ACCESS for ELLs 2020
School Assessment Coordinator Training

December 4 or 5, 2019

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

ACCESS for ELLs

2 Main Testing Roles

School Assessment Coordinator

Facilitates the overall administration from start to finish

Test Administrator
Administers and Monitors the test

School Assessment Coordinator Responsibilities

➢ Facilitate overall test administration

➢ Coordinate assignments and communication

➢ Ensure test security

➢ Distribute and assign test materials

➢ Coordinate and schedule test sessions

➢ Ensure everyone completes training and signs administration forms

➢ Account for and return materials to DRC

School Assessment Coordinator Responsibilities(continued)

➢ Complete Florida's ACCESS for ELLs Paper Checklist

➢ Review the Spring 2020 Florida ACCESS for ELLs Test Administration Manual

➢ Review applicable sections of the 2020 Florida Accessibility and Accommodations Supplement

➢ Complete the ACCESS for ELLs Paper Administration Quiz passing score of 80% or higher

➢ Provide Parent Notification Letters to students

Test Administrator Responsibilities

➢ Complete Florida's ACCESS for ELLs Paper Checklist Test Administrator tasks

➢ Review the Spring 2020 Florida ACCESS for ELLs Test Administration Manual

➢ Review applicable sections of the 2020 Florida Accessibility and Accommodations Supplement

➢ Complete the training modules and quiz with a passing score of 80% or higher to become certified to administer the ACCESS for ELLs suite of assessments

➢ Account for and return materials to School Assessment Coordinator

➢ Administer and monitor the test

➢ Provide and document appropriate accommodations for students

➢ Verify student data

➢ Ensure test security

Purposes of ACCESS for ELLs

The results provide:

➢ Data useful for charting student progress over time

➢ Diagnostically useful information about students' strengths and weaknesses in English

➢ Information about the language proficiency levels of individual students that can be used in making decisions regarding exit from the English for Speakers of Other Languages (ESOL) program

➢ Identifies the proper ESOL level with respect to English Language Development Standards

➢ Element included in the new Federal Index **NEW**

English Language Proficiency and Exit Criteria

State Board of Education Rule 6A-6.09021

ACCESS for ELLs (Grades K–12)

➢ Proficiency criteria requires students to achieve a Composite Overall Proficiency Level of 4.0 or greater AND at least a Proficiency Level of 4.0 in Reading

Alternate ACCESS for ELLs (Grades 1–12)

➢ Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of P1 or greater.

Exit Criteria

State Board of Education Rule 6A-6.0903

➢ A student must score "Proficient" on the State's English Language Proficiency Assessment.

- In addition, students in grades 3 – 9 must achieve at least level 3 on the English Language Arts (ELA) component of the FSA

- A student in grades 10 – 12 must either achieve a level 3 or above on the FSA ELA or achieve an appropriate concordant score to satisfy the ELA high school graduation requirement.

ACCESS for ELLs
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)		

ACCESS for ELLs

Basics of ACCESS for ELLs Suite of Assessments			
	Kindergarten ACCESS for ELLs	**ACCESS for ELLs Paper**	**Alternate ACCESS for ELLs**
Tiers	Not Tiered	A and B/C	Not Tiered
Administration Format	All domains are <u>individually</u> administered.	**Reading, Listening, and Writing** <u>group</u> administered. **Listening and Speaking** are media-delivered via a CD. **Speaking** is <u>individually</u> administered.	All domains are <u>individually</u> administered.
Adaptivity	Includes stopping rules for when a student hits his/her ceiling.	Tiered forms (A and 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.

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 one of the following English language proficiency assessments:

  ➢ Kindergarten ACCESS for ELLs
  ➢ ACCESS for ELLs Paper
  ➢ Alternate ACCESS for ELLs

TAM, p. 19

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 on the first day of testing (January 27, 2020).

2) The student has a significant cognitive disability and receives special education services under IDEA (2004).
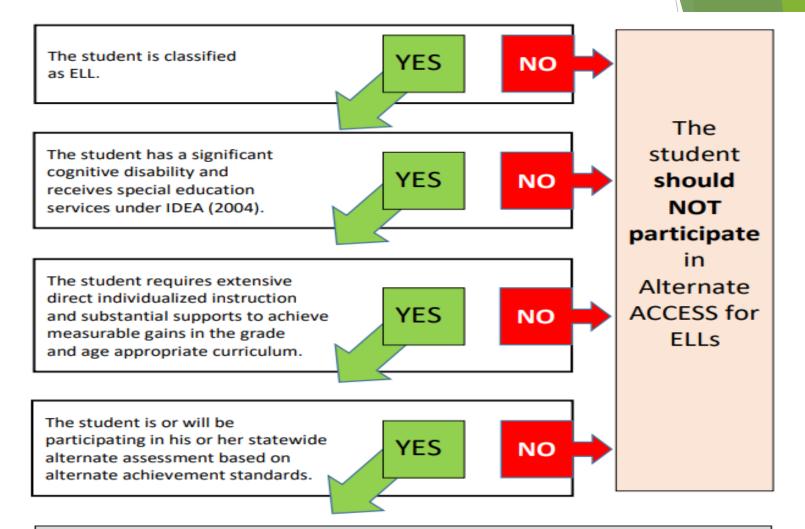
3) The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.

4) *The student is or will be participating in the Spring 2020 Florida Standards Alternate Assessment (FSAA).

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

TAM, p. 20

Alternate ACCESS Decision Tree

The student is classified as ELL.
YES → **NO** →

The student has a significant cognitive disability and receives special education services under IDEA (2004).
YES → **NO** →

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
YES → **NO** →

The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.
YES → **NO** →

The student **should NOT participate** in Alternate ACCESS for ELLs

The student **is eligible** to participate in 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 2020 ACCESS for ELLs 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 2020 ACCESS for ELLs administration require accommodations for testing in the district in which they reside.

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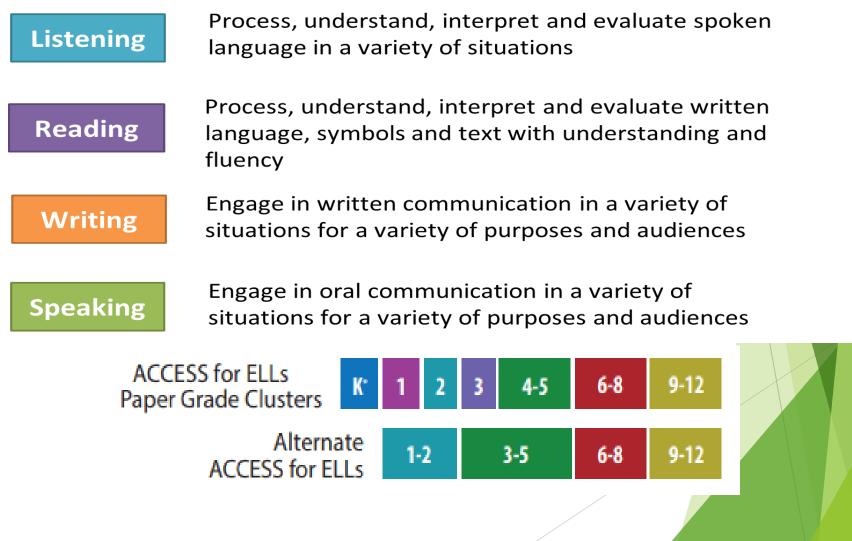
TAM, p. 19

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

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 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.

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/C - 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 B/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.

Important Dates for the 2020 ACCESS for ELLs Suite of Assessments
Administration: January 27, 2020 – March 20, 2020

Mandatory School Assessment Coordinator Training Meetings:

December 4, 2019	Ruben Dario Middle
December 5, 2019	Miami Killian Senior High

Schedule of Activities

Activity	Date
Completion of Test Coordinator & Test Administrator Training on the WIDA Secure Portal	December 12, 2019 (refer to Briefing 26628)
Delivery of Test Materials and Pre-ID labels to Schools	January 13 – 22, 2020
2020 ACCESS for ELLs Test Administration Window Includes Kindergarten and Alternate ACCESS for ELLs	January 27, 2020 – March 20, 2020
Second Set of Pre-ID Labels	Delivery to schools – February 6 – 19, 2020
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 20, 2020)**
District Coordinator Envelope	Prepare for pick-up May 28 – June 4, 2020
Score report delivery to schools	TBA

Review of Online Training Modules
Conducted by Department of Bilingual Education and World Languages and Department of Exceptional Student Education (Briefing # 26754)

January 7, 2020	**North:** Center for Professional Learning - Kindergarten **Central:** Everglades K8 Center - Grades 1-5 One-on-One Speaking Section **South:** Bent Tree Elementary - Grades 6-12 One-on-One Speaking Section 8:30 a.m. – 11:30 a.m. or 12:30 p.m. – 3:30 p.m.
January 8, 2020	**North:** Center for Professional Learning - Grades 1-5 One-on-One Speaking Section **Central:** Everglades K-8 Center - Grades 6-12 One-on-One Speaking Section **South:** Bent Tree Elementary - Kindergarten 8:30 a.m. – 11:30 a.m. or 12:30 p.m. – 3:30 p.m.
January 9, 2020	**North:** Center for Professional Learning – Grades 6-12 One-on- One Speaking Section **Central:** Everglades K-8 Center - Kindergarten **South:** Bent Tree Elementary - Grades 1-5 One-on-One Speaking Section 8:30 a.m. – 11:30 a.m. or 12:30 p.m. – 3:30 p.m.

