

ACCESS FOR ELLS

2021



SCHOOL ASSESSMENT COORDINATOR TRAINING

December 9 or 10, 2020

Assessment, Research, and Data Analysis

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Denetra Collins, Staff Specialist

ACCESS for ELLs Suite of Assessments

For the Spring 2021 administration, the following assessments will be used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners (ELLs):

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

Remote administration of ACCESS for ELLs is not permitted.

Language Domains

Assessing students' academic language abilities in English include:

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

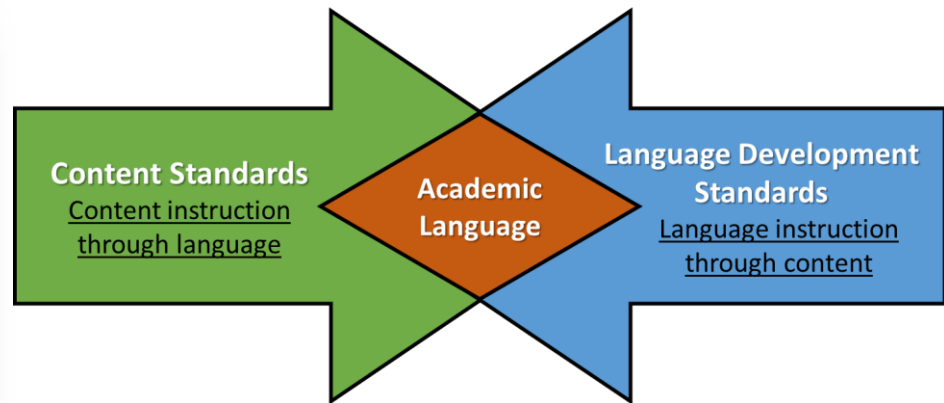


Purposes of ACCESS for ELLs

The results provide:

- Data useful for tracking 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

The goal is to measure a student's ability to speak and write about academic topics, not to assess whether the content of the response is factually correct or incorrect.



Schedule of Activities

Activity	Date
Completion of School Assessment Coordinators and Test Administrators Training on the WIDA Secure Portal	December 11, 2020 (refer to Briefing #28963)
School Assessment Coordinator Training for the Preparation of Materials and Group Administration	December 9, 2020 – 9 a.m. – 12 p.m. OR December 10, 2020 – 12 p.m. – 3 p.m. Via Zoom
Delivery of Test Materials and Pre-ID labels to Schools	January 11-20, 2021
2021 ACCESS for ELLs Test Administration Window	January 25–March 19, 2021
Delivery of 2 nd Wave of Pre-ID Labels	After February 8, 2021
Return of Materials ALL “To Be Scored” and “Not to Be Scored” Secure Test Materials	Call 1-866-857-1501 (UPS), at least one day in advance to schedule a pick up. ALL materials must be picked up by March 26, 2021
District Coordinator Envelope	Pick up by courier May 28 – June 4, 2021
Score Report Delivery to Schools	August 2021

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

First day of test administration window = January 25, 2021

Students to be Tested (cont.)

Participation Criteria for Alternate ACCESS for ELLs

Participation in statewide English language proficiency testing must be decided by the student's IEP team. Florida's Alternate ACCESS for ELLs participation criteria is as follows:

- The student is classified as ELL, with a code of "LY" on the first day of the testing window (January 25, 2021).
- 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 Access Points Curriculum and/or Statewide, Standardized Alternate Assessment.

Note: Document the participation and accommodation decisions in the student's IEP or Section 504 Plan, **and** in the student's ELL Plan.

Students to be Tested (cont.)

Home Education Program Students

- Students who receive instruction at home, are registered appropriately with the District office as Home Education Program students, and meet the requirement for students to be tested for the Spring 2021 ACCESS for ELLs administration **may** participate in the administration for their grade level only, as directed by the district assessment 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 Spring 2021 ACCESS for ELLs administration require accommodations for testing in the district in which they reside.

