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WIDA
CONSORTIUM
World-class Instructional Design and Assessment

2018 Access for ELLs 2.0 Suite of Assessments
Department of Bilingual Education and World Languages
Test Chairpersons Trainings
December 2017

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Training Objectives

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- Describe specific procedures for test administration for grades K through 12 .
- Understand the organization, layout, and scripting of the tests.
- Learn the procedures for administering and reliably scoring the tests.
- Learn the Dos and Don'ts for Grades K-12.

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Purpose of the ACCESS for ELLs 2.0 Tests

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- Assesses students' **academic English language proficiency**.
- Academic language is the vocabulary, grammatical structures and discourse required in learning the academic content of school subjects; aspects of language strongly associated with literacy development and achievement.

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Test Materials (1 of 2)

The Kindergarten Student Story Booklet contains:


- Pictures and story for the Narrative section of the test (resembling authentic children's literature)
- Graphic organizers related to designated sections of the test

Kindergarten Student Response Booklet contains:

- Answer key for Listening & Reading items
- Space to record and tally student responses
- Criteria for moving on/winding down
- Student writing and teacher transcription of student writing



Student Story Booklet



Student Response Booklet

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Test Materials (2 of 2)

Kindergarten Test Administrator Script contains:


- Moving on/winding down script
- Expect boxes to assist with scoring students' speaking responses

Kindergarten Student Activity Board


Kindergarten Cards & Card Pouch Booklet



Test Administrator Script



Cards and Card Pouch Booklet

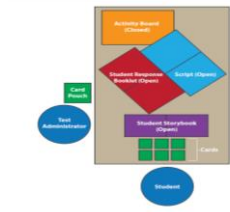


Student Activity Board

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Set-up on Table



The **"Do Not Disturb"** Testing sign must be placed outside the testing room

It is highly recommended to sit at a right angle to the student rather than across or next to the student

Figure 1.2. Setting up Materials

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Kindergarten Test Design

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- Aligned to Pre K-K Standards
- The test is thematically integrated within two stories:
 - A narrative story
 - An expository story
- All domains (listening, speaking, reading, writing) are tested within each story.
- All domains are individually administered and adaptive so the student will start sections at appropriate levels and stop at his or her "ceiling."
- All components are scored by the Test Administrator (TA) during test administration.
- In its entirety, the test takes an average of 45 minutes.

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Unique Features of the Tests

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CONNECTION

- Manipulatives
 - Cards
 - Student Activity Board
- Thematic
 - Test questions center around two themes.
 - All four domains are tested in each theme.
- Interactive Writing Experience
 - The student has an opportunity to produce whatever he/she is able.

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Kindergarten Test Map

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CONNECTION

Kindergarten Test Map

```
graph TD; subgraph Narrative_Section; direction TB; NS_L[S] --- NS_S[S]; NS_W[W]; NS_R[R]; end; subgraph Expository_Section; direction TB; ES_L[S] --- ES_S[S]; ES_W[W]; ES_R[R]; end; NS_S --> ES_S; NS_W --> ES_W; NS_R --> ES_R; NS_S --- NS_S_start[Start at level 1]; NS_W --- NS_W_start[Start at level 1]; NS_R --- NS_R_start[Start at level 1]; ES_S --- ES_S_start[Start at level 1]; ES_W --- ES_W_start[Starting point based on Narrative Writing Score]; ES_R --- ES_R_start[Starting point based on Narrative Writing Score];
```

Figure 6. Flow Chart of the Sequence of the Test Administration

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Narrative vs. Expository	
Narrative: <ul style="list-style-type: none">• Appropriate graphics• Main characters are animals• Description• Rhyme, Rhythm• Reminiscent of quality children's literature• 3rd person• Fictional	Expository: <ul style="list-style-type: none">• Time sequence• Non-fiction• Involves "doing" or "how to"• Realistic or believable actions with people as main characters• Story sequence between steps, logical organization• Relate to events in student's life

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Test Design	
• The test administrator (TA) reads the Narrative storybook, then administers:	
A. Listening & Speaking Tests (together)	
B. Writing Experience	
C. Reading Test	
• The TA will then administer the following sections using the Expository activity board and cards:	
D. Listening & Speaking Tests (together)	
E. Writing Experience (starting point is based on Writing Experience score from Part B)	
F. Reading Test (starting point based on Reading score from Part C)	

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Kindergarten Test Design	
	Move through the Levels in each Part, until the child reaches his/her ceiling.
Part A Listening & Speaking	A1 A2 A3 A4 A5
Part B Writing	B1 B2/B3/4/5
Part C Reading	C1 C2 C3 C4 C5
Part D Listening & Speaking	D1 D2 D3 D4 D5
Part E Writing	E1 E2 E3 E4/5
Part F Reading	F1 F2 F3 F4 F5

Part E (Writing) and Part F (Reading)
Starting points are determined by performance on prior Writing and Reading tasks.

