2016 ACCESS for ELLs 2.0

Frequently Asked Questions for Florida

If there are questions or concerns regarding the administration of ACCESS for ELLs 2.0, School Test Coordinators and Test Administrators should initially contact the District Test Coordinators. Additional inquiry sources available are as follows:

Florida Department of Education
Office of Assessment
Telephone Number: 850-245-0843
Fax: 850-245-0846
Email: FLACCESS2.0@fldoe.org

WIDA Client Services
Toll-Free Telephone Number: 866-276-7735
Hours of Operation: 7:00 A.M. to 6:00 P.M. EST
Email: help@wida.us

Data Recognition Corporation (DRC) WIDA Customer Support
Toll-Free Telephone Number: 855-787-9615
Email: WIDA@datarecognitioncorp.com

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General Questions

1. What is ACCESS for ELLs 2.0?

ACCESS for ELLs 2.0 is a product of a collaborative effort by the multistate WIDA Consortium that is designed to provide:

    i. Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which requires schools and districts to meet state accountability objectives for increasing the English language proficiency of English Language Learners (ELLs).
    ii. Data for charting student progress over time and for charting the progress of newly-arrived ELLs.
    iii. Information about the language proficiency levels of individual students that may be helpful in making decisions to exit a student from the English for Speakers of Other Languages (ESOL) program.
    iv. Diagnostically useful information about individual students' strengths and weaknesses in English (with as much specificity as possible).

ACCESS for ELLs 2.0 is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA's approach to instructing and assessing ELLs in Grades K–12.

2. Which of the ACCESS for ELLs 2.0 suite of summative assessments will Florida administer during the Spring 2016 administration?

ACCESS for ELLs 2.0 is the WIDA Consortium's next generation English language proficiency assessment system. The suite of summative assessments that Florida will administer in the 2015–2016 school year includes:

- ACCESS for ELLs 2.0, a paper-based assessment for Grades 1–12
- Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten
- Alternate ACCESS for ELLs, a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities

3. Is ACCESS for ELLs 2.0 aligned to the WIDA English Language Development Standards?

Yes, ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

4. Who takes ACCESS for ELLs 2.0?

All students enrolled in the district (grades K–12) and classified ELL, with a code of "LY" on the first day of the test administration window, must be administered one of the following English language proficiency assessments:

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

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5. Do Foreign Exchange students have to take ACCESS for ELLs 2.0?

Not usually because Foreign Exchange students should be proficient in the English language. However, Foreign Exchange students with a code of "LY" **must** be administered the ACCESS for ELLs 2.0.

6. Do Hospital/Homebound students participate during the ACCESS for ELLs 2.0 administration?

Yes.

7. When is ACCESS for ELLs 2.0 administered?

The Spring 2016 ACCESS for ELLs 2.0 will be administered during February 8, 2016 – March 25, 2016. Any deviation from these dates **must** be requested in writing by the district and subsequently approved in writing by the Florida Department of Education (FDOE) prior to implementation. Districts may choose to administer ACCESS for ELLs 2.0 at any time during the test administration window.

8. How much time does it take to administer the ACCESS for ELLs 2.0 assessments to a student?

The chart below summarizes the administration features and approximate times for administering the **Kindergarten ACCESS for ELLs**.

Domain	Administration Features	Approx. Time
Listening, Speaking, Reading, and Writing	Individual administration required for kindergarten	45 min.

The chart below summarizes the administration features and approximate times for administering the **ACCESS for ELLs 2.0**.

Domain	Administration Features	Grade-Level Cluster	Tier	Approx. Time
Listening	• Group administered • Administrator plays CD	1–12	ALL	25–40 min.
Reading	• Group administered	1–12	ALL	35–45 min.
Writing	• Group administered	1	A	30–35 min.
	• Group administered	2, 3, 4–5, 6–8, 9–12	A	45–60 min.
	• Group administered	1–12	B & C	60–65 min.
Speaking	• Individually administered • Administrator plays CD	1–12	ALL	15–35 min.

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The chart below summarizes the administration features and approximate times for administering the **Alternate ACCESS for ELLs**.