Guidance for Testing

ACCESS for ELLs must be conducted in person.

All eligible students should be encouraged to test, including those in the Schoolhouse and MSO models.

- Students in the Schoolhouse model should be scheduled using normal scheduling practices while following CDC guidelines on social distancing in testing rooms.
- Students in the MSO model should be invited to return for testing and scheduled accordingly.
 - MSO students should utilize separate facilities, if possible. (i.e., a designated entrance, separate wing, as feasible)
- As much as possible, avoid having test administrators share materials.
- Staff should utilize PPE during administration and gloves when handling test materials.
- Ensure every test location has cleaning supplies and hand sanitizer.

Guidance for Testing (cont.)

Identify Testing Locations

Group testing – Test in a room large enough that students can be distanced from each other.

- As much as possible, maintain the groups of students who are already in contact in the classroom. Avoid creating a testing schedule that brings together students who normally would not interact.

Individual testing – Test in a room as large as possible and practical, avoid testing in a small office.

- If at all possible, set up a clear divider between the student and the test administrator.
- Consider having test administrators use clear face shields.

Guidance for Testing (cont.)

- **Modify paper materials for easy cleaning**
 - Disinfect reusable test materials between administrations, you may:
 - Disassemble and place each page in a sheet protector, which can be wiped down after each test administration.
 - Laminate materials; good option for the activity pages in the back of the storybook required to administer kindergarten tests.

Only some test materials can be modified! Do not modify any test material in which students mark answers and that must be returned for scoring.

Do not modify

Student Response Booklets
Writing Booklets
Braille Test Booklets

You may modify

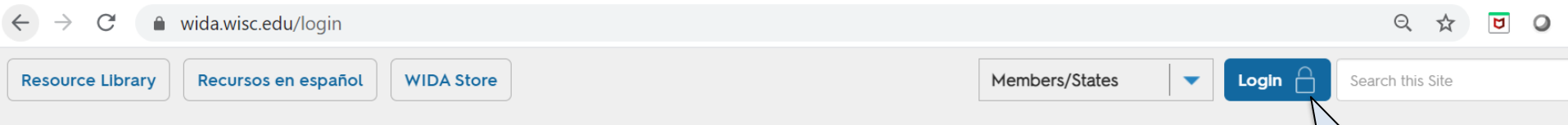
Test Administrator Scripts
Speaking Test Booklets
Alternate ACCESS Test Booklet

[Guidelines for Testing in Stage 2 Reopening](#)

[Assessment Best Practices during COVID-19 - PDF](#) (WIDA - Download Library)

WIDA Website

<https://wida.wisc.edu/login>



Assess Teach Grow About Memberships and Programs

Login

The WIDA Consortium and WIDA International School Consortium provide valuable secure resources that require an account. See our [website walkthrough video](#) to better understand each of the sites.

Looking for training? eLearning? webinars?

Select *WIDA Secure Portal* from the dropdown.

Are you a member of the International School Consortium?

Select *WIDA International Secure Portal* from the dropdown.

Looking for ACCESS score reports? Screener scoring materials? test tickets?

Select *WIDA AMS* from the dropdown.

Looking for MODEL Online testing?

Select *WIDA MODEL Online* from the dropdown.

**Login to
WIDA AMS or
WIDA Secure
Portal**

Log In

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

WIDA Website

<https://wida.wisc.edu/login>





WIDA™

Login

User name

Password

[Forgot password](#)



WIDA™

MAIN WIDA WEBSITE

Username or Password Reset for Individual Accounts


If you have an individual account you can have a link to reset your username or password sent to your email account.

Forgot Your Username or Password?
Enter your email address to receive your password reset link.

Email Address:

Creating a New Account WIDA Secure Portal

CLICK HERE



[WIDA Secure Portal NEW Account 2021 Creation Form](#)

Email link expired? Click log in, then choose “Forgot password”.

