ACCESS for ELLs 2018
Test Chairperson
Training
December 4, 12, or 19, 2017

Assessment, Research, and Data Analysis
Felicia Mallory, Executive Director
Denetra Collins, Staff Specialist

1

Purposes of ACCESS for ELLs 2.0

The results can provide:
- Data useful for monitoring student progress annually,
- Information about students' strengths and weaknesses in English,
- One of multiple measures used to determine whether students are prepared to exit from English for Speakers of Other Languages (ESOL) programs.
- The proper ESOL level identification with respect to English Language Development Standards

2

ACCESS for ELLs 2.0
Suite of Assessments

Basics of ACCESS for ELLs Suite of Assessments			
	Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Alternate ACCESS for ELLs
Audience	Kindergarten	Grades 1 – 12	Grades 1 – 12 who have been identified as ELL with significant cognitive disabilities
Language Domains Assessed	Speaking, Listening, Reading, Writing		
Task Format	Selected Response (Listening, Reading) Constructed Response (Writing, Speaking)		

Domains & Grade Level Clusters

Listening	Process, understand, interpret and evaluate spoken language in a variety of situations
Reading	Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency
Writing	Engage in written communication in a variety of situations for a variety of purposes and audiences
Speaking	Engage in oral communication in a variety of situations for a variety of purposes and audiences

ACCESS for ELLs 2.0 Paper Grade Clusters	K*	1	2	3	4-5	6-8	9-12
Alternate ACCESS for ELLs		1-2		3-5		6-8	9-12

Note: Kindergarten is an interactive, paper-based kit.

ACCESS for ELLs 2.0 assesses students' English language proficiency in five areas:

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

Academic Language

ACCESS for ELLs 2.0 is reported in four domains listening, speaking, reading, and writing.

ACCESS for ELLs 2.0 (Grades 1–12) Tiers and Proficiency Levels

Within each grade-level cluster ACCESS for ELLs 2.0 consists of three test forms: Tier A (beginner), Tier B (intermediate), and Tier C (advanced).

1. ENTERING
2. BEGINNING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING

TIER A
TIER B
TIER C

Tier Placement Protocol (Grades 1-12)

Tier A - Corresponds to ESOL Level 1
• For ELLs who have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English;
• currently receive literacy instruction **ONLY** in their native language;
• have recently tested at the lowest level of English language proficiency.

Tier B - Corresponds to ESOL Level 2
• For ELLs who have social language proficiency and some, but not extensive, academic language proficiency in English; and/or
• have acquired some literacy in English, though have not yet reached grade level literacy.

Tier C - Corresponds to ESOL Level 3 or 4
• For ELLs who are approaching grade-level literacy and academic language proficiency in the core content areas; and/or
• will likely meet the state's exit criteria for support services by the end of the academic year.

Note – If in doubt, place the student in a higher tier.

7

Proficiency Criteria

ACCESS for ELLs 2.0 (Grades K–12)
• Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of 4.0 or greater **AND** at least a Proficiency Level of 4.0 in the Reading domain on ACCESS for ELLs.

Alternate ACCESS for ELLs (Grades 1–12)
• Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of P1 or greater.

8

Important Dates for the 2018 ACCESS for ELLs Suite of Assessments

Administration:
January 29, 2018 – March 22, 2018

Mandatory Test Chairperson Training Meetings:
December 4, 2017 – Miami Lakes Educational Center
December 12, 2017 – G. Holmes Braddock Senior
December 19, 2017 – Robert Morgan Educational Center

9

Schedule of Activities

Activity	Date
Delivery of Test Materials and Pre-ID labels to Schools	January 16 – 19, 2018
Test Administration Window ACCESS for ELLs 2.0 Kindergarten ACCESS for ELLs Alternate ACCESS for ELLs	January 29, 2018 – March 22, 2018
Second Set of Pre-ID Labels	Delivery due to District February 12, 2018
Return ALL materials **"To Be Scored"** and **"Not to Be Scored"**	Call 1-866-857-1501, at least one day prior to the day you will ship your materials. **(All materials must be picked up before or on March 23, 2018)**
District Coordinator Envelope Send to TDC via School Mail – Code 9038	By April 30, 2018
Score report delivery to schools	May - June 2018

Students To Be Tested

All students enrolled in the district (grades K-12) and classified ELL, with a code of "LY" on the 1st day of the test administration window, must be administered the English language proficiency assessment:

- ❖ Kindergarten ACCESS for ELLs
- ❖ ACCESS for ELLs 2.0
- ❖ Alternate ACCESS for ELLs

Students To Be Tested (cont.)

Home Education Program Students
- ❖ Students who receive instruction at home, are registered appropriately with their district office as Home Education Program students, and meet the requirement for students to be tested for the 2018 ACCESS for ELLs 2.0 administration **may** participate in the administration for their grade level only, as directed by the District Test Coordinator.

Florida Virtual School Students
- ❖ Per Section 1002.37(9)(c), F.S., students enrolled **full-time** in the Florida Virtual School and who meet the requirement for students to be tested for the 2018 ACCESS for ELLs 2.0 administration require accommodations for testing in the district in which they reside.

Students To Be Tested
Alternate ACCESS for ELLs

A student is eligible to participate in Alternate ACCESS for ELLs if they meet ALL of the following criteria:

1) The student is classified as ELL, with a code of LY or LN.

2) The student has a significant cognitive disability and receives special education services under IDEA (2004).

3) The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.

4) The student is or will be participating in the Spring 2018 Florida Standards Alternate Assessment (FSAA).

  *Note: Only applicable for students in grades 3 – 10.

ACCESS for ELLs 2.0

Basics of ACCESS for ELLs Suite of Assessments			
	Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Alternate ACCESS for ELLs
Tiers	Not Tiered	A, B, C	Not Tiered
Administration Format	All domains are individually administered.	**Reading, Listening, and Writing** group administered. **Listening and Speaking** are media-delivered via a CD. **Speaking** is individually administered.	All domains are individually administered.
Adaptivity	Includes stopping rules for when a student hits his/her ceiling.	Tiered forms (A,B, C) are provided to allow students to see items best suited for his/her proficiency level. These forms are fixed.	Semi-adaptive testing includes multiple cues to allow students the opportunity to respond, and stopping rules for when a student hits his/her ceiling.