What's New for Spring 2020

1. The WIDA website new url address is https://wida.wisc.edu/
2. The Spring 2020 FLORIDA ACCESS for ELLs Test Administration Manual and the 2020 FLORIDA Accessibility and Accommodations Supplement have replaced the following WIDA manuals:
   - 2019 – 2020 District and School Assessment Coordinator Manual
   - 2019 – 2020 Test Administrator Manual
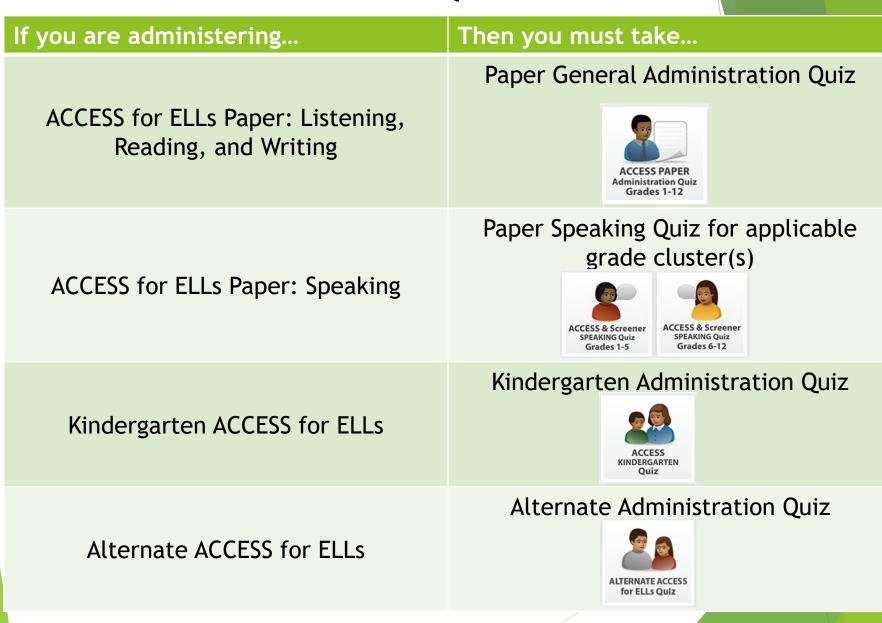   - 2019 – 2020 Accessibility and Accommodations Supplement
3. Test Administrators with training certificates **awarded prior to July 2018 must recertify** to administer during the Spring 2020 administration.
4. Students included in the initial Pre-ID file in October will have the Test Assignment (Tier) listed on the Pre-ID label in the District ID field.
5. Florida's administration forms are located in the State-Specific Directions document.
6. ACCESS for ELLs Paper Grades 1 – 12 test forms are available in Unified English Braille (UEB) only, contracted and uncontracted

ACCESS for ELLs Resources

Key WIDA Websites

WIDA Public Site

WIDA Secure Portal

Access for School Assessment Coordinators and Test Administrators

ernational Secure Portal

WIDA AMS

Access for Principals and School Assessment Coordinators

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Creating a New Account – WIDA Secure Portal

CLICK HERE
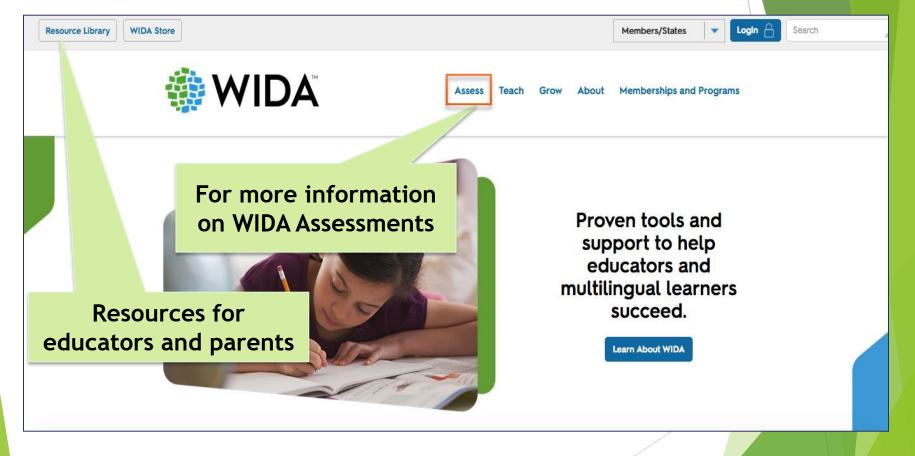
WIDA Secure Portal New Account Creation Form

Forgot your password? Click log in, then choose "Forgot password".

Login

User name

User name

Password   Forgot password

Password

Login

WIDA Website
https://wida.wisc.edu/

Resource Library | WIDA Store | Members/States ▾ | Login 🔒 | Search

WIDA™

Assess   Teach   Grow   About   Memberships and Programs

For more information on WIDA Assessments

Resources for educators and parents

Proven tools and support to help educators and multilingual learners succeed.

Learn About WIDA

WIDA Website
https://wida.wisc.edu/login

Login to WIDA Secure Portal

For more information on WIDA Assessments

WIDA Website
https://wida.wisc.edu/

Log In to WIDA Secure Portal

WIDA Secure Portal

Returning Test Administrators

REMINDER

Test Administrators with training certificates awarded prior to July 2018 **must** recertify to administer the test during the Spring 2020 administration.

If the Test Administrator passed the quizzes after July 2018, they should recertify by reviewing the training content for the Kindergarten ACCESS for ELLs, Grades 1-5 Speaking, Grades 6 – 12 Speaking, and Paper Administration Grades 1–12 for the Spring 2020 administration.

School Assessment Coordinators must have Paper Administration 1-12 on their certificate

Certification Quizzes

If you are administering…	Then you must take…
ACCESS for ELLs Paper: Listening, Reading, and Writing	Paper General Administration Quiz
ACCESS for ELLs Paper: Speaking	Paper Speaking Quiz for applicable grade cluster(s)
Kindergarten ACCESS for ELLs	Kindergarten Administration Quiz
Alternate ACCESS for ELLs	Alternate Administration Quiz

Quizzes for Joaquin Washington

My Training & Quiz **HISTORY**

Must complete the online quiz(zes) with a passing rate of
80% or higher to become certified to administer the assessment(s).

Kindergarten
Training and Certification Requirements for Test Administrators

✓ Complete Florida's ACCESS for ELLs Checklist

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

✓ Online training available via WIDA Secure Portal

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

Kindergarten

ACCESS KINDERGARTEN Quiz

Grades 1-12
Training and Certification Requirements for ACCESS Paper Test Administrators

✓ Complete Florida's ACCESS for ELLs Paper Checklist

✓ Online training available via WIDA Secure Portal

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

✓ Must complete the 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 Florida's ACCESS for ELLs Checklist

✓ Online training available via WIDA Secure Portal.

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

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

Alternate ACCESS
Grades 1-12

ALTERNATE ACCESS
for ELLs Quiz

WIDA™

This certificate is awarded to

Denetra Collins

For successful completion of the following trainings in the WIDA secure portal, and the above named individual may administer the indicated WIDA assessments during the same academic year.

ACCESS for ELLs
Kindergarten Test (11/28/2016)
Paper Administration (11/27/2018)
Alternate ACCESS for ELLs Test (11/28/2016)

Speaking Test certification is shared between ACCESS for ELLs and WIDA Screener. Completing either Speaking Test quiz will result in both certifications.

The dates listed next to each training component indicate that the above named individual may coordinate or administer the corresponding section of the ACCESS for ELLs, WIDA Screener, or the W-APT during the same academic year. Please note that individual states within the WIDA Consortium may or may not require individuals to recertify as Test Coordinators or Administrators each academic year.

For more information, please contact your state's education agency or visit wida.wisc.edu/.

Certificate

My Training
CERTIFICATE

ACCESS for ELLs Paper Training Webpage

https://portal.wida.us/ACCESSTraining/Paper/index.aspx

WIDA ACCESS for ELLs Paper Training

MY ACCOUNT & SECURE PORTAL   LOG OUT

MAIN WIDA WEBSITE

PAPER-BASED HOME   PREPARING   TESTING   AFTERWARD   DOMAINS ▾   GLOSSARY   QUIZZES

Welcome to the ACCESS for ELLs Paper Training Course. The green menu bar above is used to navigate to the training course pages: Preparing, Testing, Afterward, Domains and Glossary.