Login

User name

Password [Forgot password](#)

Florida's WIDA Webpage

<https://wida.wisc.edu/memberships/consortium/fl>

Member of the WIDA Consortium since 2015.

Assessment

Florida may use Kindergarten W-APT, WIDA MODEL, WIDA Remote Screener, and WIDA Screener (for Grades 1-12) to identify English language learners (ELLs). ACCESS for ELLs must be administered to all ELLs during the yearly testing window, which typically takes place from late January through late March.

Testing Dates

12/28/20-3/26/21	WIDA AMS test setup available for editing student demographic information
1/8/21	Districts receive test materials
1/25/21-3/19/21	Test Window
1/8/21-3/12/21	Additional test materials ordering window in AMS
2/8/21	Districts receive Pre-ID labels from 2nd Pre-ID upload
3/26/21	Deadline for shipping completed test materials to DRC

Requirements and Resources

See below for Florida-specific information and resources related to ELL assessment, including the ACCESS for ELLs Checklist, where you can find each step in the testing process from beginning to end. If you have been asked to complete WIDA online training activities but do not believe you have a login, please contact your District or School Assessment Coordinator.

[ACCESS for ELLs Checklist](#)

Contacts

[Florida Department of Education](#)

Contact the Florida Department of Education for questions related to state-specific policies and procedures.

Sabrina Read
Florida ACCESS Manager
(850) 245-0843
Sabrina.Read@fldoe.org

WIDA Client Services Center
Contact us for questions about training materials, test administration procedures, classroom resources, or for problems with your WIDA Secure Portal account.

help@wida.us
(866) 276-7735

Logging In

WIDA Secure Portal
Access the WIDA Secure Portal for test training manuals and resources, as well as Online Professional Learning modules.

- To obtain a new login, contact your District or School Assessment

Florida Department of Education's ACCESS For ELLs webpage

State Contact and WIDA Customer Support

Without logging in!

Download Florida-specific resources!

Florida-specific resources located on page 1 of FL's ACCESS for ELLs Checklist

Spring 2021 Florida ACCESS for ELLs Test Administration Manual
Kindergarten ACCESS for ELLs (Grades 1-12)
Alternate ACCESS for ELLs (Grades 1-12)

2020-2021 Florida Accessibility and Accommodations Supplement

FLORIDA STATE SPECIFIC DIRECTIONS ACCESS for ELLs Website
Florida Department of Education (FDOE)
ACCESS for ELLs Website
Florida Department of Education (FDOE)
ACCESS for ELLs suite of assessments.

WIDA member page | Wida.wisc.edu/membership/consortium/fl

Online Resources

- [Spring 2021 Florida ACCESS for ELLs Test Administration Manual Test administration policies and procedures](#)
- [2021 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](#)