ACCESS for ELLs Resources

25

WIDA Website www.wida.us

For more information on WIDA Assessments

Login to WIDA Secure Portal

Florida's WIDA Webpage

ACCESS for ELLs 2.0

Consortium Members

LATEST NEWS

Assess what student...

29 U.S. State Education Agencies belong to the WIDA Consortium

Need help with preparation or administration?

Florida's WIDA Webpage

Florida

Contact Information

Assessment Materials & Training

Frequently Asked Questions

Parent Information

ACCESS for ELLs 2.0 2017-18 Dates

State Specific Guidance for ACCESS for ELLs 2.0

Professional Learning

ACCESS for ELLs 2.0 Checklist

Questions Need Help?

Your source for Florida-specific information about the ACCESS for ELLs 2.0 is on Florida's WIDA webpage at:
https://www.wida.us/membership/states/Florida.aspx

Preparation Resources
https://www.wida.us/membership/states/Florida.aspx

Florida

Contact Information

Assessment Materials & Training

2018 Florida-specific Manuals

2018 Florida-Specific Resources

Available on Florida's WIDA webpage

19

WIDA Secure Portal

ACCESS for ELLs 2.0 Training Course – Paper-Based

21

Kindergarten
Training and Certification Requirements for Test Administrators

✓Complete Florida-specific ACCESS for ELLs 2.0 Checklist

✓Read applicable sections in the Florida ACCESS for ELLs 2.0 Test Administrator Manual

✓Online training available via WIDA Secure website

✓Complete the online Kindergarten Quiz with a passing rate of 80% or higher to become certified to administer the assessment.

  ✓**Note**: For Test Administrators who were certified to administer 2017 Kindergarten ACCESS for ELLs, should participate in a Refresher training.

Kindergarten

ACCESS KINDERGARTEN Quiz

Grades 1-12
Training and Certification Requirements for Test Administrators

✓Complete the Florida-specific Test Administrator Checklist

✓Read applicable sections in the Florida's ACCESS for ELLs 2.0 Test Administrator Manual

✓Online training available via WIDA Secure website

✓Complete the online Speaking Quiz(zes) with a passing rate of 80% or higher to become certified to administer the Speaking section.

  ✓**Note**: For Test Administrators who were certified to administer 2017 ACCESS for ELLs 2.0, should participate in a Refresher training.

✓ Must complete the online ACCESS for ELLs Paper Administration Quiz with a passing rate of 80% or higher to become certified to administer the assessment.
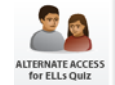
PAPER-BASED Grades 1-12

ACCESS & Screener SPEAKING Quiz Grades 1-5

ACCESS & Screener SPEAKING Quiz Grades 6-12

ACCESS PAPER Administration Quiz Grades 1-12

Alternate ACCESS
Training and Certification Requirements for Test Administrators

✓Complete the Florida-specific Test Administrator Checklist

✓Online training available via WIDA Secure Portal.

✓Review applicable sections of the ACCESS for ELLs 2.0 Test Administrator Manual.

✓Must complete the online Alternate ACCESS for ELLs Quiz with a passing rate of 80% or higher to become certified to administer the assessment.

  ✓**Note**: For Test Administrators who were certified to administer 2017 Alternate ACCESS for ELLs, should participate in a Refresher training.

Alternate ACCESS Grades 1-12

ALTERNATE ACCESS for ELLs Quiz

Trainings and Certification (New Test Administrators)

| Training Tracks	Key Elements	Outcome
ACCESS for ELLs 2.0 Paper Test Administrators (Grades 1-12)	Administration of **Listening, Reading, and Writing**	Online procedural modules via Training Course and checklists	Certificate of Completion (upon completion of Paper Administration Quiz)
	Scoring **Speaking** Test Grades 1 – 5 or Grades 6 - 12	Speaking Scoring module via Training Course	Certification (upon completion of Speaking scorer quiz)
ACCESS for ELLs Kindergarten Test Administrators		Kindergarten Administration Training Modules via Training Course	Certification (upon completion of Kindergarten quiz)
Alternate ACCESS for ELLs Test Administrators		Alternate ACCESS for ELLs Training Module via Training Course	Certification (upon completion of Alternate ACCESS for ELLs quiz)

25

School Test Coordinator Responsibilities

- Complete the Florida's ACCESS for ELLs 2.0 Checklist
- Review the Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual
- Review applicable sections of the Florida Accessibility and Accommodations Supplement
- Complete the ACCESS for ELLs 2.0 Paper Administration Quiz with a passing rate of 80% or higher
- Provide Parent Notification Letters to students
- Know and adhere to important test administration dates
- Ensure test security throughout testing window
- Coordinate and schedule test sessions within a school

27

School Test Coordinator Responsibilities

- Assign and coordinate trained staff to administer test(s)
- Ensure that all personnel assigned to testing are adequately trained in test administration and security procedures
- Ensure all student response booklets are correctly labeled for proper scoring
- Account for and return materials after test administration
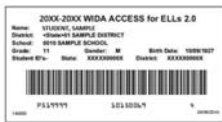
WIDA – AMS Site
www.wida-ams.us
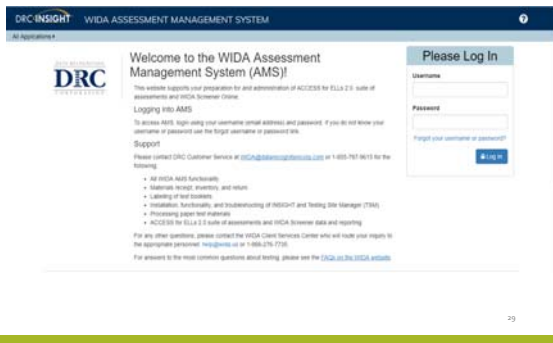
Test Security Policies and Procedures

- ➢ Florida Test Security Statute 1008.24 and Florida State Board of Education – Test Administration and Security Rule 6A – 10.042 https://www.flrules.org/gateway/RuleNo.asp?ID=6A-10.042

- ➢ M-DCPS: Standards, Guidelines, and Procedures for Test Administration and Test Security http://oada.dadeschools.net/TestChairInfo/29testsecuritymanual.pdf

- ➢ The security of all test materials must be maintained before, during, and after the test administration.