To become certified to administer the Listening, Reading, and Writing sections of ACCESS for ELLs Paper, follow the instructions below:

1. View the tutorials and information on the Preparing, Testing, Afterward, and Domains pages by clicking on the green menu bar at the top of this page.
2. Take the Paper Administration Quiz and pass with a score of 80% or above.

To become certified to administer the Speaking section of ACCESS for ELLs Paper, follow the instructions below:

1. Complete the Speaking Assessment Scoring Modules found on the Speaking page under the Domains drop-down menu. There are three Modules: Overview and Test Structure, Speaking Assessment Scoring Practice, and Speaking Assessment Recommended Practice.
2. Take the Speaking Quiz for the grade levels you are administering to (Grades 1-5 and/or Grades 6-12) and pass with a score of 80% or above.

You may view and print your certificate on the My Account ___ ___ure Portal page by clicking "My Training Certificate." If you have any ___ ___ the training course, please contact the WIDA Client Services ___ 7735 or email help@wida.us.

Key Resources

- What ___ ___ACCESS?
- ___CESS Paper Speaking Test at a Glanc___
- Test ___ ___nistrator Manual
- District and ___ ___ol Test Coordinator Manual
- Tier Placement Pro___ ___
- Non-Disclosure and User ___ ___ement
- Accessibility and Accommodatio___ ___pplement
- ___IDA AMS Guide and Videos
- AC___ ___binars

FL ACCESS for ELLS Paper Checklist

FL State Specific Directions

FL Test Administrator Manual

Location for 2020 Florida-Specific Manuals

___L Accessibility and Accommodations

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Florida's ACCESS for ELLs Checklist

District Test Coordinators, School Assessment Coordinators , and Test Administrators

FLORIDA
ACCESS for ELLs Paper Checklist
2019-2020

WIDA™

This state checklist is a guide for personnel involved in administering ACCESS for ELLs Paper, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

State-specific information			
Test delivery mode	Paper	**Testing Window**	January 27, 2020 – March 20, 2020
WIDA member page	Wida.wisc.edu/membership/consortium/fl		

Online Resources	

• Spring 2020 Florida ACCESS for ELLs Test Administration Manual
  Test administration policies and procedures
• 2020 Florida Accessibility and Accommodations Supplement
  Accessibility and accommodations policies and procedures
• Florida Department of Education's ACCESS for ELLs webpage
  District Contacts and Important Information
	• State-Specific Directions
	• Download Library – State/District Webinars
	• WIDA AMS User Guide
	• ACCESS for ELLs Interpretive Guide for Score Reports
	• Alternate ACCESS for ELLs Interpretive Guide for Score Reports
	
	For more state-specific resources, visit your WIDA member page.

Checklist Key	
■ District Assessment Coordinator (DAC) task ■ School Assessment Coordinator (SAC) task ■ Test Administrator (TA) task	**K** Kindergarten ACCESS task **A** Alternate ACCESS task **Opt** Task may be optional depending on school or district procedures.

Last Updated: 10.25.2019

ACCESS for ELLs Checklist
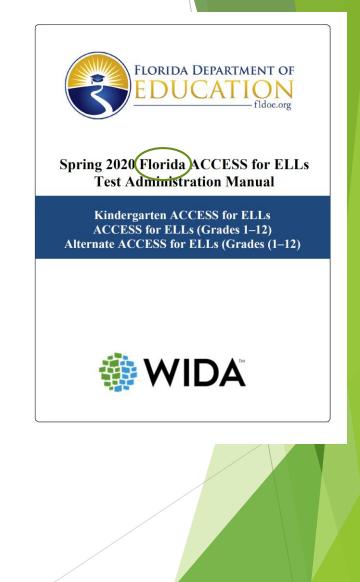
Available on Florida's WIDA webpage and the **Paper-Based Training** tile.

State Specific Directions Document Contents

State Specific Directions Contents	Print Guidance (Front and Back)	
	Start	End
Overview of Florida's Policies and Procedures	2	6
2019-2020 Test Administration and Security Agreement	7	
2019-2020 Test Administrator's Prohibited Activities Agreement	9	
WIDA Non-Disclosure User Agreement Note: Personnel assisting with secure materials that do not require a WIDA Secure Portal account must print, sign, and return this form to the assessment coordinator.	11	12
FDOE Test Materials Chain of Custody Form	13	
FL ACCESS for ELLs Tier Placement Guidance	15	
Pre-ID Label Flowchart	17	
Test Session Master Schedule	19	
Test Session Roster – Individual Administration	21	
Test Session Roster – Group Administration	23	
Florida Testing Sign: *No Electronic Devices*	25	
Florida Testing Sign: *Do Not Disturb*	27	
2020 Security Log	29	
Student Planning Sheet	31	
FDOE Native (Home) Language Codes	33	42
2020 Breaches of Administration Form	43	

Spring 2020 Florida ACCESS for ELLs Test Administration Manual

➢ This manual explains all responsibilities and tasks related to the implementation and administration of the ACCESS for ELLs suite of assessments in Florida.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Spring 2020 Florida ACCESS for ELLs
Test Administration Manual

Kindergarten ACCESS for ELLs
ACCESS for ELLs (Grades 1–12)
Alternate ACCESS for ELLs (Grades (1–12)

WIDA™

2020 Florida Accessibility and

Accommodations Supplement

➢ This document highlights test administrative considerations, universal tools, and accommodations for individual ELLs taking the paper-based tests.

➢ Accommodation Selection Forms located in Appendix C and on Florida's WIDA Webpage.

WIDA AMS Website
https://wida.wisc.edu/login

🔒 https://wida.wisc.edu/login

brary | Recursos en español | WIDA Store | Members/States ▼ | Login 🔒 | Search

WIDA

Assess   Teach   Grow   About   Memberships and Programs

Login

The WIDA Consortium and WIDA International School Consortium provide valuable secure resources that require an account.

Secure Portals

WIDA Secure Portal

Test preparation, administration and post-testing resources; training courses; user account management; and SEA resources

- Have an account but forgot your password or having trouble logging in? Contact the WIDA Client Services Center at help@wida.us
- Have a WIDA Secure Portal account but forgot your password? Go to our password reset page.

WIDA International Secure Portal

Members-only resources and training materials for the International School Consortium

- Have an account but forgot your password or having trouble logging in? Contact the WIDA Client

Log In

WIDA AMS ▼

Select Site
WIDA Secure Portal
WIDA International Secure Portal
WIDA AMS
WIDA Model Online

WIDA Assessment Management System
www.wida-ams.us

Before and During Testing

Electronic copies of packing lists and security checklists

To access: All Applications → Report Delivery → Test Results

After Testing

School Roster Reports
Individual Student Reports

SCHOOL ASSESSMENT COORDINATOR:

MANAGING MATERIALS

Follow Test Security Policies

➢ Test Content Remains Secure

➢ No specific information about the content of the test is shared

➢ Keep personal login information secure.

➢ Place all secure materials in <u>locked storage</u>.

➢ Do not duplicate any test materials (exception of the FL TAM).

Inventory Test Materials

Delivery to Schools:

January 13-22, 2020

Test materials and Pre-ID labels are delivered to the districts for distribution to schools.

Note: All test Materials including Kindergarten ACCESS for ELLs and ACCESS for ELLs will be packaged in yellow boxes.

Last Box (highest numbered box) in Shipment Contains:

➢ School Packing List

➢ Security Checklist to track secure materials

➢ Student Booklet Labels (Pre-ID, District/School, and Do Not Process)

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

WIDA

DRC — DATA RECOGNITION CORPORATION

Florida ACCESS for ELLs – Performance Task
Florida Department of Education
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, but the content of this form may NOT be altered.

Contact your District Assessment Coordinator if you have any questions.

Your name (School Assessment 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: _____

Date and time shrink-wrapped test material packages are opened: _____

Packages opened by: _____

Date and time materials are prepared: _____

Materials prepared by: _____

Date and time materials are packaged for return: _____

Materials packaged by: _____

Date and time materials are returned to the district: _____

Bureau of K–12 Student Assessment

Ordering Additional Materials
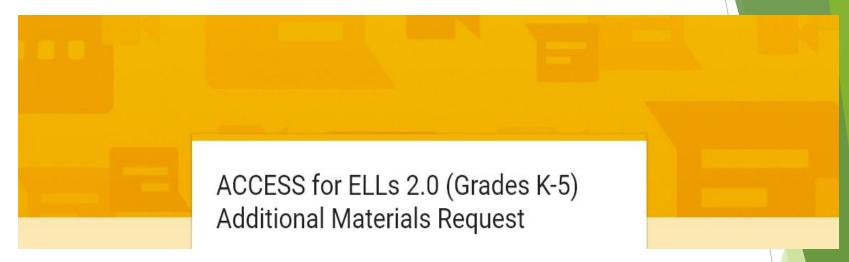
Paper-Based Tests

➢ All additional orders will be placed online through Google Forms.