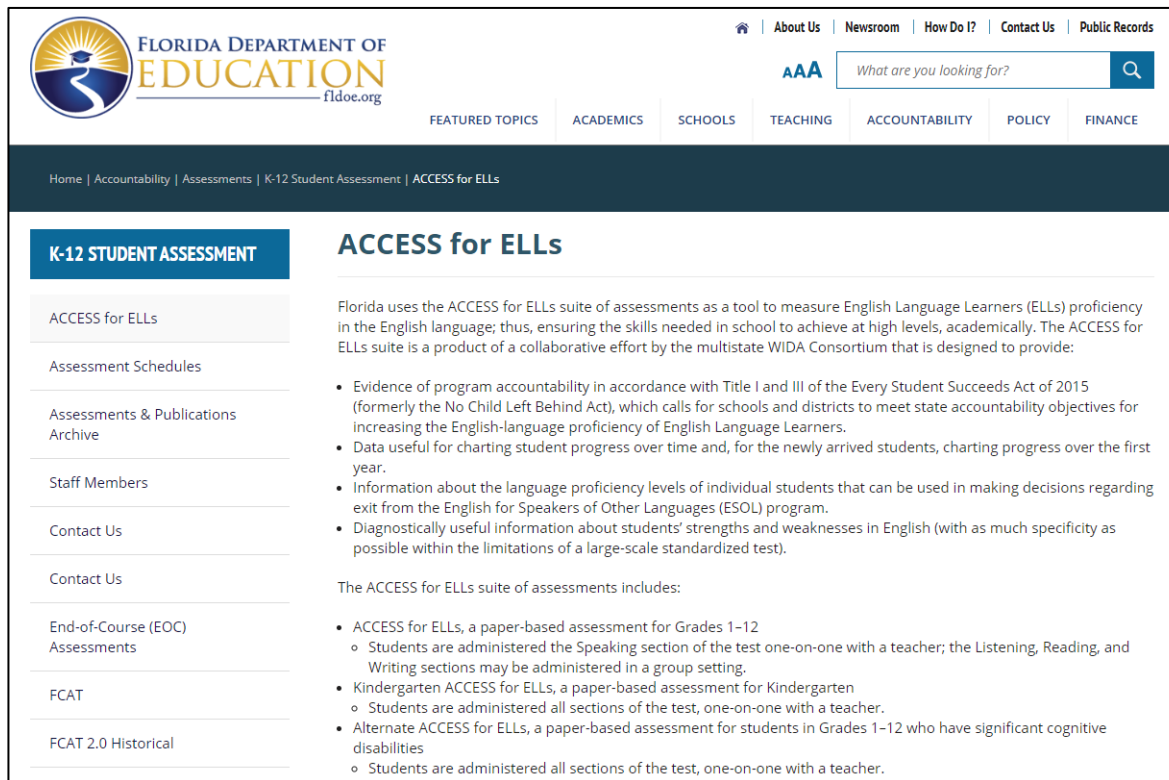
For more state-specific resources, visit your WIDA member page.

Legend:

- 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.

Grade	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
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Florida Department of Education's ACCESS for ELLs Webpage



The screenshot shows the Florida Department of Education's website. The header includes the Florida Department of Education logo and navigation links: Home, About Us, Newsroom, How Do I?, Contact Us, and Public Records. A search bar is present with the text "What are you looking for?". Below the header is a navigation menu with categories: FEATURED TOPICS, ACADEMICS, SCHOOLS, TEACHING, ACCOUNTABILITY, POLICY, and FINANCE. The main content area is titled "ACCESS for ELLs" and includes a sidebar with links to "K-12 STUDENT ASSESSMENT", "ACCESS for ELLs", "Assessment Schedules", "Assessments & Publications Archive", "Staff Members", "Contact Us", "End-of-Course (EOC) Assessments", "FCAT", and "FCAT 2.0 Historical". The main content area contains a paragraph describing the ACCESS for ELLs suite of assessments and a list of bullet points detailing the suite's components and purposes.

Florida uses the ACCESS for ELLs suite of assessments as a tool to measure English Language Learners (ELLs) proficiency in the English language; thus, ensuring the skills needed in school to achieve at high levels, academically. The ACCESS for ELLs suite is a product of a collaborative effort by the multistate WIDA Consortium that is designed to provide:

- Evidence of program accountability in accordance with Title I and III of the Every Student Succeeds Act of 2015 (formerly the No Child Left Behind Act), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- Data useful for charting student progress over time and, for the newly arrived students, charting progress over the first year.
- 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.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test).