- ➢ Under no circumstances are students permitted to handle secure materials before or after the test administration.

- ➢ Test administrators MUST NOT administer ACCESS for ELLs to their family members.

Slide 1

SCHOOL TEST COORDINATORS: MANAGING STUDENT INFORMATION

31

Slide 2

Preparation of Testing Materials: Pre-ID Labels

ALL of the following information **MUST** be correct for the student label to be used:

1. Student State ID (FLEID)
2. District Number
3. School Information

TAM, p. 25

Slide 3

Preparation of Testing Materials: District/School Labels

Sample District/School label

USED FOR STUDENTS WHO DO NOT RECEIVE PRE-ID LABELS

- Verify that the District and School are correct on the yellow label before using it.
- This label is placed in the box located in the upper right hand corner on the front of the booklet where the Pre-ID label would go.
- Use the directions outlined on page 32, Completing the Demographic Information section.
- You will receive one label for every test booklet ordered, plus an overage.
- **This label is only used for students who DO NOT have a Pre-ID label.**

TAM, pp. 25-26

Preparation of Testing Materials (continued)

Front Cover of Test Booklet

Place Pre-ID **OR** District/School label here

TAM, p. 27

Preparation of Testing Materials (continued)

Front Cover of Test Booklet

Place Pre-ID **OR** District/School label here

TAM, p. 28

Preparation of Testing Materials (continued)

Back Cover of Test Booklet

TAM, pp. 29-32

Completing Student Information on Test Booklet

Boxes to complete:

Student with Pre-ID Label	Students with District/ School Label
1, 2, 3, 22 (if applicable), 23 (if applicable)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 (if applicable), 17, 19, 21, 22 (if applicable), 23 (if applicable)

37

Do Not Score Procedures

Box #23

DO NOT SCORE THIS SECTION FOR THIS STUDENT – Contains DNS and UNDO bubbles for each test section

Do Not Score This Section For This Student
(See the Test Administrator Manual for detailed instructions)

Absent	ABS	Ⓛ	Ⓡ	Ⓦ	Ⓢ
Invalidate	INV	Ⓛ	Ⓡ	Ⓦ	Ⓢ
Decline	DEC	Ⓛ	Ⓡ	Ⓦ	Ⓢ
SPED/504	SPD	●	Ⓡ	Ⓦ	Ⓢ

NOTE: If a reason is not gridded on the student response booklet and the test section is blank, it will be processed and scored.

TAM, p. 33

Test Invalidation Procedures

The appropriate INV bubble MUST be gridded if:

1) A student has an electronic device during testing or during a break within a test session.
2) A student becomes ill during testing and does not complete the session.
3) A student engages in inappropriate testing practices (i.e. cheating, Report is needed).
4) A student is given an accommodation not allowed on ACCESS.
6) A student is not allowed the correct amount of time to finish the test section.
7) A student is given an accommodation NOT indicated on the student's IEP, Section 504 plan, or ELL Plan.
8) A student was not provided an allowable accommodation which was indicated on the student's IEP, Section 504 plan, or ELL Plan.
9) A student is disruptive during testing.
10) An error occurs in the test administration procedures that could compromise the validity of the test results.
11) A major disruption occurs during testing (contact SAET first)
12) A student is given unauthorized assistance during testing.

TAM, pp. 35 - 36

Test Invalidation Procedures (continued)

It is NOT necessary to use the INV bubble if there is a
DO NOT PROCESS label affixed to the document AND:

- The preidentified document belongs to a student who has withdrawn from the school prior to testing.
- The preidentified document belongs to a student who has been **absent** during the entire test administration window.
- The preidentified information is incorrect and the document is UNUSED.
- The preidentified document is USED and defective.

TAM, pp. 35-36

Test Security Policies and Procedures
Test Administration and Security Agreement

Exclusively available on Florida's WIDA webpage

Preparing for Testing:
Training Test Administrators

Test Administrators MUST:

- **Complete training modules to become certified to administer the ACCESS for ELLs suite of assessments.**
- Be knowledgeable of all ACCESS for ELLs test materials.
- **Be linguistically fluent in English to effectively apply the scoring rubric and evaluate students' responses in English.**
- Follow the Test Administrator's script for administering the assessment.
- Ensure that all students are given sufficient time to complete the test.

Preparing for Testing:
Training Test Administrators

➢ Review the Florida-specific Test Administration Manual(s)
➢ Have test administrators familiarize themselves with the Listening and Speaking CDs and equipment
➢ Remind test administrators of the State's and District's security policies and procedures (including those concerning electronic devices)
➢ **Important:** Remind test administrators that test booklets, Listening and Speaking CDs, and the Test Administrators Script should never be left unsecured.
➢ Collect the Agreement to Maintain Confidentiality
➢ Collect the Test Administration and Security Agreement
➢ Collect the Test Administrator Prohibited Activities Agreement

Test Administrator (TA) Responsibilities

➢ Ensure that each student receives the Student Response booklet that has the correct name and tier.
  ➢ Check that the pre-ID labels are attached to test booklets correctly or that student data is properly bubbled in on test booklet covers
➢ Administer group components of the test (Listening, Reading, and Writing)
➢ Follow the Test Administrator's Script verbatim
➢ Administer and score the Speaking component of the test
➢ Administer the Kindergarten and/or Alternate ACCESS test(s)
➢ Maintain test security at all times, report security violations or invalidation concerns to the School Test Coordinator immediately.
➢ Properly account for test booklet security immediately before, during, and after test administration

Preparing the Testing Room

The testing room should have:
• Comfortable seating for students
  • No more than 22 students in a testing room
  • Sufficient spacing between seats
• Remove or cover all visual aids on desks or in the room that show reading or language arts concepts
• A sufficient number of #2 pencils
• Do Not Disturb signs posted on the outside of the door
• No Electronic Devices sign posted
• A functioning clock or watch to keep track of time
• Security Log

Speaking Domain
• A quiet room with space for the student and test administrator

TAM, p. 51

Test Security Policies and Procedures
ACCESS for ELLs 2.0 Security Log

Each school is required to maintain an accurate ACCESS for ELLs 2.0 Security Log for each testing room. Anyone who enters a testing room for the purpose of monitoring a test is required to sign the log.
- This applies to the Test Administrator and anyone who relieves a Test Administrator.