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

➢ The link is available under the "Test Distribution Center Documents (TDC Documents)" section, then under Order Forms.

➢ 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.

Ordering Additional Materials

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

Available for:

➢ ACCESS for ELLs - Grades K-5
➢ ACCESS for ELLs - Grades 6-12
➢ ACCESS for ELLs – Accommodated Forms
➢ ACCESS for ELLs - Alternate
➢ ACCESS for ELLs - Human Reader Scripts

Preparing for Testing – Materials (Non-Secure)

The shipment will include:	
Packing list	Security Checklist
Student Booklet labels	Return Materials Instruction Packet
Plastic bags for materials return	

TAM, pp. 42 - 43

Preparing for Testing – Materials (SECURE)

The shipment will include:	
Test Administrator's Scripts	Speaking Test Booklets
Student Response 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)
Alternate Test Booklet (if applicable)	Large Print Test materials (if applicable)
	Unified English Braille (UEB) Test materials (if applicable)

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.

Group by Grade Cluster & Tier

➢ Groups must be made up of the same grade-level cluster.

and

➢ Groups must be made up of the same tier (A or B/C) on the Test Session Roster.

TAM, p. 54

Group Size

WIDA recommends:

➤ No more than 22 students in a group

➤ Smaller groups for new students to the school

➤ Keeping the same group together for all domains

This eliminates the need create a new roster for each test session. This avoids the need to reorganize test booklets after each session.

Schedule Paper Test Sessions
Master Form

Test Session Master Schedule (Paper Only)

School:_____ Coordinator: _____

Week of			Listening/Reading Sessions: # of Students		Total # of Students	Writing Sessions: # of Students		Total # of Students
Session	Grade(s)	Day/Time	Tier A	Tier B/C		Tier A	Tier B/C	

Separate Sessions by Grade Cluster, Tier, and Domain

(No more than 22 students per session):

➢ Grades 4-5, Tier B/C, Reading

➢ Grade 2, Tier A, Listening

➢ Grade 1, Tier A, Writing

Test Sessions Forms available in State Specific Directions Document

Preparing for Testing: Scheduling

Group

Individual – Speaking
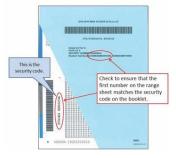
Test Session Scheduling considerations:
➢ No more than 22 students in a group-testing session
➢ Schedule **ONLY ONE** tier in a single test session (A or B/C)
➢ Schedule **ONLY ONE** grade-level cluster in a single test session

NOTE: A roster should include ONE grade-level or cluster and ONE tier

Assigning and Tracking Materials

Test Administrator signs in/out materials.

Figure 17. Security Checklist
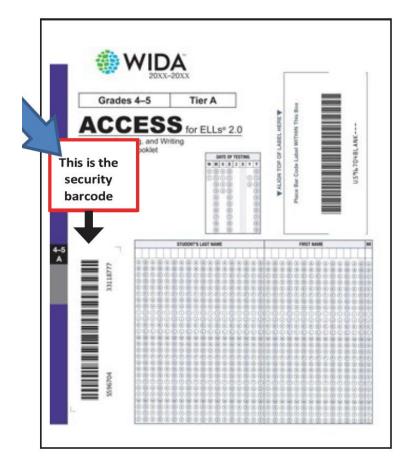
Managing Test Materials: Distributing and Tracking

Security Checklist

Managing Test Materials

Security Barcode

TAM, p. 50

SCHOOL ASSESSMENT COORDINATORS:
MANAGING STUDENT INFORMATION

Preparation and Verification of Pre-ID Labels

Sample Pre-ID label

The following information **MUST** be correct for the student Pre-ID label to be used:

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

Do NOT make any markings on the Pre-ID label.

TAM, pp. 7 & 28

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 pages 34-37, Completing Demographic Information (Section 4.6).

➢ You will receive one label for every test booklet ordered, plus an overage.

TAM, p. 29 & 34 - 37

Assigning Test Booklets to Students

Box A

Apply Verified Pre-ID Labels to Box A
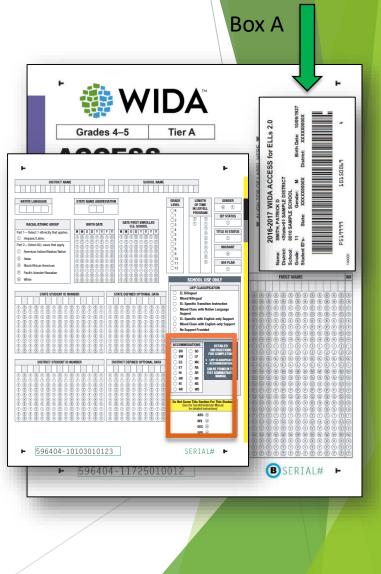
Use only a #2 pencil to grid student demographic information on the front and/or back covers.

Front Cover

➢ **Must** bubble and grid the date that testing began for the student. (i.e., 01/28/2020)

Back Cover (as applicable):

➢ Accommodations

➢ Do Not Score This Section
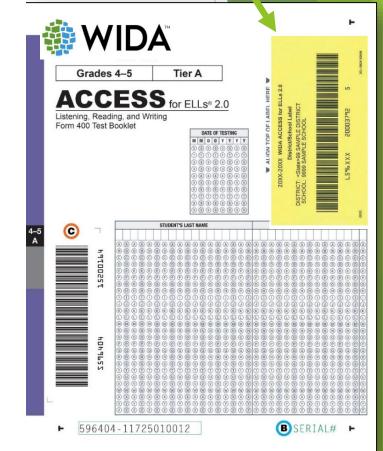
2ⁿᵈ Wave of Pre-ID Labels Procedures

Delivery Date (to schools): February 6 -19, 2020

If a student <u>did not receive a Pre-ID Label </u>within the initial shipment, there may be a chance he or she will receive a label during the 2ⁿᵈ Wave.

Meanwhile, schools can proceed with testing the student after affixing a <mark>District/School Label</mark> to Box A and gridding the following:
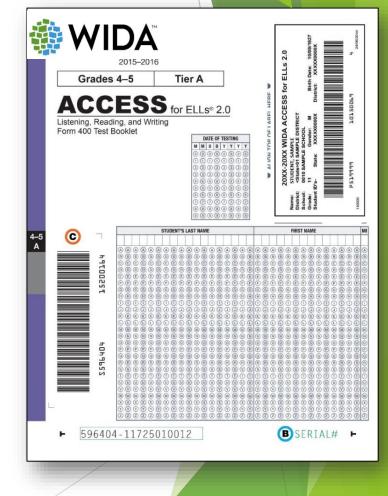
- ➢ Date of Testing (begin date)
- ➢ Student Last Name
- ➢ Student First Name
- ➢ District Name (Code)
- ➢ School Name (Code)
- ➢ State Student ID Number (FLEID)

(continued on next slide)

2nd Wave of Pre-ID Labels Procedures (continued)
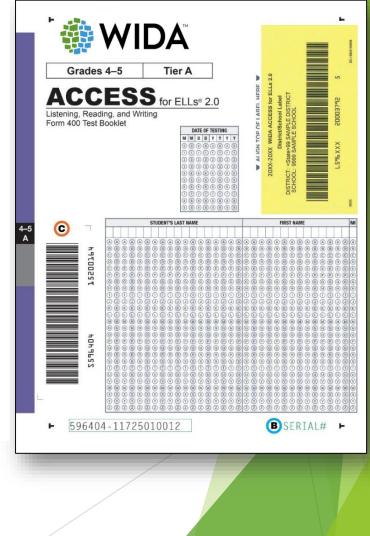
If a <u>new Pre-ID Label is provided</u> in February, <mark>place over the District/School Label</mark> and submit to DRC for scoring.

- ➢ Leave the following demographic information as-is:
  - ➢ Date of Testing
  - ➢ Student Last Name
  - ➢ Student First Name
  - ➢ District Name (Code)
  - ➢ School Name (Code)
  - ➢ State Student ID Number (FLEID)
- ➢ If applicable, grid Accommodations and/or Do Not Score Codes.

2nd Wave of Pre-ID Labels Procedures (cont.)