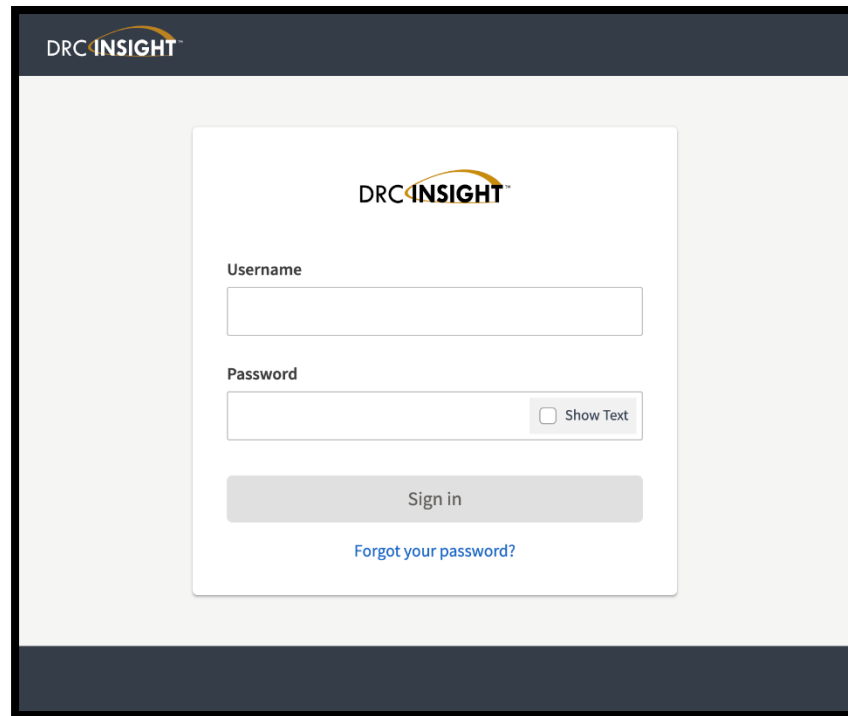
The ACCESS for ELLs suite of assessments includes:

- ACCESS for ELLs, a paper-based assessment for Grades 1–12
 - Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting.
- Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten
 - Students are administered all sections of the test, one-on-one with a teacher.
- Alternate ACCESS for ELLs, a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities
 - Students are administered all sections of the test, one-on-one with a teacher.

- Key Dates
- State and District Contacts
- Spring 2021 Resources
- Testing and Training Requirements
- Historical Scores & Results

WIDA Assessment Management System (WIDA AMS)

www.wida-ams.us



The screenshot shows the login interface for the WIDA Assessment Management System (WIDA AMS). The page features a dark blue header with the "DRC INSIGHT" logo. The main content area is white and contains a central login form. The form includes a "DRC INSIGHT" logo at the top, followed by a "Username" label and a text input field. Below that is a "Password" label and a password input field with a "Show Text" checkbox. A "Sign in" button is positioned below the password field, and a "Forgot your password?" link is located at the bottom of the form.

WIDA AMS Updates

WIDA AMS has a new look.

The screenshot displays the WIDA Assessment Management System (AMS) interface. At the top, the header includes the DRC INSIGHT logo and the text "WIDA ASSESSMENT MANAGEMENT SYSTEM". Below the header, there is a navigation bar with "All Applications" and a dropdown menu containing "General Information", "User Management", "Materials", "Student Management", "Test Management", and "Device Tools".