2018 ACCESS for ELLs 2.0 Security Log

Exclusively available on Florida's WIDA webpage

KINDERGARTEN ACCESS FOR ELLS OVERVIEW

47

Test Overview
Kindergarten

The Kindergarten ACCESS for ELLs Test is an individually administered, adaptive assessment designed to take an **average of 45 minutes per student**.

- Kindergarten ACCESS for ELLs testing materials:

Test Administrator's Script, Student Story Book, Student Response Booklet, Activity Board, Cards and Card Pouch.

- The Test Administrator scores all sections, including the Writing test.

- Accommodated Format: Large-print

48

TAM, pp. 67 - 95

Test Design Features (Kindergarten)

Test items are thematically centered, based on a particular type of text, and divided into two sections:

- **Narrative** (Parts A – C)
  - Part A: Listening and Speaking
  - Part B: Writing
  - Part C: Reading
- **Expository** (Parts D – F)
  - Part D: Listening and Speaking
  - Part E: Writing
  - Part F: Reading

Note: Both sections of the test must be administered in this order.

49

Summary of Testing Procedures, Kindergarten

Domain	Kindergarten - ACCESS for ELLs Paper
Listening and Speaking	Listening and Speaking are administered consecutively for each level of Part A and Part D until the student reaches a ceiling in both Listening and Speaking.
Writing	Scored by the Test Administrator using Writing Rubric.
	This is the only component of the Kindergarten ACCESS for ELLs in which the students directly record their responses in the Student Response booklet.
Reading	Reading tasks are presented to the student using manipulatives.

TAM, pp. 67-95

Test Administration Procedures
Listening and Speaking
Kindergarten

- Listening and Speaking are presented in an interview format (NO CD delivery)
  - The room should be quiet and free of distractions.
  - The test administrator should sit at a right angle to the student, preferably the test administrator's right side.
  - Two sharpened, number 2 pencils are needed.
  - Test Administrator's Script should be read verbatim.

- Listening
  - Close-ended responses
  - Speaking – interview format

Listening and Speaking are administered consecutively for each level of Part A and Part D until the student reaches a ceiling in both Listening and Speaking.

TAM, pp. 67-95

Test Administration Procedures
Writing
Kindergarten

➢ Scored by the Test Administrator
➢ This is the only component of the Kindergarten ACCESS for ELLs in which the students directly record their responses in the Student Response booklet.
➢ Consists of two parts(B and E) associated with the two different text types, narrative and expository, that are used in the test.

TAM, pp. 67-95

Test Administration Procedures
Reading
Kindergarten

❖ Reading tasks use manipulatives to engage the students.
❖ Test Administrator Script must be followed.
❖ The Reading test consists of two Parts C and F associated with the two different text types, narrative and expository, used in the test.

TAM, pp. 67-95
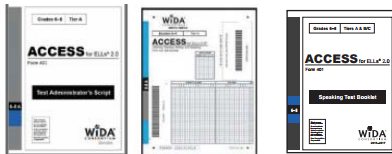

ACCESS FOR ELLS 2.0
(GRADES 1–12)
OVERVIEW

54

Test Overview

- The ACCESS for ELLs 2.0 will assess each of the four language domains of Listening, Speaking, Reading, and Writing separately.
- Grade-Level Clusters: 1, 2, 3, 4–5, 6–8, 9–12
- The Speaking section is individually administered and scored by the Test Administrator.
- The Listening, Reading and Writing sections can be group-administered.
- Listening and Speaking sections are media-delivered on one CD that includes all directions and prompts. Speaking will be available in two tiered forms (A and B/C).
- Accommodated Formats: Large-print and Braille (Contracted and Uncontracted for Tier B and only for Reading, Writing and Listening sections)

55

TAM, pp. 97-121

TEST MATERIALS OVERVIEW

Approximate Test Administration Times ACCESS for ELLs 2.0 - Grades 1 - 12

Domain	Test Directions and Student Practice	Approximate Time
Listening	About 10 minutes	25 – 40 min. (higher Grade-level Clusters and tiers take more time)
Reading	About 5 minutes	35 – 45 min. (higher Grade-level Clusters and tiers take more time)
Writing Tier A, Grade 1	5 – 10 minutes	25 – 40 min.
Writing Tier A, Grade 2, 3, 4–5, 6–8, 9–12	5 – 10 minutes	45 – 60 min. (higher Grade-level Clusters take more time)
Writing Tier B/C	5 – 10 minutes	30 – 65 min. (higher Grade-level Clusters and tiers take more time)
Speaking	5 – 10 minutes	15 – 35 minutes per student

Summary of Testing Procedures, Grades 1 - 12

Domain	ACCESS for ELLs 2.0 – Grades 1 - 12
Listening	Test Administrator plays pre-recorded listening passages with a CD
	Students select a response from multiple choice options on a paper test form
	Test booklets are returned to DRC to be scanned and scored centrally
Reading	Students read passages on a paper test form
	Students select a response from multiple choice options on a paper test form
	Test booklets are returned to DRC to be scanned and scored centrally
Writing	Students read prompts on a paper test form
	Students handwrite responses on a paper test form
	Test booklets are returned to DRC and then scored centrally
Speaking	Test Administrator plays pre-recorded speaking prompts with a CD
	Students speak their responses to Test Administrators
	Test Administrators score student speech during administration

Listening and Speaking Administration
ACCESS for ELLs 2.0 - Grades 1 - 12

- Requires a portable CD player, computer, or laptop with speakers
  - If you are using a computer or laptop check the CD Drive and volume control settings by clicking on the speaker icon located at the bottom right hand side of the tool bar.
  - Make sure the balance and speaker settings are set appropriately and that the mute option or radio button is unchecked.
- Test the volume controls prior to administration
  - Ensure that it is audible throughout the test administration room
  - Check that the speakers are free from static or noise
- Ensure that the AC power cord is attached or batteries are available if you are using a portable CD player
- Determine how test administrators will record the students' responses on the answer sheet.

TAM, pp. 104 & 115

Test Administration Procedures
Grades 1 - 12
Listening

Approximately 25 to 40 minutes (does not include the administration of the practice items or convening students). Tier C will take longer than Tier A.