Domain	Administration Features	Approx. Time
Listening	Individually administered	20 min.
Speaking	Individually administered	20 min.
Reading	Individually administered	20 min.
Writing	Individually administered	20 min.

Please note the above listed times are *approximate* to testing only and do not include completion of student demographic information or distribution of test materials.

9. What is the order of administration for each assessment?

It is **required** to administer Kindergarten ACCESS for ELLs in the following order:

| Part A: L/S | Part B: Writing | Part C: Reading | Part D: L/S | Part E: Writing | Part F: Reading |

It is **recommended** to administer ACCESS for ELLs 2.0 in the following order:

| Listening | Reading | Writing | Speaking |

It is **recommended** to administer Alternate ACCESS for ELLs in the following order:

| Listening | Reading | Speaking | Writing |

10. Can students receive additional time to complete the ACCESS for ELLs 2.0?

Yes, the Reading and Writing domains of ACCESS for ELLs 2.0 is an *untimed* test. For the Listening and Speaking domains, only students with an IEP or Section 504 Plan can receive extended testing time as an accommodation. Test Administrators should ensure that all ELLs are given sufficient time to complete the test, even if the time exceeds the testing times. However, a test section **must** be completed in one day.

11. Are students who participate in the Florida Standards Alternate Assessment (FSAA) exempt from taking the Alternate ACCESS for ELLs?

According to Rule 6A-1.0943, unless an extraordinary exemption is granted by the Commissioner of Education, ELL students who participate in the Florida Standards Alternate Assessment (FSAA) are *not* exempt from participating in each test section (Listening, Speaking, Reading, and Writing) during the Alternate ACCESS for ELLs administration.

12. Do students with or without disabilities receive specific accommodations or accessibility tools for the ACCESS for ELLs 2.0 administration?

Yes. As indicated in the appropriate WIDA Test Administration Manual, please provide allowable accommodations and/or accessibility tools to enable ELLs to demonstrate their ability to use the English language. For additional information regarding accommodations and accessibility tools, please refer to the ACCESS for ELLs 2.0 Guidelines and Descriptions documents.

13. What are the requirements for students to take the Alternate ACCESS for ELLs?

An IEP team determines annually how a student with a disability participates in statewide English language proficiency testing. Please note that a student is eligible to participate in Alternate ACCESS for ELLs if they meet all of the following criteria:

- The student is classified as ELL, with a code of LY
- The student has a significant cognitive disability and receives special education services under IDEA (2004)
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum
- The student is or will be participating in the Spring 2016 Florida Standards Alternate Assessment (FSAA). **Note**: Only applicable for students in grades 3–10

It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in Alternate ACCESS for ELLs.

14. Where can I find more information regarding Florida's administration of ACCESS for ELLs 2.0 suite of summative assessments?

For additional information regarding Florida's administration of ACCESS for ELLs 2.0 suite of summative assessments, please visit https://www.wida.us/membership/states/Florida.aspx.

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ACCESS for ELLs 2.0 Materials

15. Where can I find the 2016 ACCESS for ELLs 2.0 training materials?

All training materials for the 2016 ACCESS for ELLs 2.0 suite of summative assessments are provided on the WIDA Secure Portal (www.wida.us). Login is required to access the training modules. If you have been asked to complete WIDA online training activities but do not believe you have a login, please contact your District Test Coordinator.

16. Are Test Administrators required to take the training quizzes to become certified to administer ACCESS for ELLs 2.0 suite of summative assessments?

Yes. Test Administrators must score 80% or higher on the appropriate quiz to become a certified Test Administrator on the WIDA Secure Portal. For some educators, one or more quizzes are required.

- Kindergarten ACCESS for ELLs: Kindergarten Training Module and take the Kindergarten Quiz
- ACCESS for ELLs 2.0: Paper-Based Training Module and take the appropriate quiz (Grades 1–5 and/or Grades 6–12)
- Alternate ACCESS for ELLs: Alternate ACCESS Training Module and take the Alternate ACCESS Quiz

The Test Administrator must also complete the preparation checklist within the training course and follow the Florida Test Administrator Checklist located on Florida's WIDA Webpage.

17. Where can I find Florida-specific information for District Test Coordinators, School Test Coordinators, and Test Administrators?