➢ If a <u>new Pre-ID Label is **NOT** provided</u>, proceed to complete the following information:

- ➢ Native Language
- ➢ Race
- ➢ Ethnicity
- ➢ Date First Enrolled in a US school
- ➢ Length of Time in LEP/ELL Program
- ➢ IEP Status
- ➢ Title III Status
- ➢ Migrant
- ➢ 504 Plan
- ➢ LIEP Classification
- ➢ Accommodations (if applicable)
- ➢ Do Not Score Codes (if applicable)

TAM, pp. 29-34
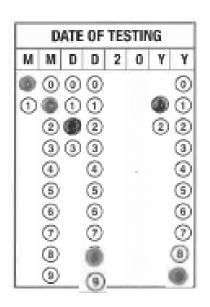
Completing Demographic Information
Front Cover

Date of Testing (Box 2)

➢ Grid the date testing *began* for student.
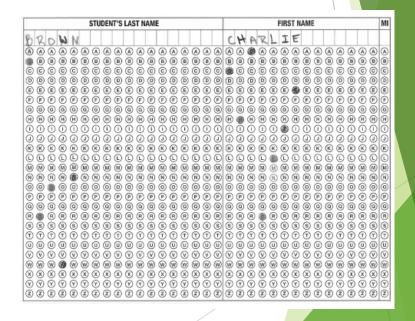
Valid Dates:

➢ January 27 – March 20, 2020

Student Name (Box 3)

➢ Grid one letter in each box and completely fill in each of the corresponding bubbles below the letters of the student's name.

➢ For a hyphenated name leave a blank space where the hyphen is and bubble nothing below it.

Completing Demographic Information
Back Cover

District Name (Box 4)

➢ Starting at the left, print the district two-digit code number, putting one number in each box. Leave the 16 remaining boxes blank.

School Name (Box 4)

➢ Starting at the left, print the school four-digit code number, putting one number in each box. Leave the 14 remaining boxes blank.

DISTRICT NAME	SCHOOL NAME
1 3	1 2 3 4

Completing Demographic Information
Back Cover (cont.)
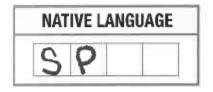
Native Language (Box 5)
➢ Starting at the left, print the student's native (home) language two-letter code (as defined in the State-Specific Directions), putting one letter in each box (i.e., Spanish = SP). Leave the two remaining boxes blank.

State Name Abbreviation (Box 6)
➢ Print the two-letter (FL) state name abbreviation for Florida.

NATIVE LANGUAGE
S P

STATE NAME ABBREVIATION
F L

Continued on next slide

TAM, p. 35

Completing Demographic Information
Back Cover (cont.)
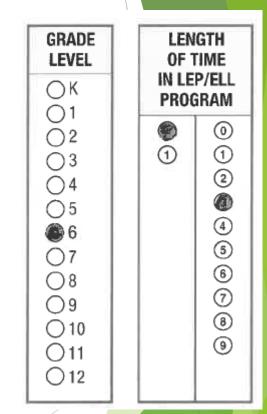
Grade Level (Box 7)
➢ Bubble the grade level for the student.
Important: Incorrect Grade level will impact reporting.

Length of Time in LEP/ELL Program (Box 8)
➢ Starting at the left, fill in the number of years (rounded down) a student has been enrolled in an LEP or ELL program. If the student has been in the program less than a year, fill in 00; one year, 01; two years, 02; etc. Fill in one bubble in each column.

Continued on next slide

Completing Demographic Information
Back Cover (cont.)

Gender (Box 9)
➤ Fill in the M bubble if the student is male, or the F bubble if the student is female.

IEP Status (Box 13)
➤ Fill in the Y bubble if the student has been identified as having an Individualized Education Program under the Individuals with Disabilities Education Act.

Title III Status (Box 14)
➤ Fill in the Y bubble if the student is part of the district's Title III, ESSA allocation.

Migrant (Box 15)
➤ Fill in the Y bubble if the student is defined legally as a migratory agricultural worker under ESSA 2015. Classification as a migratory child requires the National Certificate of Eligibility (COE) form to be on file.

504 Plan (Box 16)
➤ Fill in the Y bubble if the student has been identified as having special educational needs as defined in the Rehabilitation Act and Americans with Disabilities Act.

GENDER
IEP STATUS
TITLE III STATUS
MIGRANT
504 PLAN

Completing Demographic Information Back Cover (cont.)

Racial/Ethnic Group (Box 10)

➢ Part 1: If a student is Hispanic/Latino, fill in the Y bubble.

➢ Part 2: Select all races that apply for the student.
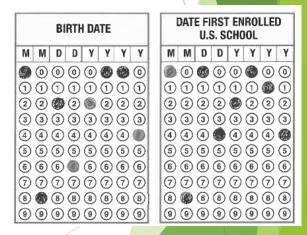
Birth Date (Box 11)

➢ Starting at the left, bubble in the student's birth date.

Date First Enrolled U.S. School (Box 12)

➢ Starting at the left, bubble the date the student enrolled in a U.S. school.

Continued on next slide

TAM, p. 35

Completing Demographic Information Back Cover (cont.)

State Student ID Number (Box 17)

➢ For students who do not receive a Pre-ID Label

➢ Starting at the left, print only the 12 numeric characters of the Florida Education Identification (FLEID) assignment for the student. Leave the remaining boxes blank.

Important: Do not include the "FL" in this field.

State Defined Optional Data (Box 18)

➢ Leave this field blank.
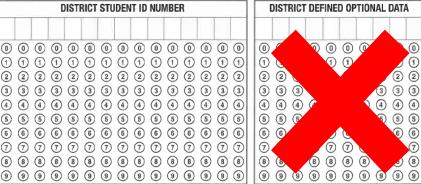
District Student ID Number (Box 19)

➢ For students who do not receive a Pre-ID label, starting at the left, print the assigned District Student ID number and bubble corresponding numbers. Leave any remaining boxes blank.

District Defined Optional Data (Box 20)

➢ Leave these fields blank.

Continued on next slide

TAM, p. 35

Completing Demographic Information Back Cover (cont.)

LIEP Classification (Box 21)
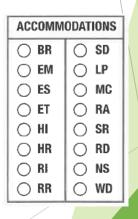
➤ Fill in the bubble next to the Language Instruction Educational Program (LIEP) Classification that best applies to the student.

➤ For a cross-walk of Florida instructional model/approach and the LIEP Classifications, please refer to page 36 of the Spring 2020 Florida ACCESS for ELLs Test Administration Manual.

NOTE: EL Bilingual, Mixed Class with Native Language Support, No Support Provided, and Parental Refusal of Services are not applicable LIEP Classification codes for Florida.

Accommodations (Box 22) (Pre-ID and District School label, if necessary)

➤ Fill in the bubble next to any accommodation that applies to the student even if a Pre-ID or District/School Label is affixed to the student response booklet.

➤ For detailed information on the available accommodations for each assessment, please refer to the 2020 Florida ACCESS for ELLs Accessibility and Accommodations Supplement.

Continued on next slide

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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)

Test Invalidation Procedures

The appropriate INV bubble <mark>MUST</mark> 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 not allowed the correct amount of time to finish the test session by the test administrator.

5) A student is given an accommodation not allowed on the statewide assessment.

6) A student is given an accommodation NOT indicated on the student's IEP or Section 504 Plan.

7) A student was not provided an allowable accommodation which was indicated on the student's IEP or Section 504 plan.

8) A student is disruptive during testing.

9) An error occurs in the test administration procedures that could compromise the validity of the test results.

10) A major disruption occurs during testing (contact Student Assessment).

11) A student is given unauthorized assistance during testing.

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Test Invalidation Procedures (continued)

Do NOT use the INV bubble if there is a DO NOT PROCESS label affixed to the document AND:
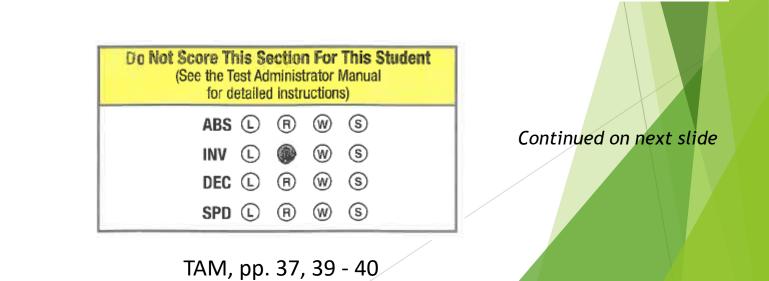
➢ The preidentified document belongs to a student who has withdrawn from the school prior to testing.

➢ 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.

Completing Demographic Information
Back Cover (cont.)

Do Not Score This Section For This Student (Box 23)
➤ Filled-in bubbles in this field indicate a special circumstance. If any of these bubbles are filled in, the student will receive a score of "NA" for that domain.
➤ The Test Administrator should discuss any situation that may involve gridding a Do Not Score Code with the School Assessment Coordinator.

   *Important: **Do Not Score Codes are not the same as the Do Not Process Label***

Continued on next slide

TAM, pp. 37, 39 - 40

Completing Demographic Information
Back Cover (cont.)

Do Not Score Codes

➢ **Absent (ABS):** Absent indicates the student was absent for a domain of the test; if so, fill in the appropriate bubbles for the domain the student did not take.