➢ Materials needed: Test Administrator's Script, Student Test Booklet, Listening and Speaking CD, number 2 pencil.
  ➢ Media-delivered. Equipment needed: CD player or computer and speakers.
➢ Practice the Test Administrator's Script ahead of time.
➢ Once the Listening test has begun, **do not** stop or pause the audio.

Play each track only one time. Only in the case of a significant interruption should a track be replayed, and only once.

TAM, pp. 104-107

Administration Times
ACCESS for ELLs 2.0 - Grades 1 – 12
Listening

Approximately 25 to 40 minutes (Tier C will take longer than Tier A)

Listening Test Audio on the CD	Approximate Run Time (in minutes) Excludes the audio run time for the practice items.
Grade 1, Tier A	16:00
Grade 1, Tier B	21:00
Grade 1, Tier C	26:00
Grade 2, Tier A	16:00
Grade 2, Tier B	21:00
Grade 2, Tier C	26:00
Grade 3 Tier A	19:00
Grade 3, Tier B	27:00
Grade 3, Tier C	30:00
Grades 4–5, Tier A	19:00
Grades 4–5, Tier B	27:00
Grades 4–5, Tier C	30:00
Grades 6–8, Tier A	22:00
Grades 6–8, Tier B	30:00
Grades 6–8, Tier C	32:00
Grades 9–12, Tier A	18:00
Grades 9–12, Tier B	27:00
Grades 9–12, Tier C	32:00

TAM, pp. 104-107

Test Administration Procedures
Grades 1 – 12
Reading

Approximately 35–45 minutes to be administered.

➢ Materials needed: Test Administrator's Script, Student Test Booklets, number 2 pencil.
➢ Follow the Test Administrator's Script verbatim.
➢ Circulate through the testing room
➢ Perform check-ins as indicated by stop signs in the test booklets.
  - **Whole group check-ins** should be performed simultaneously with all students and explain the next part of the test.
  - **Individual check-ins** occur when students raise their hand as they arrive at a stop sign.
    - Check-ins found in: Grade 1 (B &C), Grade 2 (B &C), Grade 3 (A, B, & C), Grade Cluster 4-5 (A, B, &C), Grade Cluster 6-8 (A), and Grade Cluster 9-12 (A).

TAM, pp. 108-110

Test Administration Procedures
Grades 1 – 12
Writing

Timing:
  Approximately 30 minutes (Tier A, Grade 1),
  Approximately 45 minutes (Tier A, Grades 2–12),
  Approximately 60 minutes (Tiers B and C, Grades 1–12).
➢ Materials needed: Test Administrator Script, Student Test Booklets, number 2 pencil, Student Planning Sheets
➢ Follow the Test Administrator's Script verbatim.
➢ Make sure students begin the Writing test on the appropriate page.
➢ Circulate the room to monitor students' progress after 10 minutes and 30 minutes.
➢ Perform check-ins as indicated by stop signs in the test booklets.
  - Whole group check-ins should be performed simultaneously with all students.
  - Individual check-ins occur when students raise their hand as they arrive at a stop sign.

TAM, pp. 110 - 114

Test Administration Procedures
Writing
Grade 1 Tier A

Organization, Content, and Timing Guidelines Per Tasks			
	WIDA English Language Development Standard	Time	Extra Time
Part A	Social and Instructional Language	5 minutes	Additional five (5) minutes to finish writing may be given to the students **at the end of Part D**
Part B	Social and Instructional Language	5 minutes	
Part C	Social and Instructional Language	10 minutes	
Part D	Social and Instructional Language	10 minutes	
Total allowable time – 35 minutes			

Test Administration Procedures
Writing
Grades 2, 3, 4-5, 6-8, and 9-12 – Tier A

Organization, Content, and Timing Guidelines Per Task			
	WIDA English Language Development Standard	Time	Extra Time
Part A	Social and Instructional Language	15 minutes	5 minutes if needed
Part B	Language of Language Arts	15 minutes	5 minutes if needed
Part C	Language of Math/Language of Science	15 minutes	5 minutes if needed
No additional time is allowed beyond the extra time allotted for each part of the test **Total allowable time – 60 minutes**			

Test Administration Procedures
Writing
All Grades - Tier B and C

Organization, Content, and Timing Guidelines Per Task			
	WIDA English Language Development Standard	Time	Extra Time
Part A	Social and Instructional Language	10 minutes	Additional five (5) minutes to finish writing may be given to the students **at the end of Part C**
Part B	Language of Math/Language of Science	20 minutes	
Part C	Integrated Task (Language of Language Arts/Language of Social Studies/Social and Instructional Language)	30 minutes	
Total allowable time – 65 minutes			

Test Administration Procedures
Speaking – Grades 1 – 12

Individually Administered

Approximately 15 to 35 minutes per student. Higher grade-level clusters and tiers will take longer.

➢ Materials needed: Test Administrator's Script, Student Test Booklet, Speaking Test Booklet, Listening and Speaking CD, number 2 pencil.

➢ Media-delivered - Equipment needed: CD player or computer and speakers.

➢ Test administration should take place in a quiet room free of distractions.

➢ **Play each track one time** (without pausing, without moving ahead or skipping to the next track)

➢ Help the student navigate the test (e.g., turn the page, respond when appropriate)

➢ Follow the Test Administrator's Script

Only portion of ACCESS for ELLs 2.0 for Grades 1 through 12 that is scored by the Test Administrator.

Administration Times
Speaking
Grades 1 - 12

Speaking Test CD Audio Run Times by Grade and Tier		
Grade	Tier	Run time
Grade 1	A	11:00
	B/C	18:00
Grade 2	A	11:00
	B/C	18:00
Grade 3	A	11:00
	B/C	18:00
Grades 4-5	A	11:00
	B/C	19:00
Grades 6-8	A	13:00
	B/C	21:00
Grades 9-12	A	12:00
	B/C	23:00

ALTERNATE ACCESS FOR ELLS
(GRADES 1–12)
OVERVIEW

69

Alternate ACCESS for ELLs
Test Overview

❖ Individually administered, semi-adaptive assessment
❖ Grade-Level Clusters: 1–2, 3–5, 6–8, 9–12
❖ The Test Administrator scores all sections of this test
❖ All sections of the Alternate ACCESS for ELLs are semi-adaptive, which means that the administration of a test section should be ended if the student scores **No Response**, **Incorrect**, or **Approaches** on three consecutive tasks.