The following Florida checklists for District Test Coordinators, School Test Coordinators, and Test Administrators can be located on Florida's WIDA webpage (https://www.wida.us/membership/states/Florida.aspx):

- Florida District Test Coordinator Checklist
- Florida School Test Coordinator Checklist
- Florida Test Administrator Checklist

18. What is the difference between Florida-specific checklists and preparation checklists available in the WIDA Secure Portal?

The Florida District Test Coordinator, School Test Coordinator, and Test Administrator Checklists must be followed, as they incorporate Florida-specific policies around these roles. In addition, the Florida checklists are comprehensive and cover the suite of summative assessments. However, preparation checklists for Kindergarten ACCESS for ELLs, Paper-Based ACCESS for ELLs 2.0, and Alternate ACCESS for ELLs are available in the WIDA Secure Portal. These preparation checklists **must** be checked electronically as part of WIDA training requirements.

19. Where can I find information about Accommodations and Accessibility Tools?

Refer to the WIDA Test Administration Manual for the assessment you will be administering to learn about the accommodations and/or accessibility tools available for that assessment. Please provide the appropriate accommodations and/or accessibility tool to enable ELLs to demonstrate their ability to use the English language. Additional guidance for Accommodations and Accessibility Tools for ACCESS for ELLS 2.0 (Grades 1–12) can be found on Florida's WIDA webpage under Assessment Materials & Training.

20. Where can I find the Alternate ACCESS for ELLs Frequently Asked Questions?

To view the Alternate ACCESS for ELLs Frequently Asked Questions, please visit https://www.wida.us/assessment/alternateaccess.aspx and the Alternate ACCESS FAQ is posted under Downloads and Products.

21. What is WIDA Assessment Management System (WIDA AMS)?

WIDA AMS (www.wida-ams.us) is an online administrative portal used by District Test Coordinators to order test materials, edit student demographic information and accommodations, and view 2016 ACCESS for ELLs 2.0 Score Reports.

Note: It is a district's decision on whether School Test Coordinators should have access to WIDA AMS.

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22. When can additional materials be ordered?

The additional materials order window is open from January 20, 2016 through March 18, 2016. The District Test Coordinator can place supplemental material orders via WIDA AMS after the district and school overage is depleted.

23. Can School Test Coordinators access the pallet maps, packing lists, and pre-populated ACCESS for ELLs 2.0 Security Checklists for the school via WIDA AMS?

No, these documents can only be accessed by the District Test Coordinator. A hardcopy of the packing list and security checklists will be provided in the last box of the school's test materials shipment.

24. Did Data Recognition Corporation (DRC) receive Survey 2 and Survey 7 enrollment information to generate the 2016 ACCESS for ELLs 2.0 Pre-ID student labels?

No, only Survey 2 enrollment data was provided to generate Pre-ID student labels for the 2016 Spring ACCESS for ELLs 2.0 administration. To learn more about student demographic information captured on the student answer sheet and preidentified information, please refer to pages 33–40 of the 2016 ACCESS for ELLs 2.0 Paper Test Administration Manual.

25. When should a Pre-ID student label be affixed to the ACCESS for ELLs 2.0 document?

The Pre-ID label **must** be used if the student ID number, district number, and school number are correct, even if other information is INCORRECT. Complete the following boxes on the student demographic pages when a verified Pre-ID label is affixed:
- Box 1: Date of Testing
- If information is available, Box 21: Bilingual/ESL Program Type and Box 22: State Support Delivery Model
- If applicable, Box 20: Accommodations and Box 23: Do Not Score

26. When should a Pre-ID student label *not* be affixed to an ACCESS for ELLs 2.0 document?

After verifying student demographic information, if the student ID number, district number, or school number is *incorrect*, destroy the Pre-ID label in a secure manner. Affix a District/School label and hand-grid student demographic information.

27. What if the Pre-ID student label has the wrong information (i.e., gender)?

Pre-ID information is provided by your district. Please notify the District Test Coordinator if any information needs to be updated. Please also contact your school's MIS department to correct the student demographic information to ensure inaccurate information is not submitted to the Florida Department of Education during another survey.

