assign the procedures, supports, and/or accommodations – allowable on each ELP assessment – to guarantee *all* students have an equal opportunity to access a high-quality education. It is ultimately the responsibility of all personnel at the district and school to provide supports and/or accommodations listed within a student’s Educational Learning Plan, Individualized Education Plan, or 504 Plan.

The Elementary and Secondary Education Act (ESEA), as amended by The Every Student Succeeds Act (ESSA), requires all students participate in state assessments measuring student achievement. This requirement includes students with an Individualized Education Plan (IEP), students with a 504 Plan, and multilingual learners identified as English learners (ELs) who have an Educational Learning Plan.

The WIDA suite of assessments (WIDA Screener for Kindergarten, WIDA Screener Online, WIDA Screener Paper, ACCESS for ELLs Online, ACCESS for ELLs Paper, and WIDA Alternate ACCESS) incorporate universal design principles and approaches that ensure students have an equitable opportunity to demonstrate their knowledge, skills, and abilities in English.

ACCESS for ELLs – 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 Plan (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 provided on all ELP assessments. 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 paper administrations. 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 on ACCESS assessments 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, or Title II of the ADA). They 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;
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 SDE during the ACCESS Participation Rate Appeals window.

Once an ACCESS Participation Rate Appeal is reviewed and approved by the Idaho SDE, 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 Idaho SDE to compute a student’s level of proficiency growth and whether the student qualifies to exit a district’s Language Instruction Educational Program (LIEP).

Possible Domain Exemption Examples

Example One: Student who is blind or visually impaired (BVI)

A BVI student may qualify for a domain exemption if the student is not able to access an ELP assessment using the available supports for WIDA Screener or WIDA Screener for Kindergarten.

- a. District teams may consider using the low-vision aids (highlighter, line guides, tracking tools) or a magnification device to allow visually impaired student 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 domain exemption if the student is profoundly deaf for the listening and speaking test domains.

- 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 and practice items 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 family 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 Alternate ACCESS for ELLs 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 very 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 State Department of Education to discuss unique scenarios.

Temporary Disability Examples

- Scenario One: Child requires the Scribe (SC) accommodation due to the inability to use a pencil or keyboard.
- 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.
- 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 Idaho SDE 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 SDE’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 SDE’s [Test Incident Log](#) indicating the intent to provide translations during an ELP screener or ELP summative assessment. Required information submitted within the test incident submission must include; the student 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 SDE [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

Listed below are some considerations for districts to review as they approach ELP testing for students who have been diagnosed with or who may have a potential to be diagnosed with 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 the available Universal Tools such as: color adjustments, line guides, and magnification devices may assist students with or are presumed to have 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 a student from completing the test session. Moreover, an overall score cannot be derived if one or more domain scores are missing.

SECTION VI: APPENDICES

APPENDIX 1: IDAHO STATE DEPARTMENT OF EDUCATION WEBPAGES

- I. Idaho SDE Main Website
<https://www.sde.idaho.gov/>
- II. Idaho SDE 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 SDE 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, 20
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>

Idaho SDE 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://portal.wida.us/resource/detail/1bffbf1b-1c2a-ed11-a2dc-0050568b4ed0>

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** (ELs) enrolling into a district prior to kindergarten enrollment. 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 enrollment.*

Note: If the district has a concern that the enrolling child may have a disability, the district’s special education procedures should be followed. As a further reference, the [Idaho SDE 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 had 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.**

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file in student’s record. Copies of this form should be given to ENL and general education teachers who will be working with this student.

- 8) **STEP 8:** Provide the parent(s) with a description of the 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 PRE-ID FILE

WIDA AMS Pre-ID File Purpose

The WIDA AMS Pre-ID File is sent to the Data Recognition Corporation (DRC) by the Idaho SDE, and is used to:

1. Order the appropriate amount of test materials for the ACCESS for ELLs administration;
2. Create ACCESS for ELLs student identification labels;
3. Create generic ACCESS for ELLs Online test sessions within the WIDA Assessment Management System;
4. Roster Idaho's ELs into the appropriate grade-level ACCESS for ELLs Online test sessions;
5. Pre-populate ACCESS for ELLs test accommodations within the WIDA AMS.