Figure 11. Test Parts and Proficiency Levels

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General Test Administration Procedures 

- Follow the script EXACTLY. Read aloud everything in **black bold** and **blue bold** print.
- Student responses must be recorded and scored IMMEDIATELY after each level is complete (e.g. after A3).
- You must administer and score all items in any one level of a Part before making a determination about whether to continue to the next level or to stop that Part.
- Kindergarteners may need breaks during the test administration.
 - Stretch breaks may be taken between each section of the test (e.g. after Listening/Speaking, before Writing)
 - The test may be administered in two sessions with a break of no more than 2 school days between Parts C (Narrative) & D (Expository)

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Preparing for Test Administration 

- Familiarize yourself with the Test Administrator Script for each portion of the Kindergarten Test prior to administering the test. It is recommended to practice with a colleague before you administer to a student.
- You will need 2 sharpened pencils: one for you and one for the student.
- Testing should occur in a quiet room.
- Administer the test to the student using rectangular (preferable) or circular table.
- Place yourself at a right angle to the student, rather than across from or next to the student.

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**Parts A — C:
Narrative Administration
Information**

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Part A: Listening & Speaking 

- **Format:** Both domains are administered **together by level**. The Listening items for one level are administered, then the Speaking items for that same level are administered.
- **Directions:** Read the entire narrative story first, then go to the beginning of Part A (level A1) to administer Listening and Speaking. Move through the levels, A1 to A5, based on student's responses.
- **Guidelines:** Follow the Test Administration Script exactly, including pauses. Keep the test going at a steady pace.
- **Scoring:** After the student answers all items in a level, complete the score sheet in the Student Response Booklet.

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Listening Items 

- Listening items prompt the student to point to something in a picture, or point to and/or move a card.
- **Do NOT read a Listening item more than one time.**
- **Scoring:** Listening items are marked **correct** or **incorrect**.

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Speaking Items 

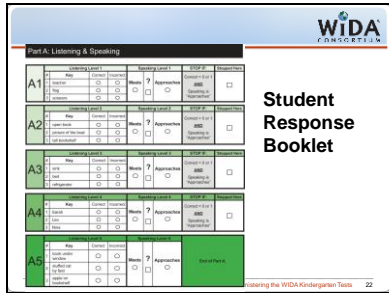
- Speaking items prompt the student to talk about the pictures and the story.
- **Scoring:** There is guidance as to what to look for in a student response, found in the **"Expect"** box. Follow these guidelines to determine if the student meets or does not meet the task-level expectations.

NOTE: These are based on the WIDA Speaking Rubric; Refer to the rubric if you have questions.