28. What if it is determined that the student should not be tested during the 2016 ACCESS for ELLs 2.0 administration (e.g., student was incorrectly identified and placed in the ESOL program)?

- If the Pre-ID label has *not* been affixed to any ACCESS for ELLs 2.0 document, please destroy the label in a secure manner.

- If the Pre-ID label is already affixed to the Student Response Booklet, please affix a Do Not Process label over the Pre-ID label and return with secure test materials.

29. Are seating charts mandatory?

Discuss your district's assessment procedures with the District Test Coordinator to determine whether seating charts are required by your district.

30. If a student receives an accommodated format of the ACCESS for ELLs 2.0 (i.e. large print/Braille), who must transcribe the answers to the regular-print answer sheet or test book?

The Test Administrator **must** transcribe/record students' exact responses from the large print test books and/or Braille versions to the appropriate standard version within **48 hours** of testing. The Test Administrator **must** also indicate the use of the accommodated format in Box 20 on the standard version student response booklet.

31. How are grade-levels combined on the Listening and Speaking CDs for ACCESS for ELLs 2.0?

Listening and Speaking CDs are combined in grade-level cluster for each tier (A, B, C): 1; 2; 3; 4–5; 6–8; 9–12. Please note that you cannot combine students in different grade clusters/tiers (e.g., you cannot administer the test to Tier A students in Grade 1 and Grade 2 together). The Listening and Speaking CDs contain the directions and test items for administering the Listening and Speaking sections for each grade-level cluster and tier. Listening and Speaking CDs are secure and **must** be returned with secure test materials.

32. If the district has a Florida Virtual School (FLVS) full-time student who meets the *Students To Be Tested* requirements, does the testing school use materials from the district's overage or the school's overage?

The testing school should use materials from the school's overage. If the school's overage is depleted, then the District Test Coordinator should provide the testing school with materials from the district's overage. To request additional materials, please contact your District Test Coordinator.

33. When should schools return materials to the district office?

District Test Coordinators should identify a date that test materials are to be returned to the district office to ensure ALL SECURE TEST MATERIALS ARE RETURNED to DRC by Friday, April 1, 2016. Please contact your District Test Coordinator to determine the process to return secure materials.

34. How should schools package and return the ACCESS for ELLs 2.0 materials?

Schools should use the boxes from the original shipment. All materials (used and unused, manuals and test books) can be place in one box. No special sorting is required. Alternate ACCESS for ELLs materials may be mixed with the ACCESS for ELLs 2.0 materials. For additional return instructions, please review page 88 of the 2016 ACCESS for ELLs 2.0 Paper Test Administration Manual.

Note: School Test Coordinators should return the original signed 2016 ACCESS for ELLs 2.0 Test Administration and Security Agreement(s) and the 2016 ACCESS for ELLs 2.0 Security Log(s) to the District Test Coordinator.

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ACCESS for ELLs 2.0 Administration

35. Who can administer ACCESS for ELLs 2.0?

For the ACCESS for ELLs 2.0 administration, districts may continue to utilize Test Administrators that include the following:
- State-level certified educators
- District-level certified educators
- School personnel (including temporary certifications for new teachers and certified substitute teachers)
- Paraprofessionals articulate in English

36. If a Test Administrator has administered the ACCESS for ELLs 2.0 in previous years, do they have to be trained again for the 2016 ACCESS for ELLs 2.0 administration?

Yes, the training materials for the 2016 ACCESS for ELLs 2.0 suite of summative assessments are provided on the WIDA Secure Portal. Login is **required** to access the training modules. For additional information regarding training, please refer to page 8 of the FDOE ACCESS for ELLs 2.0 Test Administration Manual Addendum.

37. Are Test Administrators permitted to write/mark in the Test Administrator's Script?

Yes, the Test Administrator may write/mark in the Test Administrator's Script. However, modifying the scripts is **strictly prohibited**.

38. Do all domains need to be administered the same day?

The domains may be administered across multiple days in the manner that works best for scheduling purposes. However, a single domain test should not be broken into separate administrations unless a student has an accommodation allowing this.