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 Pre-ID 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 SDE'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 changes. The information below outlines the defaults ELMS applies to populate the WIDA AMS Pre-ID File:

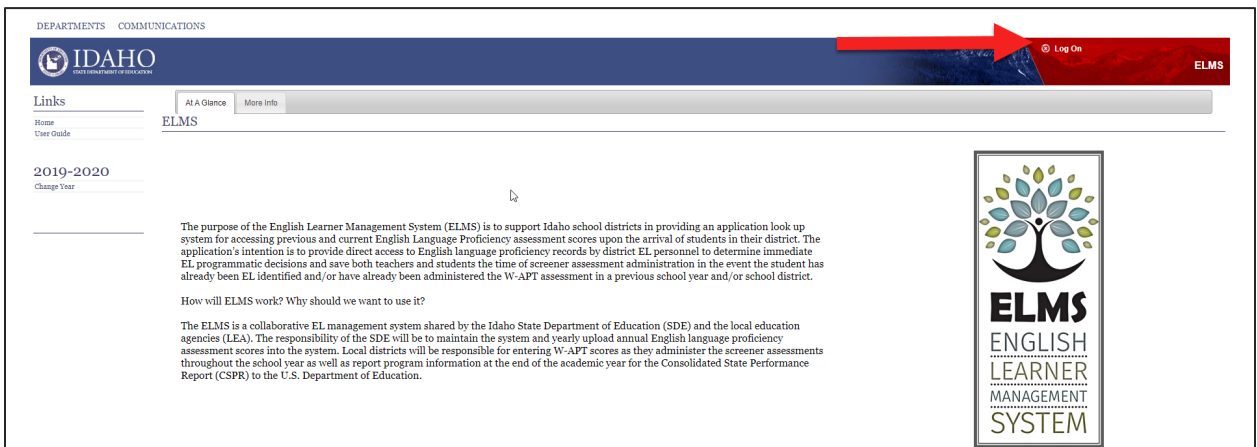
1. All students with a grade of 'KG' are ordered the Kindergarten ACCESS for ELLs;
2. All students with a grade of 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 are placed into an ACCESS for ELLs Online test session in WIDA AMS;
 - a. Grades 01, 02, and 03 are ordered a physical Student Response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

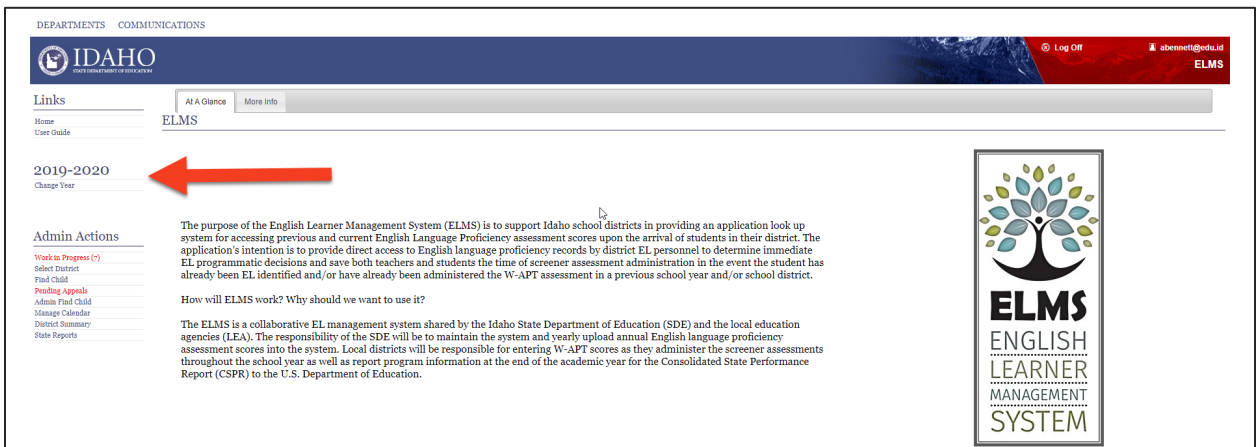
Section One: Verifying ACCESS for ELLs Mode of Administration

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.