TAM, pp. 123 - 146

Anticipated Test Administration Times
Alternate ACCESS

Test Section	Number of Tasks	Approximate Time
Listening	9	20 min.
Reading	9	20 min.
Speaking	8	20 min.
Writing	10	20 min.

Note: It is recommended to administer the test in this order.

TAM, p. 124

Test Administration Procedures
Alternate ACCESS for ELLs
Listening, Reading, Speaking, Writing

The test administrator needs each of the following for each domain:
• Test Administrator's Script
• Test Booklet
• Student Response Booklet
• #2 Pencil
• Each takes approximately 20 minutes to administer

TAM, p. 43

Summary of Testing Procedures, Alternate

Domain	Alternate ACCESS for ELLs
Listening	Test administrator follows script.
	Responses are recorded in the Student Response booklet.
Reading	Students read passages on a paper test form
	Students select a response from multiple choice options on a paper test form
	Test booklets are returned to DRC to be scanned and scored centrally
Writing	Students read prompts on a paper test form
	Students handwrite responses on a paper test form
	Test booklets are returned to DRC and then scored centrally
Speaking	Students speak their responses to Test Administrators
	Test Administrators score student speech during administration

---

ACCOMMODATIONS

74

Accommodations Selection Forms

ACCESS for ELLs 2.0

Kindergarten

Alternate

75

Allowable ELL Accommodations (all ELL Students)

The test administrator may:
- Answer student procedural questions.
- Answer content questions during practice items.
- Monitor student progress to promote on-task behavior.
- Rephrase, explain in English, or, if specifically requested, translate the test directions and practice into the student's native language.
- Adjust the volume for student(s) if the audio is not loud enough.
- Assist students with turning the page (during the Speaking test, especially at the younger grades).

Accommodations Supplement, pp. 10-11

76

Universal Tools (all ELL students)

- Audio aids
- Highlighters, colored pencils, or crayons
- Line guide or tracking device
- Low--vision aids or magnification devices
- Color overlay
- Equipment or technology that the student uses for other tests and school work
- Scratch/blank paper (use Planning Sheet for this accommodation) Submit with not-to-be-scored test materials

Note: If these tools are not used regularly in the classroom, DO NOT use for testing.

Accommodations Supplement, pp. 10 - 13

77

Not Permitted on ACCESS for ELLs :

- **Students MAY NOT use a bilingual word-to-word dictionary**
- **Do not read aloud test items or passages on the Reading test.**
- **Do not read test items in a language other than English.**
- **Do not respond to test questions in a language other than English.**
- **Do not select or change an answer for the student.**
- **Do not tell student what he/she should or should not bubble in (Receptive domain).**
- **Do not tell student that he/she provided a correct/incorrect response.**
- **Do not provide a response for the student (Writing/Speaking domains).**
- **Do not answer questions about content, vocabulary or grammar (instead remind students to try their best).**
- **Do not interrupt students who are working independently.**
- **Do not translate test item prompts into student's native language.**
- **Do not rephrase, explain, or read aloud test item prompts.**
- **Do not answer content questions**.

Accommodations Supplement, pp. 16 - 25

78

Preparing for Testing:
Accommodations for SPED Students

Students with a current IEP or 504 plans are eligible for accommodations based on their individual needs.

➢ An accommodation for a student must be explicitly permitted on the IEP or 504 plan, and may include:

- Presentation of Test Materials
- Response to Questions
- Test Environment/Setting Accommodations
- Timing/Scheduling Accommodations
- Assistive Devices

Ordering Human Reader Recording Scripts

❖ Human Reader Recording Scripts will also be ordered through Google Forms. A link will be provided in the briefing as well as on the Test Chairperson's Information page.

❖ Unlike the regular paper-based test orders, all Human Reader Recording Script orders MUST be approved by Felicia Mallory or Denetra Collins.

❖ Due to the required approval process, please wait until you receive an email confirming your order before picking up materials.

80

Ordering Human Reader Recording Scripts (cont.)

http://oada.dadeschools.net/TDC/TDC.asp

ACCESS 2.0 Human Reader
Recording Script Order Form

PLEASE NOTE THAT THIS ORDER IS CONTINGENT ON APPROVAL BY THE OFFICE OF ASSESSMENT.

ALSO, BE ADVISED THAT THESE MATERIALS ARE NOT IN STOCK AND MUST BE ORDERED FROM THE VENDOR. YOU WILL BE NOTIFIED, VIA EMAIL, WHEN YOUR ORDER IS AVAILABLE FOR PICK UP.

REMINDER: All testing materials must be securely stored at the school site. PLEASE REFRAIN FROM PICKING UP MATERIALS ON YOUR WAY HOME.

* Required

Email address *

Your email

School Number *

Your answer

81

Preparing for Testing:
ESE Accommodations for Eligible ELLs

Presentation
➤ Read aloud, as permitted
➤ Repeat test items by human reader
➤ Large print version of the test
➤ Braille version of the test

Test Environment and Setting
➤ Small Group
➤ Separate Room with preferential or adaptive seating

Timing/Scheduling Accommodations
➤ Extended Speaking test response time
➤ Extended testing time within the school day
➤ Extended testing of a test domain over multiple days

TAM, pp. 12-29

ACCESS Materials for Students' Use Large Print/Braille Materials

Guidelines:
➤ The student must be proficient in the use of Braille
➤ Braille graphics will be included with the Braille edition, where appropriate.
➤ The student may be oriented to the Braille graphic by the Test Administrator
➤ Student responses on the Braille Reading and Writing must be transcribed verbatim into a regular test booklet.
➤ Braille and the regular test materials must be included in the return shipment.

Note: The Test Administrator will also need a regular-print version of the test booklet that matches the Braille level being administered.

Accommodations Supplement, pp. 26-27

ACCESS Materials for Students' Use Large Print/Braille Materials (cont.)