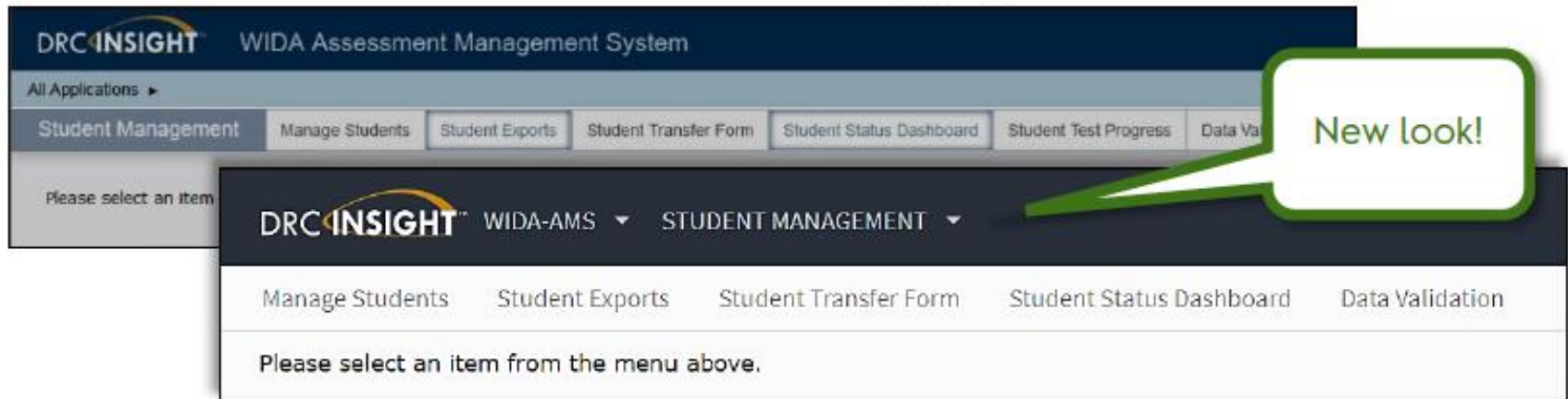
The main content area features a "Welcome to the WIDA Assessment Management System (AMS)!" message. Below this, there is a "Navigating the Site" section with a brief description of the system's purpose and a link to the "AMS User Guide".

A dark navigation menu is overlaid on the right side of the page, listing the following categories and their sub-items:

- GENERAL INFORMATION**
 - General Information
- TECHNOLOGY**
 - Central Office Services
- TEST ADMINISTRATION**
 - User Management
 - Student Management
 - Materials
 - Test Management
- SCORING AND REPORTING**
 - Report Delivery
 - Screener Scoring

At the bottom of the menu, there is a note: "Click on 'My Applications' to display the WIDA/AMS applications that you have permissions to use."

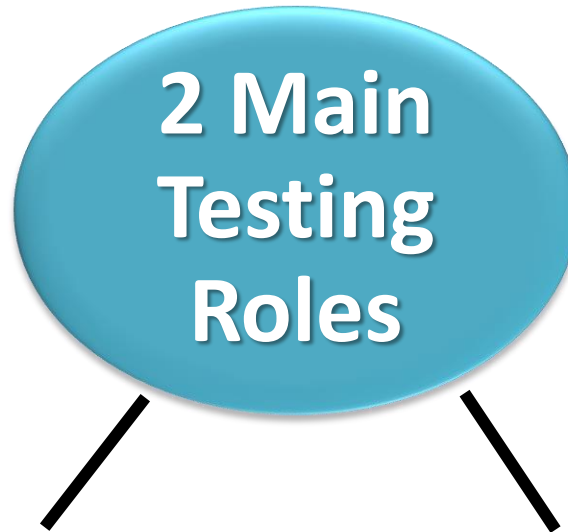
Top Pathways in WIDA AMS



- **Retrieve Shipping Reports:**
My Applications > Report Delivery > Test Results
- **Retrieve Score Report (District/School):**
My Applications > Report Delivery > Test Results
- **Retrieve Individual Student Report:**
My Applications > Report Delivery > On-Demand Reports



Training Requirements, Preparations, and Resources



**Assessment Coordinator
(School)**

**Facilitate the overall test
administration from start
to finish**

**Test Administrator
Administer and
monitor the test**

School Assessment Coordinator Responsibilities (continued)

- Complete Florida's ACCESS for ELLs Paper Checklist
- Review the Spring 2021 Florida ACCESS for ELLs Test Administration Manual
- Review applicable sections of the 2020 - 2021 Florida Accessibility and Accommodations Supplement
- Complete the ACCESS for ELLs Paper Administration Quiz passing score of 80% or higher (refresh if certificate is current)
- Provide Parent Notification Letters to students



Who can be a Test Administrator in Florida?

A test administrator can be a state-level certified educator, district-level certified educator, school personnel (including temporary certifications for new teachers and certified substitute teachers), or paraprofessional **articulate in English**.

Each assessment's training course has a general administration quiz, which educators must pass with a score of 80% or higher to become certified to administer the assessment.