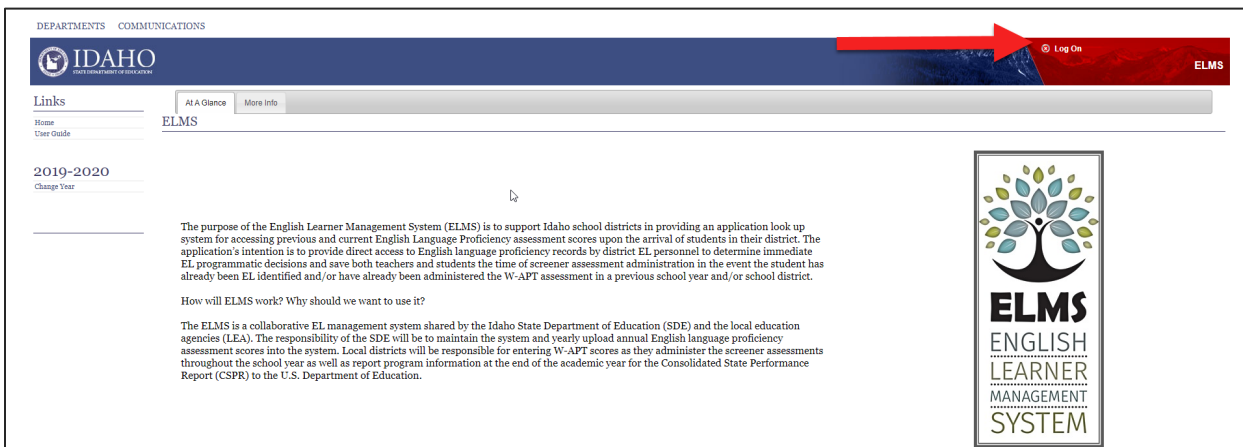
3. Select ‘District Reports’ on the left-hand side of the screen.
4. Under the heading ‘Annual Reports’, view the WIDA AMS Pre-ID File by selecting the ‘Show/Hide Filters’ (highlighted in blue).
5. Select ‘Run’.

- a. Mode of Administration column ‘AJ’
 - i. ‘O’ = Online ACCESS (default - grades 1-12)
 - ii. ‘P’ = Paper ACCESS for ELLs (an ‘A’ or ‘B/C’ is assigned in column ‘AK’ and designates paper tier)
 - 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 how to modify 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.

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

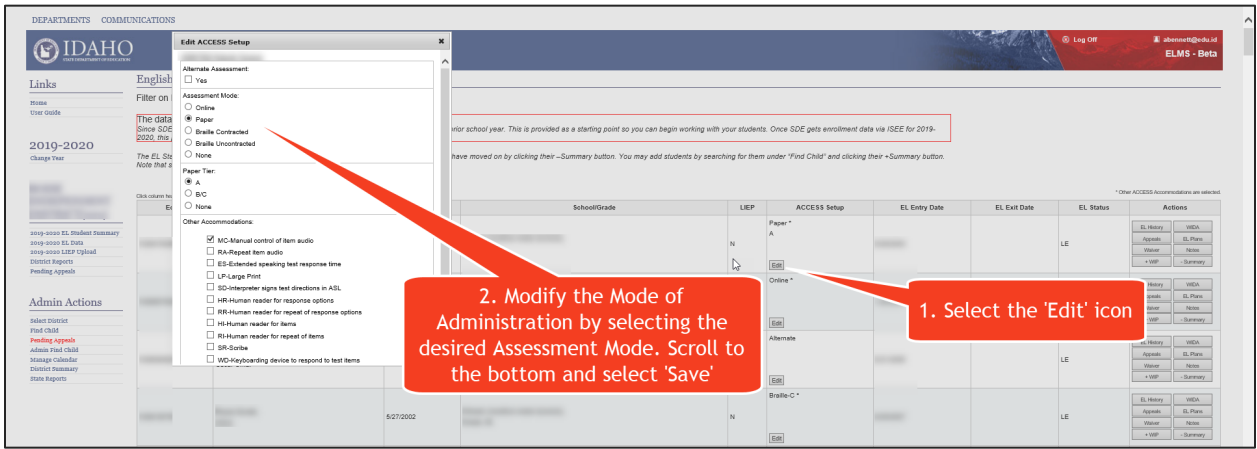
12. Find the student whose ACCESS for ELLs Mode of Administration needs modification.