Box 22
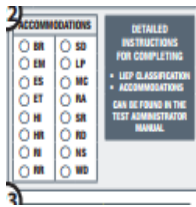
Accommodations, p. 14

Special Test Documents
Large Print and Braille

ACCESS for ELLs 2.0 is available in the following accommodated versions:

Kindergarten ACCESS for ELLs and ACCESS for ELLs 2.0 (Grades 1–12)
Large print version is based on the regular print version.

ACCESS for ELLs 2.0 (Grades 1–12) – Tier B ONLY
Reading and Writing sections are available in **Braille** only for students taking the Tier B test form of ACCESS for ELLs 2.0. The Braille tests are provided in contracted and uncontracted Braille format.

Large print and Braille test materials arrive with the regular test materials. Test Administrators must be trained in the use of the accommodated versions.

ELLs Identified as
Deaf or Hard-of-Hearing

Students who are deaf and unable to produce spoken language should be exempted from the **Listening** and **Speaking** sections.

- ❖ **Listening** – Students who are deaf and receive language input only through signing should be exempt from Listening section.
- ❖ **Speaking** – Students who are not able to produce spoken language should be exempt from the Speaking section.
- ❖ **Reading and Writing** – Test Administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain content of the Reading or Writing questions.

  - ❖ If this exemption is used, grid L and/or S on the booklet next to SPD in the Do Not Score This Section for this Student box.

Accessibility and Accommodations Supplement, p. 5

SCHOOL TEST
COORDINATOR:
MANAGING MATERIALS

87

Inventory Test Materials

- **Delivery to Schools: January 16 – 19, 2018**
- Test materials and Pre-ID labels are delivered to the districts for distribution to schools.
  - **Note**: Test Materials for Kindergarten ACCESS for ELLs and ACCESS for ELLs 2.0 will be packaged in yellow boxes. Alternate ACCESS for ELLs materials will be packaged in a yellow box with blue label.
- Last Box (highest numbered box) in Shipment Contains:
  - Inventory sheets
  - Security Checklist to track secure materials

Preparing for Testing – Materials(Non-Secure)

The shipment will include:	
Packing list	Security Checklist
Student Booklet labels	State-Specific Directions
Agreement to Maintain Confidentiality (blue)	Return Materials Instruction Packet
Plastic bags for materials return	

TAM, p. 57

Preparing for Testing – Materials (SECURE)

The shipment will include:	
Test Administrator's Script	Speaking Test Booklets
Student Test Booklets (Reading, Writing, Listening, and Speaking Responses)	Listening and Speaking CDs
Kindergarten Ancillary Kit - Student Storybook - Activity Board -Cards and Card Pouch	Human Reader Accommodation Recording Script (if applicable)
	Large Print Test materials (if applicable)
	Braille Test materials (if applicable)

TAM, p. 57

Preparing for Testing:
Receiving Materials

➢ Verify that all materials indicated on the packing list were received.
➢ Notify the Student Assessment immediately if any of the materials on the packing list are missing.
➢ Should you need to order additional materials, please see procedures
➢ Store materials in a secure access-restricted location.
➢ Retain ALL boxes in which materials were received for return (except the ones which contained large print and Braille documents).

Chain of Custody Form

Florida ACCESS for ELLs 2.0–Performance Task
Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available at https://www.wida.us/membership/states/Florida.aspx), but the content of this form may NOT be altered.

Contact your District Test Coordinator if you have any questions.

Your name (School Test Coordinator): _____

District name: _____

School name: _____

School number: _____

Location of locked storage room: _____

Names of people with access to locked storage room/location:

1. _____

2. _____

3. _____

Date and time materials arrived at the school: _____

92

Ordering Additional Materials

Paper-Based Tests

❖ All additional orders will be placed online through Google Forms.
  ❖ An active link will be provided to test chairs via email that will provide access to the ACCESS 2.0 Paper-Based Test (PBT) Additional Order Form.
  ❖ A link will also be available under the "Test Distribution Center Documents" section.
❖ Please allow 24 hours for TDC to process your order if placed before 3:00 pm. *Orders placed after 3:00 pm will require 48 hours for processing.*
❖ Note that any secure materials picked up at TDC must be taken directly to the school site for secure storage. Please refrain from picking up materials, late in the day, on your way home.

93

Ordering Additional Materials

ACCESS for ELLs 2.0 (Grades K-5)
Additional Materials Request

94

Preparing for Testing:
Scheduling Test Sessions

➢ Schedule grade K testing and the Speaking section (grades 1 – 12) for **individual administration.**
  • Individually administered sections may be administered at anytime during the testing window.

➢ Group administration takes place at anytime during the testing window.

Schedule Paper Test Sessions

Test Session Master Schedule

Separate Sessions by Grade Cluster, Tier, and Domain

(No more than 22 students per session):
• Grades 4-5, Tier C, Reading
• Grade 2, Tier B, Listening
• Grades 1, Tier A, Writing

Test Sessions Forms available on Florida's WIDA Webpage

Preparing for Testing: Scheduling

Group | Individual – Speaking

Test Session Scheduling considerations:
-No more than 22 students in a group-testing session
-Schedule **ONLY ONE** tier in a single test session (A, B, or C)
-Schedule **ONLY ONE** grade-level cluster in a single test session
NOTE: A roster should include ONE grade-level or cluster and ONE tier

Multi-Day Administration

❖ Each domain should be completed the day it is started
❖ Break in Kindergarten ACCESS for ELLs should occur between Part C and Part D
❖ For Alternate ACCESS for ELLs, each test session should be administered in a **separate testing session**
❖ Three sessions for each grade cluster and tier is recommended

Session 1	Grade Level Cluster	Tier	Domain
1	4-5	A	Listening & Reading (group)
2	4-5	A	Writing (group)
3	4-5	A	Speaking (Individual)

98

Managing Test Materials: Distributing and Tracking

Security Checklist

TAM, p. 45

99

33

Managing Test Materials

This is the security barcode

Security Code

TAM, p. 46

Managing Test Materials

- ➤ Divide test booklets into groups for each scheduled testing session.
- ➤ Test booklets may not be distributed prior to testing session.
- ➤ Place pre-ID labels containing the student demographic information in the box on the front cover of the test booklet.
- ➤ If a pre-ID label contains incorrect information, <u>all of the demographic information for that student must be filled in by hand</u>.
  - ➤ School test coordinator will give District Code number and School Code number to test administrators.