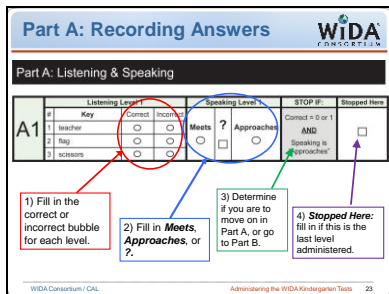
EXPECT	Comprehend single words
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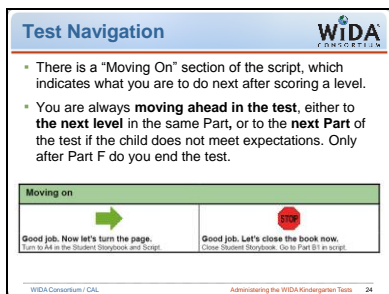
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K Writing Rubric (1 of 3)			WIDA FUNCTIONAL
Writing Rubric of the WIDA Consortium			
Grade PK-3			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Emerging Complete Story	<ul style="list-style-type: none"> Text consists of one clear example of a successful attempt at producing a connected English phrase and sentence. At least one clear sentence is present. A logical sequence or relationship between phrases and sentences is present. Each phrase or sentence contains at least two "words". 	<ul style="list-style-type: none"> High beyond memorized, high frequency vocabulary, though some sight words and early decodable words may be present and written accurately. "Words" are clearly recognizable and contain attempts at beginning, middle and ending sounds (in longer words). 	<ul style="list-style-type: none"> Unfamiliar spelling and lack of fluency may impede full comprehensibility of the text. Inconsistent spelling, clearly approximate sound-letter spelling. Absence of capitalization and punctuation (not present). No clear observable influence of native language is present.
5 Emerging Story	<ul style="list-style-type: none"> Text consists of at least one clear example of a successful attempt at producing at least two related or connected English phrases or sentences. At least one clear sentence is present. At least one clear sentence is present within phrases or sentences is present. Each phrase or sentence contains at least two "words". 	<ul style="list-style-type: none"> Words (up beyond memorized, high frequency vocabulary). "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words). At least "words" in the related or connected phrases or sentences are attempted. 	<ul style="list-style-type: none"> Inconsistent spelling and lack of fluency may impede comprehensibility of the text. Evidence of word boundaries is present. Observable influence of native language may be present.
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K Writing Rubric (2 of 3)			WIDA FUNCTIONAL
Writing Rubric of the WIDA Consortium			
Grade PK-3			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
4 Emerging Phrases or Sentences	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing an English phrase or short sentence. The phrase or short sentence contains at least three "words". 	<ul style="list-style-type: none"> At least one "word" in the phrase or short sentence given beyond "memorial" list (e.g., I like... I... like... ?) "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words). Letter sounds within words may be out of order. At least "words" in the phrase or short sentence are attempted. 	<ul style="list-style-type: none"> Unfamiliar spelling and lack of clear word boundaries may impede comprehensibility of the text. Attempts at word boundaries may be present. Observable influence of native language may be present.
3 Emerging Words	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English words. 	<ul style="list-style-type: none"> At least one "word" given beyond memorized, high frequency words (e.g., cat, dog). "Words" may be recognizable contain attempts at beginning, middle and ending sounds (in longer words). Letter sounds within words may be out of order. 	<ul style="list-style-type: none"> Unfamiliar spelling and lack of clear word boundaries may impede comprehensibility of the words. Observable influence of native language may be present.
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K Writing Rubric (3 of 3)			WIDA FUNCTIONAL
Writing Rubric of the WIDA Consortium			
Grade PK-3			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
2 Emerging Sound letter correspondence	<ul style="list-style-type: none"> Text consists of at least two clear, independently produced examples of successful attempts at producing English sound-letter correspondence. 	<ul style="list-style-type: none"> Evidence of knowledge of sound-letter correspondence may be provided by attempts at any of the following: <ul style="list-style-type: none"> beginning and ending word sounds beginning and middle word sounds middle and ending word sounds At least one sound representing a word. Complete or partial letters in a form, such as initially or horizontally. Evidence of "memorial" writing in English (e.g., proper names, "mom," "dad") may be present. 	<ul style="list-style-type: none"> Clear letter formation and lack of any type of boundaries within text may impede recognition or attempts of producing sound-letter correspondence. Observable influence of native language may be present.
1 Emerging Letter copying	<ul style="list-style-type: none"> Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound-letter correspondence. 	<ul style="list-style-type: none"> Evidence of ability to write letters may be provided by any of the following: <ul style="list-style-type: none"> writing over name copied letters traced letters traced letters scribbled writing 	<ul style="list-style-type: none"> Clear letter formation quality may impede recognition of letters.
0 Emerging Letter and/or picture	<ul style="list-style-type: none"> Text contains no more than one clear, independently written letter. 	<ul style="list-style-type: none"> Scribbles or pictures, perhaps copied from graphics, may be present. 	<ul style="list-style-type: none"> No language control is evident due to lack of text.
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Part C: Reading 

- **Format:** There are five levels of tasks on the Reading Test. Tasks include matching cards, categorizing pictures, and pointing to a picture. Some of the initial tasks assess pre-literacy skills.
- **Scoring:** Reading items are each scored **correct** or **incorrect**.
 - Based on how many tasks the student correctly completed, score the student's performance as **"High," "Mid,"** or **"Low"** and record in Part F in the Student Response Booklet. This will determine the starting point in the next Part of the Reading test.

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Part C: Reading Script 

Removed for test security

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Part C: Recording Answers 

Reading Level 2		Correct	Incorrect	STOP IF:	Stopped Here
C2	1	<input type="radio"/>	<input type="radio"/>	Correct = 0 or 1 (F, Low)	<input type="checkbox"/>
	2	<input type="radio"/>	<input type="radio"/>		
	3	<input type="radio"/>	<input type="radio"/>		


Fill in the correct or incorrect bubble for each question.

Determine if you will move on to the next Level within Part C, or go to Part D.

Stopped Here: fill in if this is the last level administered.