➢ **Invalidate (INV):** Invalidate indicates that even though a student may have completed some or all of the test items, the testing was not valid. For assistance identifying circumstances when invalidations in an appropriate course of action, please review section 4.7 of the Spring 2020 Florida ACCESS for ELLs Test Administration Manual.

➢ **Declined (DEC):** Declined indicates a student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. A student cannot opt out of the state's annual assessment. This indicator is used only when a student refuses to participate even after the Test Administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate bubble(s).

➢ **Exemption (SPD):** Deferred Special Education/504 indicates that an IEP or 504 team determined that the student should defer participation from one or more of the domains of this test; if so, fill in the appropriate bubbles.

PROCEDURES FOR STUDENT TRANSFERS

Transfer Situation	What To Do
Student <u>completes all domains</u> in a school but transfers out of the school or the district (within the state)	Completed Student Response Booklets should be returned as normal by the site in which the student completed the test. No further action is needed.
Student <u>completes all domains</u> in a school but transfers out of state	Completed Student Response Booklet 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 <u>within the district during testing</u> <u>and has completed one or more domains</u>. 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 <u>new school within the district during testing and has completed one or more domains</u>; however, the district <u>does not permit the secure transfer</u> 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, FLEID, birth date, and grade must match in order to merge the two student response booklets and generate a complete score report.

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, FLEID, 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.

Do Not Process Labels

Transcribing and Labeling Guidance

If a booklet becomes soiled and/or damaged, proceed to transcribe responses to a new Student Response Booklet. Transcription guidance is located in the *2020 Florida Accessibility and Accommodations Supplement*.

Original Booklet
- **Damaged Book**: Proceed to affix a Do Not Process Label. Return to DRC.
- **Soiled Booklet (with bodily fluids):** Destroy in a secure manner and report via Materials Accountability Form. Do not return to DRC.

New Transcribed Booklet:
- Apply a District/School Label and hand-grid student information. Return to DRC for scoring.

Guidelines
- ➢ Place on top of other labels in the upper right hand corner, if needed.
- ➢ Will not be scored; do **not** use this label to invalidate a test.
- ➢ For use on damaged booklets that should be returned to DRC (Except bodily fluids).
- ➢ Transcribe student responses to a new book, if needed.
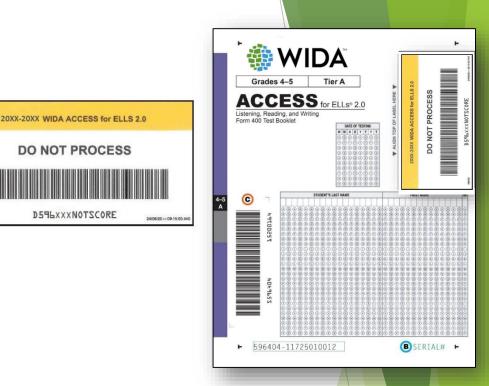
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SCHOOL TEST ADMINISTRATORS

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.

Test Security Policies and Procedures
Test Administration and Security Agreement
Test Administrator Prohibited Activities Agreement

2020 ACCESS for ELLs Test Administration and Security Agreement
Florida Department of Education
Bureau of K–12 Student Assessment

Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the test security statute, Section 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment test.

The rule prohibits activities that may threaten the integrity of the test. See the "Florida Test Security Statute" and the "Florida State Board of Education – Test Security Rule." Examples of prohibited activities are listed below:

- Revealing the passages, test items, or performance tasks
- Copying the passages, test items, or performance tasks
- Interpreting or reading test items or passages for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Translating the reading passages into the student's home language
- Translating test items orally or in writing into the student's home language
- Providing dictionaries or translation devices for students to use during the test administration

If any of the above examples are allowable accommodations for students with current IEPs, or Section 504 plans, Test Administrators are permitted to provide allowable test accommodation(s) as described in the *2020 Florida Accessibility and Accommodations Supplement*.

All personnel are prohibited from copying the test items and/or the contents of student test books and answer sheets. The security of all test materials must be maintained before, during, and after the test administration. Please remember that after ANY administration, initial OR make-up, materials must be returned immediately to the School Assessment Coordinator and placed in locked storage. Secure materials should not remain in classrooms or be taken out of the building overnight.

The use of untrained Test Administrators increases the risk of test invalidation due to test irregularities or breaches in security. **Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.**

I,_____, understand that I must receive adequate training regarding the administration of statewide assessment and read the information and instructions provided in all applicable sections of the relevant test administration manual(s), including the Florida Test Security Statute and State Board of Education Rule. I agree to follow all test administration and security procedures outlined in the manual(s), Statute, and Rule.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

School Name _____   School Number _____

Print Name of Test Administrator or School Coordinator _____   Print Title of Test Administrator or School Coordinator _____

Signature _____   Date _____

2020 Florida ACCESS for ELLs – Performance Task
Florida Department of Education
Test Administrator Prohibited Activities Agreement

It is important for you, as a test administrator of a statewide assessment, to know that the below activities are prohibited. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law. Please read the following list of prohibited activities and sign your name on the signature line at the bottom of this page indicating that you understand these actions and their consequences.

I understand that before testing I may not:

☐ Leave test materials unattended
☐ Remove test materials from the school's campus (does not apply to hospital/homebound teachers)
☐ Copy, photocopy, or photograph test content

I understand that during testing (including during breaks) I may not:

☐ Assist student in answering test items
☐ Read aloud any test item or passage within the Reading domain
☐ Give students verbal cues (emphasizing the correct answer as it is read) or non-verbal cues
☐ Rush students through the assessment
☐ Display or fail to cover visual aids (e.g., word lists, posters showing reading or language arts concepts) that may help students
☐ Provide students with a bilingual word-to-word dictionary and unauthorized writing aids.
☐ Use my cell phone, check email, grade papers, or engage in other activities that could potentially distract students
☐ Leave the room unattended for any period of time
☐ Allow students to talk or cause disturbances while another student is being assessed
☐ Instruct students to test in a domain other than the one designated for that day/allotted testing time (going on to Reading during Listening, reviewing work in Listening during Reading)
☐ Coach students during testing
☐ Administer the assessment to my family members

I understand that after testing I may not:

☐ Leave test materials unattended
☐ Remove test materials from the school's campus
☐ Change student answers
☐ Discuss the content of the test with anyone, including students or other school personnel
☐ Reveal the content of the test via electronic communication, including but not limited to email, text, or post to social media sites (Facebook, Twitter, Instagram, etc.)

If you are administering a test to students with the Human Reader accommodation, which requires you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

I acknowledge the information above and will not engage in any of the prohibited activities on this page.

Print Name: _____   Signature: _____   Date: _____

Return this agreement to the School Assessment Coordinator.

Exclusively available in the Florida State Specifics Directions Document

Preparing for Testing:
Training Test Administrators

All Florida school assessment coordinators and test administrators must adhere to the following procedures:

- ➢ **Be proficient in English (listening, speaking, reading, and writing) to effectively apply the scoring rubric and evaluate students' responses in English, as required.**
- ➢ **Complete training modules via the WIDA Secure Portal and quizzes with a passing score of 80% or higher to become certified to administer the ACCESS for ELLs suite of assessments.**
- ➢ Complete the 2019 - 2020 Test Administration and Security Agreement
- ➢ Complete the 2019 - 2020 Test Administrator Prohibited Activities Agreement
- ➢ Review the Florida-Specific Test Administration Manual(s)
- ➢ Have test administrators familiarize themselves with the Listening and Speaking Test CDs and equipment
- ➢ Remind test administrators of the State's and District's security policies and procedures (including those concerning electronic devices)

Preparing for Testing: Training Test Administrators

Test Administrators should:

➢ Properly account for test booklet security immediately before, during, and after test administration
➢ Ensure students are provided accessibility supports and/or accommodations, as applicable.
➢ Verify the accuracy of the student Pre-ID label and tier placement before placing on the Student Response booklet
➢ Ensure that each student receives the Student Response booklet that has the correct name (label) and tier.
➢ 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)
➢ Ensure that all students are given the allowable time to complete the test.
➢ Ensure ONLY a number 2 pencil is used on the Student Response Booklet.
➢ Record the required administration information and students' domain completion status.
➢ Complete seating charts and other required information.
➢ Complete Security Logs and post signs for every test session.
➢ Maintain test security at all times, report security violations or invalidation concerns to the School Assessment Coordinator immediately.

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
        - ➢ Not facing each other when seated at tables
    - ➢ Good lighting
- ➢ 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" and "No Electronic Devices" signs posted on the outside of the testing room door(s) during test sessions
- ➢ A functioning clock or watch to keep track of time
- ➢ Security Log
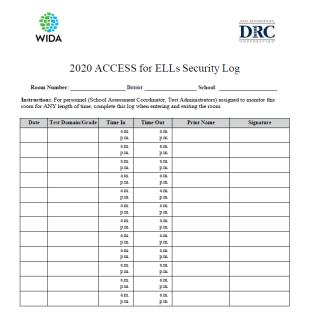
Speaking Domain

- ➢ A quiet room with space for the student and test administrator
- ➢ Note: All students should be tested in the same manner

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Test Security Policies and Procedures
ACCESS for ELLs Security Log

Each school is required to maintain an accurate ACCESS for ELLs 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.