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

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

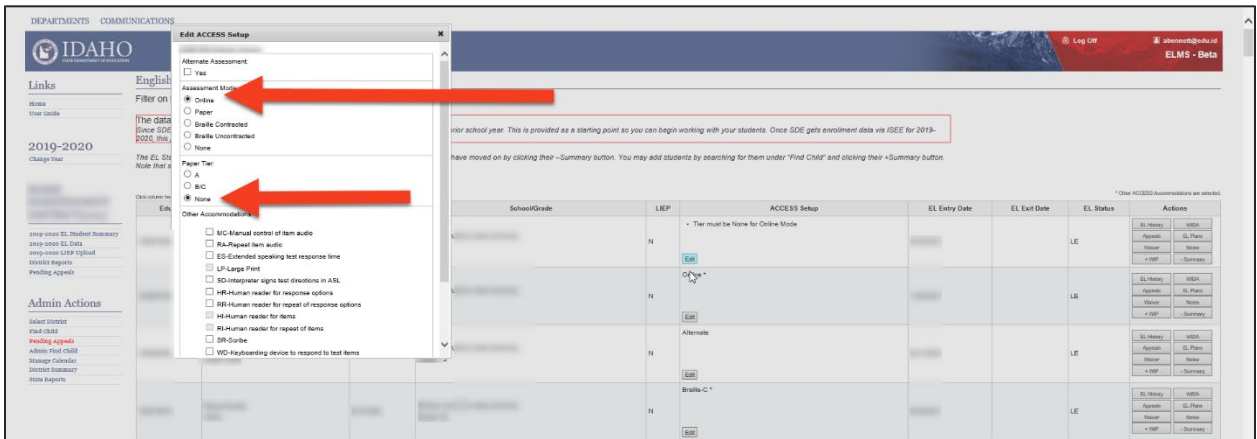
14. Once the 'Edit' icon is selected, the 'Edit ACCESS Setup' box will open. Modify the Mode of Administration by selecting the desired radio buttons under the header 'Assessment Mode'.

- 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



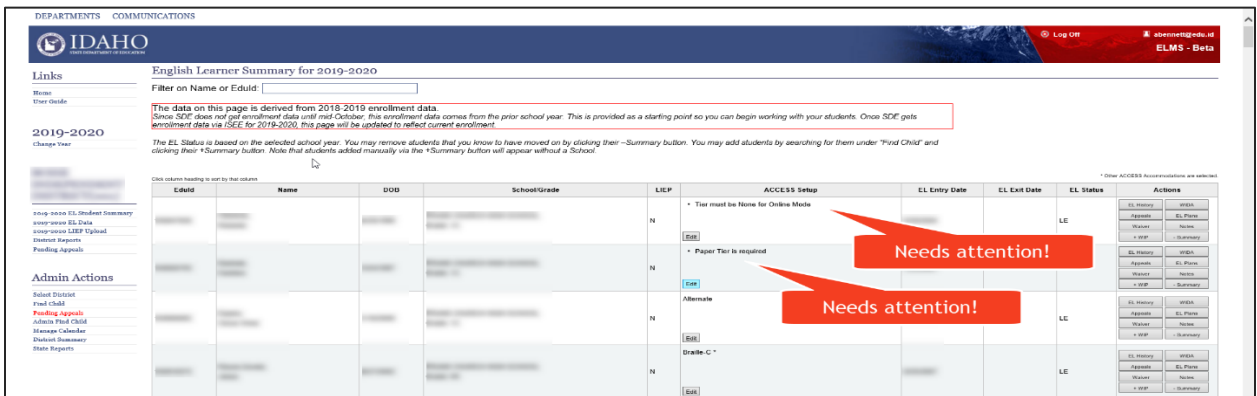
NOTE: If the Mode of Administration has already been modified, and a district wishes to modify the Assessment Mode again, the user will need to use the 'None' radio button.

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'.



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.