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Parts D – F

Expository Administration Directions

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Part D: Listening and Speaking

- Tests Listening & Speaking like Part A
- Based on the Activity Board
 - Open and close panels as directed
- Follow the script exactly
- Begin at level D1, and administer Part D until student reaches his/her ceiling
- Scoring rules for Part D are the same as for Part A

D3	Key	Listening Level 3		Meets	Approaches	STOP #?	Stopped Here
		Correct	Incorrect				
1	duck	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	Correct = 0 or 1 AND Speaking is "Approaches"	<input type="checkbox"/>
2	frog	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		
3	turtle	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		

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Part E: Writing

- Leveled writing tasks
- Entrance point based on student's performance on Part B.
 - Mark the student's starting point in Part E under the **Started Here** column
 - If "**High**" start with **E4/5** (Writing Experience)
 - If "**Mid**" start with **E3** (Leveled Tasks – Beginning & Ending Sounds)
 - If "**Low**" start with **E1** (Leveled Tasks – Tracing & Copying)

E3	Started Here	Key	Writing Level 3		STOP #?	Stopped Here
			Correct	Incorrect		
Mid	<input type="checkbox"/>	1	<input type="radio"/>	<input type="radio"/>	Correct = 0 or 1	<input type="checkbox"/>
	<input type="checkbox"/>	2	<input type="radio"/>	<input type="radio"/>		
	<input type="checkbox"/>	3	<input type="radio"/>	<input type="radio"/>		
	<input type="checkbox"/>	4	<input type="radio"/>	<input type="radio"/>		
	<input type="checkbox"/>	5	<input type="radio"/>	<input type="radio"/>		

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Part E: Writing 

- If a student is unable to complete the task or scores only one item correctly, the test administrator will mark **Stopped Here**, indicating that the student is done with this Writing section.

Started Here	Key	Writing Level 3		STOP #	Stopped Here
		Correct	Incorrect		
E3 100	1	<input type="radio"/>	<input type="radio"/>	Correct = 0 or 1	<input type="checkbox"/>
	2	<input type="radio"/>	<input type="radio"/>		
	3	<input type="radio"/>	<input type="radio"/>		
	4	<input type="radio"/>	<input type="radio"/>		

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Part E: Script 

Removed for test security

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Part E: Scoring Guidance 

- E1 – E3 Leveled Tasks : Scored as Correct or Incorrect.
 - If the student completes a level successfully (following the Stop If criteria), move on to the next level.
- E4/5 Writing Experience Task: Rated using the PreK-K Writing Rubric.
 - The test administrator assigns the writing a score of 1-6 using the Writing Rubric after the student completes the entire test.


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Part F: Reading 


- There are 5 levels of Reading tasks in Part F.
- Entrance point based on student's performance on Part C.
 - Mark the student's starting point in Part F under the **Started Here** column
 - If **"High"** start with **F4** (reading short phrases)
 - If **"Mid"** start with **F3** (reading words)
 - If **"Low"** start with **F1** (pre-literacy task)
- Scoring Part F is the same as scoring Part C.
- Both F1 and C1 require you to MOVE ON, regardless of the number of correct answers.

Started Here	Reading Level 1		
	Key	Correct	Incorrect
F1 Low	1 bear	<input type="radio"/>	<input type="radio"/>
	2 hiccups	<input type="radio"/>	<input type="radio"/>
	3 goose	<input type="radio"/>	<input type="radio"/>



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Positive Reinforcement 

- Be sure you end the test with something the student *can* do so that students leave with a positive feeling about the experience.
- In Listening Parts:** If the student clearly does not understand the listening task, you may repeat the model. If the student still doesn't understand, continue modeling with the other items, but score them as incorrect.
- In Speaking Parts:** If the student says "I don't know" you may assist him/her, but mark the answer "Approaches."
- In Writing Parts:** If the student cannot write sentences, prompt him/her to write single words or letters.
- In Reading Parts:** If the student can't read words or sentences encourage him/her to identify a sound or a picture he/she recognizes.

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Remember... 

- Kindergarteners are easily distracted.
- Make sure testing area is quiet and away from student traffic.
- Although TAs should be ready to redirect students to the task, the scripts will include advice for extra prompting.
- Kindergarteners need more stretch breaks.
- Take time before test administration to establish rapport with the student.
- Experience with young students is recommended for TAs for the Kindergarten test.

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Test Administration Procedures (Grades 1-12)

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Grade 1-12 Test Materials



Image	Title	Content and Use
	Test Administrator's Script	<ul style="list-style-type: none">Always in use by Test AdministratorContains everything the TA says for all four domainsMust be followed exactly
	Listening and Speaking CDs	To be used in a CD player or computer for Listening and Speaking administration.