Exclusively available on Florida's State Specific Directions Document

Test Security Policies and Procedures
Group Administration
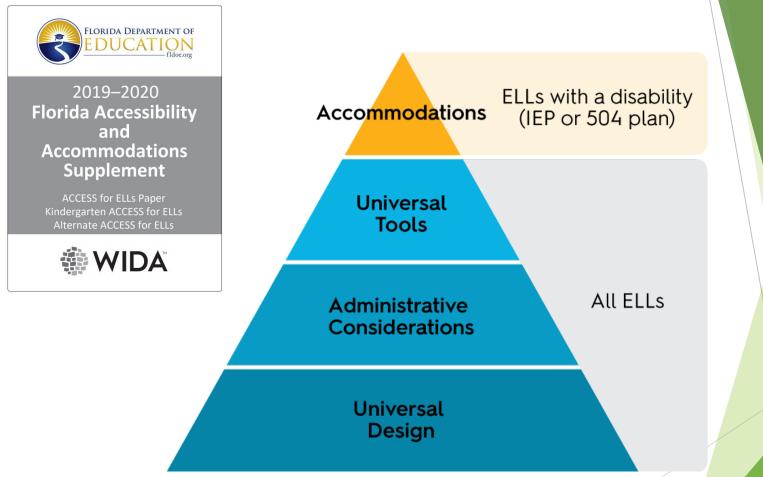
Each test administrator is required to maintain an accurate account of the students that were tested for each domain.

Exclusively available on Florida's State Specific Directions Document

ACCOMMODATIONS

Accessibility and Accommodations

[Triangle width indicates estimated proportion of ELLs using each type of support]

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 items 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).

Universal Tools
(available for all ELL students)

Universal tools are available to all students taking the ACCESS for ELLs suite of assessments

- Audio aids

- Color overlay

- Highlighters, colored pencils, or crayons

- Tracking Tool

- Low-vision aids or magnification devices

- Student Planning Sheet

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

Accommodations <u>Not</u> Permitted on <u>any</u> ACCESS for ELLs Suite of Assessments

- Students <u>MUST NOT</u> use a heritage to English dictionary
- Reading aloud <u>of test items, prompts, passages, and response options for students on the Reading</u>
- Translating or reading test items into a language other than English
- Students MUST NOT have access to any unauthorized writing aids (i.e. word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, translation devices, or organizational patterns)

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

TAM, pp. 11 - 27 & 32 - 34

Human Reader Accommodation Script

The Human Reader Accommodation Script is used only for the Listening and Speaking portions of the ACCESS for ELLs Paper Assessment for Grades 1 – 12. (those administered via CD)

The student must have a documented disability to use ANY of the Human Reader accommodations.

1. **Does the student use the accommodation on a regular basis to address his or her learning challenges in the classroom during instruction and testing?**

2. **Is this accommodation documented in the student's IEP or 504 plan?**

NOTE: The dialogue in the Listening and Speaking human reader scripts may require two trained test administrators to deliver this accommodation because it involves modeled dialogue between a sample student and a test administrator.

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Accommodations Supplement, pp. 11-12, 17-19

Ordering Human Reader Accommodation Scripts

➢ Human Reader Accommodation Scripts will also be ordered through Google Forms for very rare circumstances.

➢ Unlike the regular paper-based test orders, all Human Reader Accommodation 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 that your order is ready to be picked up.

Ordering Human Reader Accommodation Scripts (cont.)

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

ACCESS for ELLs - Human Reader Accommodation 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.

Email address *

Valid email address

This form is collecting email addresses. Change settings

School Number *

Short answer text

School Name *

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

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.

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

Box 22

Special Test Documents Large Print and Braille

ACCESS for ELLs is available in the following accommodated versions:

Kindergarten ACCESS for ELLs and ACCESS for ELLs (Grades 1–12)

Large print version is based on the regular print version.

ACCESS for ELLs (Grades 1–12) – Tier B/C ONLY

Reading and Writing sections are available in **Braille** only for students taking the Tier B/C test form of ACCESS for ELLs. 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.

Kindergarten ACCESS for ELLs Overview

Kindergarten Testing Materials

➤ Student Story Booklet

➤ Student Response Booklet

➤ Test Administrator's Script

➤ Student Activity Board

➤ Cards & Card Pouch Booklet

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.

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.

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.**

Kindergarten General Procedures

➤ Read aloud **black bold** and **blue bold** text

  ➤ Although the Test Administrator must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate.

➤ Record student scores IMMEDIATELY

➤ 10-min stretch break is scripted between Part C and Part D.

➤ Test may be administered in two sessions with a less-than-two-day break between the parts

➤ Winding Down when a "ceiling" is reached at one level.

Part D: Listening & Speaking		
Indicate below how the test was administered. (Choose only one.)		
☐ One session, no break	☐ One session, stretch break	☐ Two sessions

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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.

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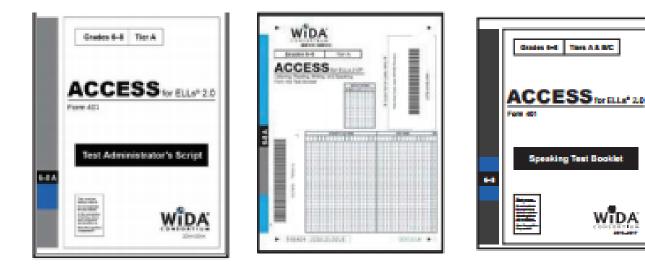
- Reading tasks use manipulatives to engage the students.
- Test Administrator Script must be followed.
- The Reading test consists of two Parts C and F associated with the two different text types, narrative and expository, used in the test.

ACCESS for ELLs (Grades 1–12) Overview
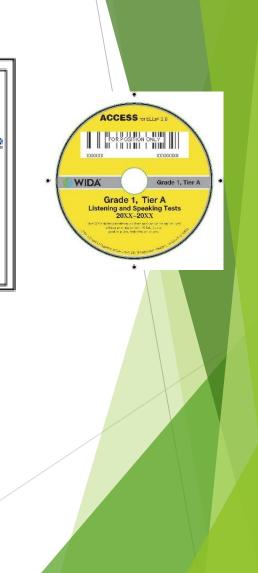
Test Overview

▶ The ACCESS for ELLs will assess each of the four language domains of Listening, Speaking, Reading, and Writing separately.

▶ Paper Grade-Level Clusters: 1, 2, 3, 4–5, 6–8, 9–12

▶ The Speaking section is individually administered and scored by the Test Administrator who will use a rating scale compared to a model response.

▶ The Listening, Reading and Writing domains can be group-administered and are centrally scored by DRC.

▶ The Listening and Speaking domains are media-delivered on one CD that includes all directions and pre-recorded prompts.

▶ Accommodated Formats: Large-print and UEB Braille (Contracted and Uncontracted for Tier B/C and only for Reading, Writing and Listening sections)

PAPER TEST MATERIALS OVERVIEW

- Test Administrator's Script
- Student Test Booklet
- Speaking Test Booklet
- Listening/Speaking CD

Approximate Test Administration Timing
ACCESS for ELLs - Grades 1 - 12

Time to…	Listening	Reading	Writing			Speaking
Seat students, distribute test materials, etc.	15 – 20 minutes (depends on group size)					
Give test directions and allow students to complete practice items	10 minutes	5 minutes	5 – 10 minutes			
Allow students to complete test items	25 – 40 minutes	35 – 45 minutes	Grade 1 Tier A	Grades 2 – 12 Tier A	Grades 1 – 12 Tier B/C	15 – 35 minutes
			35 minutes	60 minutes	65 minutes	
Total test administration time (for planning purposes)	65 minutes	60 minutes	65 minutes	90 minutes	95 minutes	65 minutes

Anticipate 15 – 20 minutes for Convening and Dismissing the students and test set up depending on the group size. Less for the Speaking portion since it is individually administered.