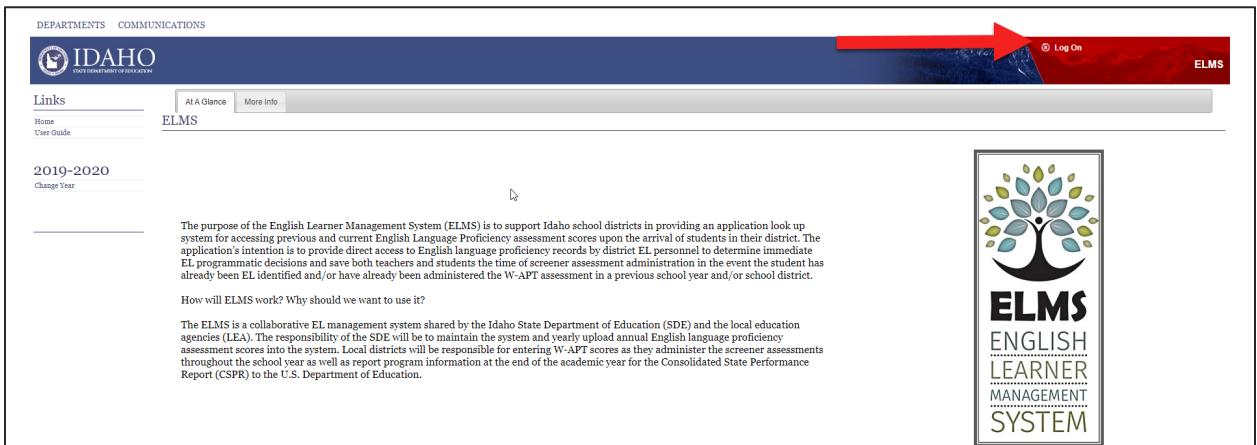


Section Three: Assigning ACCESS for ELLs Accommodations

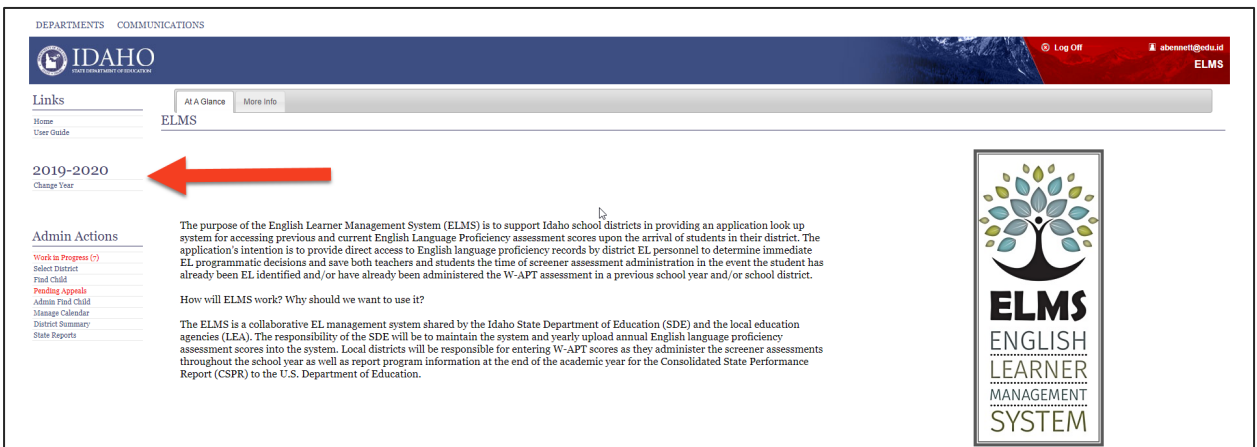
ACCESS for ELLs accommodations can be assigned in ELMS and will be reflected in WIDA AMS once the Pre-ID File is submitted to DRC by the State. Prior to the assignment of any ACCESS for ELLs accommodation, a student is required to have a documented need reflected in an IEP or 504 Plan. The available accommodations for ACCESS for ELLs are listed in the [Accessibility and Accommodations Manual](#).

NOTE: Districts can assign/modify accommodations after the Pre-ID File is uploaded by the State. Districts complete these assignments/modifications within WIDA AMS after the test sessions/registrations have been populated (beginning of January).

1. Sign in [ELMS](#) by clicking on the 'Log On' button at the top of the ELMS web application landing page.
 - a. To assign accommodations within ELMS, 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 '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.

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English Learner Summary for 2021-2022

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2021-2022
Change Year

2021-2022 EL Student Summary
2021-2022 EL Data
2021-2022 LIEP Upload
2022-2023 EL Plan Download
District Reports
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Admin Actions
Work in Progress (51)
Select District
Find Child
Pending Appeals
Admin Find Child
Manage Calendar
District Summary

Filters

Name or Eduld:

OR

School:

and Grade: (KG, 01,02, ...12)

and EL Status:

Apply

The EL Status is based on the selected school year. You may remove students that you know to have moved on by clicking their -Summary button. You may add students by searching for them under "Find Child" and clicking their +Summary button. Note that students added manually via the +Summary button will appear without a School.

Click column heading to sort by that column

Eduld	Name	DOB	School/Grade	LIEP	ACCESS Setup	EL Entry Date	EL Exit Date	EL Status	Actions
					Online				<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>

* Other ACCESS Accommodations are selected

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

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2019-2020 EL Data
2019-2020 LIEP Upload
District Reports
Pending Appeals

Admin Actions
Select District
Find Child
Pending Appeals
Admin Find Child
Manage Calendar
District Summary
State Reports

Filter on

The data on this page is derived from 2018-2019 enrollment data. Since SDE does not get enrollment data until mid-October, this enrollment data comes from the prior school year. This is provided as a starting point so you can begin working with your students. Once SDE gets enrollment data via ISEE for 2019-2020, this page will be updated to reflect current enrollment.