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Grade 1-12 Test Materials

Image	Title	Content and Use
	Speaking Test Booklets	<ul style="list-style-type: none">Used by the student during the Speaking administration to see the pictures and prompts. This is a reusable test materials; students should not write in this booklet
	Form 401 Test Booklet	<ul style="list-style-type: none">Used by the student to record their responses during the Listening, Reading, and Writing test. The TA also records the rating for the Speaking test in this booklet as well.

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Test Administrator Dos and Don'ts 


Test Dos and Don'ts

Do	Don't
<ul style="list-style-type: none"> ✓ Answer students' procedural questions. ✓ Monitor student progress and be proactive in helping students if they are having difficulty progressing through the test. ✓ Rephrase, explain in English, or, if specifically requested, translate the directions into the student's native language. ✓ Assist with adjusting the volume for the students for Listening and Speaking subtests. ✓ Assist students with turning the page, especially during the Speaking test and/or for younger grades. 	<ul style="list-style-type: none"> ✗ Interrupt students who are working independently ✗ Translate the test item prompts and/or responses into the student's native language. ✗ Answer questions about content or language; instead, remind students to try their best. ✗ Confirm correct or incorrect responses. ✗ Rephrase, explain, or read aloud the test item prompts. ✗ Provide or change a response for the student.

FDOE TAM, page 101

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Test Administrator Dos and Don'ts 


Test Practice Items Dos and Don'ts

Do	Don't
<ul style="list-style-type: none"> ✓ During practice items only, answer content questions. ✓ Rephrase, explain in English, or, if specifically requested, translate the directions into student's native language. ✓ Assist with adjusting the volume for students for Listening and Speaking. 	<ul style="list-style-type: none"> ✗ Interrupt students who are working independently ✗ Confirm correct or incorrect responses.

FDOE TAM, page 101

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Test Environment/Setting 

- One-to-One Speaking by school personnel/paraprofessional, familiar to student (trained and certified to administer ACCESS for ELLs 2.0)
- Group administration (listening, reading, writing) by student's teacher or other teacher (trained and certified to administer ACCESS for ELLs 2.0)
- Small group (not more than 22 students in a single group-testing session)
- In a separate room

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Tier Placement Protocol

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FLORIDA

Level 1	Level 2	Level 3	Level 4	Level 5
Emerging	Emerging	Developing	Expanding	Bridging

TIER A is most appropriate for English language learners who:

- have arrived in the U.S. or entered school in the U.S. within the academic school year without previous instruction in English, OR
- currently require Sheltered Instruction (SI) in their native language, OR
- have not yet tested at the lowest level of English language proficiency.

TIER B is most appropriate for English language learners who:

- have received English proficiency instruction, but not consistently, and/or
- have completed the range of proficiency in English, OR
- have acquired some fluency in English through use of an interpreter, OR
- are being tested in their first school for support services by the end of that academic year.

TIER C is most appropriate for English language learners who:

- are approaching grade level in literacy and academic language proficiency in their current academic area, OR
- are being tested in their first school for support services by the end of that academic year.

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Test Administration Times

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FLORIDA

Test	Scorer	Administration
Speaking Test	Scored by the Test Administrator	Individually Administered

Session 3 Speaking Administration (Individually Administered)

Grade-level-cluster	Tier	Domain	Time to administer
ALL	ALL	Speaking	15 - 35 minutes per student

Note: Listening/Speaking requires CD Player for CD provided with test kit.

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LIEP Classification (1 of 2)

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FLORIDA

If a student is enrolled in the following instructional model/approach:	Then grid the following LIEP Classification Code:	M-DCPS
Dual Language	Mixed Bilingual (MBL)	BISO, EFL
Maintenance or Developmental Education	EL-specific Transition Instruction (ETI)	N/A
Sheltered-English or Sheltered-Core/Basic Subject Areas	EL-specific English-only instruction (EEO)	Self-Contained ESOL (ESOL levels 1 & 2) (elementary) Developmental LA thru ESOL and MJ LA thru ESOL or English thru ESOL (secondary)

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LIEP* Classification (2 of 2) WIDA <small>FLUENCY</small>		
If a student is enrolled in the following instructional model/approach:	Then grid the following LIEP Classification Code:	M-DCPS
Mainstream/Inclusion-Core/Basic Subject Areas or Mainstream/Inclusion/English	Mixed Classes with English-only support (MEO)	Not in Self-Contained ESOL classes (elementary) Secondary ESOL students in Intensive Reading and MJ LA thru ESOL or English thru ESOL (double coded)

* LIEP= Language Educational Program

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