PROCEDURES FOR STUDENT TRANSFERS

Transfer Situation	What To Do
Student completes all domains in a school but transfers out of the school or the district (within the state)	Completed test booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student completes all domains in a school but transfers out of state	Completed test booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student transfers to a new school within the district during testing and has completed one or more domains. In addition, the district permits the secure transfer of partially completed booklet from the original school to the new school	**Not Permitted in Miami-Dade County Public Schools**
Student transfers to a new school within the district during testing and has completed one or more domains; however, the district does not permit the secure transfer of partially completed booklet from the original school to the new school	The <u>original school</u> should submit for scoring as-is. The <u>new school</u> may proceed to administer ONLY domains that the student has not been previously assessed. At the <u>new school</u>, affix the District/School label on a new student response booklet and bubble the student demographic information. Important: The student's name, SSID, birth date, and grade must match in order to merge the two test booklets and generate a complete score report.

TAM, p. 53

PROCEDURES FOR STUDENT TRANSFERS
(Continued)

Transfer Situation	What To Do
Student transfers outside the district, but within the state, during testing and has completed one or more domains	Notify Student Assessment as soon as you know that the student has transferred out of the District or in from another Florida District. The original school should return the partially completed booklet for scoring. The new school should affix a District/School label to a new student response booklet and administer ONLY domains that the student has not been previously administered. A complete score report will be generated and provided to the new school. Important: The student's name, SSID, birth date, and grade must match in order to merge the two test booklets and generate a complete score report.
Student transfers out of state during testing and has completed one or more domains	Grid "ABS" in the Do Not Score This Section For This Student box for the domain(s) the student was not administered. Submit the student response booklet for scoring.

TAM, p. 53

Preparation of Testing Materials:
Do Not Process Label

Sample
Do Not Process label

> 2018-2019 WIDA ACCESS for ELLS 2.0
> DO NOT PROCESS
> DS%xxxNOTSCORE

This label should be **used** in the following situations**:**

- A test booklet becomes torn or damaged.
- A student mistakenly uses one test booklet for one domain and another booklet for others.
- A DISTRICT/SCHOOL label is applied to a booklet that is NOT used by a student. (This label should be covered by a DO NOT PROCESS label)

NOTE: There is no need to place a DO NOT PROCESS label on test booklets that have NOT been used.

TAM, p. 26

Material Return Procedures

Suggested Order for Packing Materials
1. Student Response Booklets by Grade and Tier (USED)
2. All Test Administrator's Scripts
3. Speaking Test Booklets
4. Listening and Speaking CDs
5. All USED and Unused large-print and Braille tests
6. Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets
7. Kindergarten ACCESS for ELLs Ancillary Materials
8. Human Reader Accommodation Scripts (if ordered)
9. Used Planning Sheets
10. Unused Student Response Booklets
11. Defective Materials

Note: Place Unused Student Response Booklets at the Bottom of the Box

TAM, p. 61

105

Material Return Procedures

1. Open and inventory the Return Materials Instruction Packet. This contains directions and DRC return shipping labels, and (UPS shipping labels are found in the an envelope sent with the initial shipment)
2. Use the boxes from the original shipment.
3. Place all materials within the protective, plastic DRC shipment bags.
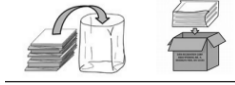
4. Seal the return shipping bag with one of the provided plastic ties.
5. Use crumpled paper or bubble wrap to ensure that materials do not shift.
6. Affix a DRC return shipping label to Flap A and verify that the label has the correct district/school name and address.
7. Affix a UPS return label to flap B of each box.
8. Seal boxes securely using heavy duty shipping tape.

TAM, p. 62

Scheduling Pick-Up through United Parcel Service (UPS)

➢ Schedule your ACCESS for ELLs at least one day prior to your desired date. (last pickup date is March 23, 2018)

➢ Contact UPS at 1-866-857-1501, specify that you are using pre-paid return labels.
- Count your boxes and advise UPS of that count
- Make a note of the UPS Tracking number for each package

➢ Follow instructions on page 63 of the Florida ACCESS for ELLs Test Administration Manual

TAM, p. 63

ACCOUNTING FOR ALL ACCESS FOR ELLs 2.0

Receiving 2018 Student Score Reports

- **Individual Student Report (ISR):** This report provides information about the student's scores on the ACCESS for ELLs 2.0 English proficiency test. Scores are reported as Proficiency Levels and as Scale Scores of four individual language domains and combined domains.
  - **Note**: For Kindergarten ACCESS for ELLs ONLY, there is also a separate Parent/Guardian Report that is exclusively online via WIDA AMS. The Parent/Guardian Report provides the same information as the ISR.
- **Score reports will be delivered to schools**
- **Reports should be distributed in the following manner:**
  - **The copy received should be sent home with the student**
- **Schools will have access to the WIDA AMS to download School Roster Reports, ISR, and School Frequency Reports**

District Resources

❖Assessment, Research, and Data Analysis Website:
http://oada.dadeschools.net/

❖Test Chairperson Website:
http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp

❖Testing Calendar (check for updates regularly):
http://oada.dadeschools.net/TestingCalendar/TestingCalendar.asp

❖Guidelines and Tips for School Test Chairpersons:

- http://oada.dadeschools.net/TestChairInfo/27GuidelinesandTipsforSchoolTestChairpersons.pdf

❖Standards, Guidelines, and Procedures for Test Administration and Test Security:

- http://oada.dadeschools.net/TestChairInfo/StandardsGuidelinesandProceduresMay2013.pdf

110

ACCESS for ELLs 2.0

Division of Bilingual Education and World Languages

North Region
Deland Innocent, Supervisor
305-995-2977
Dinnocent@dadeschools.net

South Region
Mercy Abadie Lux, Supervisor
305-995-2098
Mabadie@dadeschools.net

Central Region
Alina Plasencia, Supervisor
305-995-2433
Aplasencia@dadeschools.net

Contact Information

STUDENT ASSESSMENT AND EDUCATIONAL TESTING

Felicia Mallory
Fmallory@dadeschools.net

Denetra Collins
CollinsD@dadeschools.net

305-995-7520
Fax – 305-995-7522