The EL Status is based on the selected school year. You may remove students that you know to have moved on by clicking their -Summary button. You may add students by searching for them under "Find Child" and clicking their +Summary button.

Click column heading to sort by that column

Alternate Assessment
 Yes
 No

Assessment Mode:
 Online
 Paper
 Braille Contracted
 Braille Uncontracted
 None

Paper Tier:
 A
 B/C
 None

Other Accommodations:
 MC-Manual control of item
 RA-Repeat item audio
 ES-Extended speaking test response time
 LP-Large Print
 SD-Separate page test directions in ALL
 HR-Human reader for response options
 HR-Human reader for repeat of response options
 HR-Human reader for items
 SR-Scribe
 WC-Keyboarding device to respond to test items

Eduld	Name	DOB	School/Grade	LIEP	ACCESS Setup	EL Entry Date	EL Exit Date	EL Status	Actions
				N	Paper* A			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Online*			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Paper B/C			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Alternate			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Braille* C			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>

* Other ACCESS Accommodations are selected

6. Once the desired accommodation(s) have been assigned, 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.

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English Learner Summary for 2019-2020

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District Reports
Pending Appeals

Admin Actions
Select District
Find Child
Pending Appeals
Admin Find Child
Manage Calendar
District Summary
State Reports

Filter on Name or Eduld:

The data on this page is derived from 2018-2019 enrollment data. Since SDE does not get enrollment data until mid-October, this enrollment data comes from the prior school year. This is provided as a starting point so you can begin working with your students. Once SDE gets enrollment data via ISEE for 2019-2020, this page will be updated to reflect current enrollment.

The EL Status is based on the selected school year. You may remove students that you know to have moved on by clicking their -Summary button. You may add students by searching for them under "Find Child" and clicking their +Summary button. Note that students added manually via the +Summary button will appear without a School.

Click column heading to sort by that column

Eduld	Name	DOB	School/Grade	LIEP	ACCESS Setup	EL Entry Date	EL Exit Date	EL Status	Actions
				N	Online*			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Paper B/C			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Alternate			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>
				N	Braille* C			LE	<input type="button" value="EL History"/> <input type="button" value="Appeals"/> <input type="button" value="Waiver"/> <input type="button" value="- Summary"/> <input type="button" value="EL History"/> <input type="button" value="Screens"/> <input type="button" value="EL Plans"/> <input type="button" value="Notes"/>

* Other ACCESS Accommodations are selected

8. Verify the assignment of the specific accommodation(s) by reviewing column 'AI' in the district 'WIDA AMS Pre-ID File' found under 'District Reports' (see Section One: Verifying ACCESS for ELLs Mode of Administration). Accommodations Codes are listed below.
- MC = Manual control of item audio
 - RA = Repeat item audio
 - ES = Extended speaking test response time
 - SD = Interpreter signs test directions in ASL
 - IR = In-Person Human Reader
 - RP = Repeat In-Person Human Reader
 - SR = Scribe
 - WD = Word processor or similar 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.
 - LP = Large Print
 - NC = UEB Contracted (grades 01-05), UEB with Nemeth Contracted (grades 06-12)
 - NU = UEB Uncontracted (grades 01-05), UEB Uncontracted with Nemeth (grades 06-12)
 - TC = UEB Math/Science Contracted
 - TU = UEB Math/Science Uncontracted

AG	AH	AI	AM
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	A
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

WIDA Alternate ACCESS field is unavailable for selection (field is grayed out).

Braille Mode of Administration fields do not appear.

Accommodations are unavailable for selection (fields are grayed out).

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

WIDA Alternate ACCESS field is available.

Braille Mode of Administration fields are available.

Accommodations are available to be selected (based on IEP / 504 Plan documentation).

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 Pre-ID File' (see [Appendix 12 - Section One: Verifying ACCESS for ELLs Mode of Administration](#)).

1. After downloading the WIDA AMS Pre-ID 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 Pre-ID 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 recoded 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 recoded 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 trainings 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 State 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 SDE 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 State Department of Education, and ensure that all staff members thoroughly review and understand 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 Special Needs:

- Identify students requiring accommodations or supports 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 SDE Incident Log within 24 hours.
 - <https://apps.sde.idaho.gov/testincidentlog>

Test Security Monitoring:

- Review the Idaho SDE 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.