39. What date should be completed for Box 1: Date of Testing?

The date that the student started testing should be completed in Box 1: Date of Testing. In situations where a student has transferred, bubble in the date testing ended in your school for the student. This will assist in processing any duplicates that may occur after test materials are received.

40. Is there a cut-off date for testing newly enrolled students?

It is a district's decision to test newly enrolled students after February 8, 2016.

41. When should Box 4: Native Language be completed on the student response booklet?

Box 4: Native Language should be only completed for students who have a District/School label affixed to the student response booklet. For Native language codes specific to Florida, please refer to Appendix N: Languages Codes in the FDOE Database Manual. Please start at the left and leave the last box(es) blank.

42. Can Test Administrators administer ACCESS for ELLs 2.0 to a student in his or her native language?

No. Because ACCESS for ELLs 2.0 is an assessment of English language proficiency, giving it to a student in a language other than English would change what it is measuring. Therefore, NO USE OF A LANGUAGE OTHER THAN ENGLISH for interpreting test items is allowed. However, limited use of the student's home language for giving directions is allowable. Please refer to Florida's policy around ACCESS for ELLs 2.0 Accessibility and Accommodations for further guidance.

43. What is the appropriate number of students during group administration?

WIDA recommends not including more than 22 students in a single group-testing session (i.e., Listening, Reading, and Writing). The Speaking section is individually administered. The number of students is dependent on the grade level, location where the test is being administered, and the number of administrators monitoring the students. There **must** be sufficient space (at least three feet) between students to discourage cheating.

44. Can I test students in different tiers in a test session?

No, the Test Administrator can only test students in the same grade-level cluster and tier. Students in different tiers and grade-level clusters cannot be tested in a group-administered test session (e.g., you cannot administer the test to Tier A students in Grade 1 and Grade 2 together). For additional information, please refer to pages 41–49 of the 2016 ACCESS for ELLs 2.0 Paper Test Administration Manual.

45. If a student has an ESE accommodation of oral presentation of test items, can the Test Administrator read all the test items within the Reading section of the ACCESS for ELLs 2.0?

No, oral presentation of all test items is not permissible in the Reading section of the ACCESS for ELLs 2.0. For additional information regarding accommodations for each test domain, please refer to the ACCESS for ELLs 2.0 Student ELP Accommodations Selections.

46. Can students use scratch paper during the test?

No, students should not use scratch paper during the test. Instead, students should be provided with a Planning Sheet to prepare responses if needed. **Note**: USED planning sheets must be returned with secure test materials after testing.

47. During group administration, how should the Test Administrator handle a disruptive and/or talkative student?

Any student that becomes disruptive and/or talkative should be promptly removed from the testing room. If a student is disruptive during testing, grid the Invalidated (INV) bubble for that particular test section. Situations involving disruptive behavior should be investigated and discussed with the School Test Coordinator and the site administrator before a final invalidation decision is made.

- If the decision is not to invalidate, then the student should be assessed all four test sections of the ACCESS for ELLs 2.0 individually. If the INV bubble was gridded for that particular test section, erase the INV bubble.

48. What are the reasons a student's test section MUST be invalidated/marked as Invalidated (INV)?

There is an INV bubble for each of the four test sections: Listening, Speaking, Reading, and Writing. For assistance identifying circumstances when invalidation is an appropriate course of action, please review pages 14–15 in the FDOE ACCESS for ELLs 2.0 Test Administration Manual Addendum.

49. If a student response booklet has been invalidated (INV) due to the presence of an electronic device or student is caught cheating, how should schools package the answer document?

If all or part of a student response booklet for the Listening, Speaking, Reading, or Writing sections is invalidated due to the presence of an electronic device or student is caught cheating, grid the appropriate INV bubble(s) for that test section and return the student response booklet with secure test materials.

50. A student withdrew/transferred during testing and did not finish all four test sections. Should the Test Administrator invalidate the test sections that were not completed?

If a student withdrew/transferred prior to completing the assessment, the Test Administrator should grid "ABS" in Box 23: Do Not Score for any test section of the ACCESS for ELLs 2.0 that the student could not be assessed. Additional information can be located on pages 39 – 40 of the 2016 ACCESS for ELLs 2.0 Paper Test Administration Manual.