TAM, p. 101

Pausing or Discontinuing A Paper Test
Listening and/or Speaking Domains

In the case there are technical difficulties or a disruption during the Listening or Speaking Test:

➢ Unusual circumstances or audio issue

- ▶ Discontinue domain after 2nd attempt for an individual student

- ▶ Leave remaining items blank

- ▶ No additional label needed (i.e., Do Not Process)

Starting Points for Resuming the Listening or Speaking Test After an Interruption		
Length of Interruption	Less than 15 minutes	15 minutes or more
Where to Resume Test	Listening: Replay audio track for current item Speaking: Replay audio track for the current page	Replay current Part

TAM, pp. 105 - 106

Listening Domain Administration
ACCESS for ELLs - Grades 1 - 12

Materials Needed: Test Administrator's Script, Student Response Booklet, Listening and Speaking Test CD, Number 2 pencil, CD Player or desktop/laptop computer (to play the CD), Speakers

- 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

ACCESS for ELLs - Grades 1 – 12
Listening Domain
CD Run Times
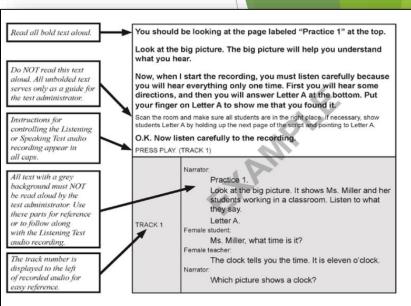
Listening Test Audio on the CD	Approximate Run Time (in minutes) Excludes the audio run time for the practice items.
Grade 1, Tier A	16:00
Grade 1, Tier B/C	25:00
Grade 1 Braille	21:00
Grade 2, Tier A	16:00
Grade 2, Tier B/C	25:00
Grade 2 Braille	21:00
Grade 3 Tier A	19:00
Grade 3, Tier B/C	30:00
Grade 3 Braille	27:00
Grades 4–5, Tier A	19:00

Listening Test Audio on the CD	Approximate Run Time (in minutes) Excludes the audio run time for the practice items.
Grades 4–5, Tier B/C	30:00
Grades 4–5 Braille	27:00
Grades 6–8, Tier A	22:00
Grades 6–8, Tier B/C	32:00
Grades 6–8 Braille	30:00
Grades 9–12, Tier A	18:00
Grades 9–12, Tier B/C	31:00
Grades 9–12 Braille	27:00

Approximately 16 to 32 minutes to administer (Tier B/C will take longer than Tier A)

TAM, pp. 107 - 108

Listening Test Introduction, Practice & Information

➤ Practice the Test Administrator's Script ahead of time.

➤ Do not read any answer choices out loud

➤ Once the Listening test has begun, do not stop or pause the audio

▶ 25 seconds response time is included in the audio files

▶ Tone to alert next prompt/question

▶ Check-in time is included

➤ Pause only in the case of a significant interruption

▶ Exact guidelines in Test Administration Manual

▶ Current item less than 15 minutes vs. current part more than 15 minutes

Test Administration Procedures
Grades 1 – 12
Reading Domain

Materials needed: Test Administrator's Script, Student Response Booklets, number 2 pencil.

Test is designed to take approximately 35 – 45 minutes to be administered.

- 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 when they arrive at a **stop sign**.

Monitoring the Reading Test

- ▶ 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.

 - ▶ Individual check-ins occur when students raise their hand as they arrive at a stop sign.

NOTE: Follow the Script Verbatim

Test Administration Procedures
Grades 1 – 12
Writing Domain

Materials needed: Test Administrator's Script, Student Response Booklets, Number 2 pencil, Student Planning Sheet

- 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**.

Test Administration Procedures
Writing
Grade 1 Tier A

	Organization, Content, and Timing Guidelines Per Task		
	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/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			

Monitoring the Writing Test

➢ 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.
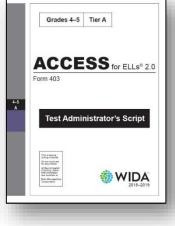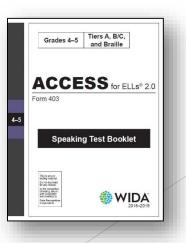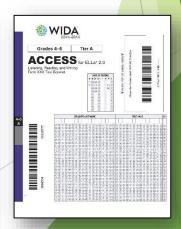
Speaking Domain Information
(Individually Administered)

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

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

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

Test Administration Procedures
Speaking Domain – Grades 1 – 12

Materials needed: Test Administrator's Script, Student Response Booklet, Speaking Test Booklet, Listening and Speaking CD, number 2 pencil, CD Player or desktop/laptop computer (to play the CD), Speakers

Individually Administered

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

- 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 only one time** (without pausing, without moving ahead or skipping to the next track). The student may NOT listen to tracks again or look back at previous pages of his or her test booklet.

- Allow the response time to play and DO NOT fast forward or skip to the next track even if the student has finished his or her response.

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

- Follow the Test Administrator's Script

- **Use a Number 2 Pencil ONLY**

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

TAM, pp. 116 - 124

Administration Times
Speaking Domain
Grades 1 - 12

Speaking Test CD Audio Run Times by Grade and Tier		
Grade	**Tier**	**Run time**
Grade 1	A	10:00
	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

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

TAM, pp. 119 - 120

Alternate ACCESS for ELLs (Grades 1–12)
Overview

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.

Alternate ACCESS for ELLs Test Materials

▶ Test Administrator's Script

▶ Test booklet (legal size paper)

▶ Student Response Booklet

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
- Listening, Reading, and Speaking Test Booklet
- Student Response Booklet
- #2 Pencil

Each domain approximately 20 minutes to administer

Who Should Administer the Alternate ACCESS for ELLs?

➢ Teacher or licensed staff member familiar with student's dedicated communication system and response modes

➢ Practice ahead of time is important due to logistics of managing:

▶ Student Response Booklet

▶ Test Administrator's Script

▶ Student Test Booklet

▶ Spring 2020 Florida ACCESS for ELLs Test Administration Manual

▶ Individual student supports

Anticipated Test Administration Times
Alternate ACCESS

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

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

SCHOOL ASSESSMENT COORDINATOR: PACKING FOR RETURN

Material Return Procedures

Use the following steps in preparing all Student Response Booklets for return:

➢ Verify that all (USED) booklets that contain student responses have the Pre-ID or District/School label affixed to the front of the Student Response booklet.
➢ Verify that all booklets with the District/School (yellow) label have completed demographic pages on the front and back cover of the Student Response booklet.
     ➢ Make sure the student name has been written in the boxes and bubbled correctly.
     ➢ Make sure that the date that testing began has been filled in correctly.
     ➢ Make sure that all information in Section 4.6 of the TAM has been bubbled correctly.
     ➢ Make sure the correct grade is bubbled.

➢ Remove any staples, paper clips, or sticky notes from the Student Response booklet.
➢ Remove any planning sheets from the Student Response booklet and prepared for return.
➢ If the Student Response booklet is UNUSED, do NOT place any labels on the booklet.
     ➢ If a Pre-ID or District/School label is placed on an UNUSED booklet, place a DO NOT PROCESS label OVER the existing label and return the booklet with the USED booklets.

Large Print and Braille Student Response booklets

➢ Verify that student responses have been transcribed into a standard Student Response booklet.
➢ Verify that a student Pre-ID label has been applied to the standard booklet or a District/School label was used and demographic information bubbled. Grid the accommodation field for BR or LP on the back on the booklet.
➢ Return large print and/or braille booklets with the other test materials.

Material Return Procedures
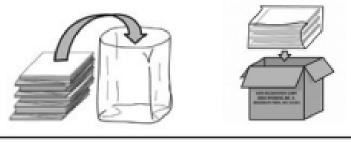
Suggested Order for Packing Materials

1. USED Student Response Booklets by Grade and Tier, in plastic bag packages (with affixed Pre-ID labels, District/School labels, or Do Not Process labels)

     - FLVS Student USED Student Response Booklets (do not use your school's labels)

2. All Test Administrator's Scripts
3. Speaking Test Booklets
4. Listening and Speaking Test CDs
5. All USED and Unused large-print and Braille test materials (if received)
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 Student Planning Sheets
10. Unused Student Response Booklets (no label needed for UNUSED booklets)
11. Defective Materials (if applicable)

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

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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. (To be scored documents are the priority.)

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. 63

Scheduling Pick-Up with United Parcel Service (UPS)

➢ **Schedule your ACCESS for ELLs at least one day prior to your desired date. (last pickup date is March 20, 2020)**

➢ **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 64 of the Test Administration Manual**

ACCOUNTING FOR ALL ACCESS for ELLs

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

Additional Resources

District Assessment Coordinator Envelope

Additional Resources

PRINT AND SECURELY TAPE TO THE ENVELOPE

ACCESS for ELLs
DAC-AR

Pack ORIGINAL Administrative Records:

— Accounting Form
— Security Checklist
— Test Session Roster—Speaking
— Test Session Roster—Group
— Administration – Security Logs
— School Procedural Checklist
— Chain of Custody Form
Retain copies of all documents for your records.

FOLD

YEAR:

School Number:

School Name:

PRINT AND SECURELY TAPE TO THE SIDE OF THE ENVELOPE

2019 Student Score Reports

- **Individual Student Report (ISR):** This report provides information about the student's scores on the ACCESS for ELLs 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**

Parent/Guardian Resources

- Notification Letter in English and Spanish

- Parent Handouts in 6 Languages for ACCESS for ELLs and Alternate ACCESS for ELLs (available in Resource Library)

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/StandardsGuidelinesandProcedures May2013.pdf

ACCESS for ELLs

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