51. What is the procedure for students that move/transfer during the testing window and did not finish all four test sections of the 2016 ACCESS for ELLs 2.0?

For students that transfer from another school, the receiving school should not administer the ACCESS for ELLs 2.0 until the student's previous school has been contacted to determine whether the student was assessed.

- If the student was partially assessed, the receiving school should **not** proceed with testing the student in the remaining test sections of the ACCESS for ELLs 2.0. The previous school should grid "ABS" in the Do Not Score section for domains that were not assessed on the student response booklet and submit for scoring.
  - **Note**: It is a district's decision to securely transfer answer documents between schools within the same district to ensure students are tested in all sections of the ACCESS for ELLs 2.0. The receiving school should affix a District/School label on the student response booklet that contains the student's response. Transcription to a new student response booklet is not required. The Test Administrator must hand-grid student demographic information after the District/School label is affixed to the student response booklet.
- If the student was not assessed in any test section, the receiving school should proceed with testing the student in all test sections of the ACCESS for ELLs 2.0.

52. What if the reason the student was not assessed is not listed in the Do Not Score section?

If a student is not assessed and the reason is not listed, the Test Administrator **must** attach documentation of the situation to the ACCESS for ELLs 2.0 Test Session Roster. Leave the Do Not Score section blank.

53. When it is not necessary to indicate Do Not Score on the student response booklet?

Under the following circumstances, it is **not** necessary to indicate a Do Not Score on USED answer sheets:

- The preidentified document belongs to a student who has responded to questions in a test section. **Note**: If the student refuses to complete the test section, it is appropriate to grid "DEC."
- The preidentified document belongs to a student who has completed all four test sections prior to withdrawing from the school.

ACCESS for ELLs 2.0 Score Reports

54. How and when are ACCESS for ELLs 2.0 score results returned to students?

One copy of the Individual Student Report (ISR) is provided to the school in May of the current school year. Additional copies can be printed by the District Test Coordinator via WIDA AMS. The ISR for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs within WIDA AMS will be translated in the below languages. In addition, for Kindergarten ACCESS for ELLs, a Parent/Guardian Report will be available exclusively via WIDA AMS and translated in the below languages.

Albanian	Hmong	Samoan
Amharic	Ilokano	Serbian
Arabic	Italian	Somali
Bengali	Japanese	Spanish (International)
Bosnian	Karen	Swahili
Burmese	Khmer Krom (Cambodian)	Tagalog
Carolinian	Korean	Telugu
Chamarro	Lao	Tongan
Chinese (Simplified)	Malayalam	Turkish
Chinese (Traditional)	Mandingo	Ukranian
Chuukese	Marshallese	Urdu
French (European)	Nepali	Vietnamese
German	Polish	Woloff
Gujarati	Portuguese (Brazilian)	
Haitian Creole	Punjabi	
Hawaiian	Romanian	
Hindi	Russian	

55. How can parents/guardians obtain a copy of their child's ACCESS for ELLs 2.0 scores?

Parents/Guardians should contact their child's school for a copy of the Individual Student Report.

56. Do students receive remediation based on their ACCESS for ELLs 2.0 scores?

Contact your child's school for specific services provided by the English for Speakers of Other Languages (ESOL) program.

57. May students substitute alternative assessment scores for passing scores on the Alternate ACCESS for ELLs?

No, there is no substitute assessment for the Alternate ACCESS for ELLs or ACCESS for ELLs 2.0.

58. Who scores the ACCESS for ELLs 2.0?

The Speaking section is locally scored by certified Test Administrators, who completed WIDA online training. The Writing section is scored by a team at DRC. The Reading and Listening sections are scanned and scored by DRC.

59. When will School Coordinators receive login information to access 2016 ACCESS for ELLs 2.0 School Reports on WIDA AMS?

To view score reports, School Test Coordinators should discuss gaining access to WIDA AMS with the District Test Coordinator.

60. If a student is not assessed in one of the four sections (Listening, Speaking, Reading, and Writing) of the ACCESS for ELLs 2.0, will the student receive an Individual Student Report?

Yes, but the student will receive a score of Not Available (NA) in one or more sections of the ACCESS for ELLs 2.0 Individual Student Report.