Returning Test Administrators



NEW

Test administrators with training certificates awarded prior to July 2019 **must** recertify to administer during the Spring 2021 administration.

If the Test Administrator passed the quizzes **after July 2019**, they should review the training materials for the Kindergarten ACCESS for ELLs, Grades 1-5 Speaking, Grades 6 – 12 Speaking, and Paper Administration Grades 1–12 for the Spring 2021 administration.

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

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

Resource Library WIDA Store

Members/States

Login 

Search



Assess Teach Grow About Memberships and Programs



**Login to WIDA
Secure Portal**

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

[Learn About WIDA](#)

ACCESS for ELLs Training Course

Go to My Account and Secure Portal

WIDA™

MY ACCOUNT & SECURE PORTAL LOG OUT
MAIN WIDA WEBSITE

My Account & Secure Portal

Help Desk Tracking

My Training CERTIFICATE

TECHNOLOGY Resources

Account Creator

My Account Info

First Name [Change Password](#)

Last Name

School

Position Title

[Manage News Preferences](#)

Save

ACCESS for ELLs Training Courses

Kindergarten

Alternate ACCESS Grades 1-12

PAPER-BASED Grades 1-12

ONLINE

Facilitator Toolkit Training Materials

<https://wida.wisc.edu/>

ACCESS for ELLs Paper Training Course and FL ACCESS for ELLs Checklist

The screenshot shows the WIDA ACCESS for ELLs Paper Training website. At the top left is the WIDA logo and the text "WIDA™ ACCESS for ELLs Paper Training". To the right are buttons for "MY ACCOUNT & SECURE PORTAL", "LOG OUT", and "MAIN WIDA WEBSITE". A green navigation bar contains the following menu items: "PAPER-BASED HOME", "PREPARING", "TESTING", "AFTERWARD", "DOMAINS", "GLOSSARY", and "QUIZZES". The "PAPER-BASED HOME" item is highlighted with a red box. Below the navigation bar, the main content area includes a welcome message, instructions for becoming certified to administer the Listening, Reading, and Writing sections, and a list of three steps. To the right, a "Key Resources" box lists several links, with a large black 'X' overlaid on it. At the bottom right, a purple box highlights a button labeled "FL ACCESS for ELLS Paper Checklist" with a clipboard icon.

WELCOME TO THE ACCESS FOR ELLS PAPER TRAINING COURSE.

TO BECOME CERTIFIED TO ADMINISTER THE LISTENING, READING, AND WRITING SECTIONS OF ACCESS FOR ELLS PAPER, FOLLOW THE INSTRUCTIONS BELOW:

1. View the tutorials on the Preparing, Testing, and Afterward tabs.
2. Review the materials in the Key Resources box and on the relevant domain pages by clicking on Domains on the green menu bar at the top of this page.
3. 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.

Key Resources

- [Test Administrator Manual](#)
- [Test Administration Essentials](#)
- [District Administration Manual](#)
- [Non-Disclosure Agreement](#)
- [Accessibility Supplement](#)
- [Tier Planning](#)
- [WIDA Assessment](#)
- [ACCESS Webinars](#)

FL ACCESS for ELLS Paper Checklist

Florida's ACCESS for ELLs Checklist

District Assessment Coordinators, School Assessment Coordinators, and Test Administrators



FLORIDA
ACCESS for ELLs Paper Checklist
2020-2021



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 25, 2021 – March 19, 2021
WIDA member page	Wida.wisc.edu/membership/consortium/fl		
<ul style="list-style-type: none"> Spring 2021 Florida ACCESS for ELLs Test Administration Manual <i>Test administration policies and procedures</i> 2021 Florida Accessibility and Accommodations Supplement <i>Accessibility and accommodations policies and procedures</i> Florida Department of Education's ACCESS for ELLs webpage <i>District Contacts and Important Information</i> 		<ul style="list-style-type: none"> 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	K Kindergarten ACCESS task	A Alternate ACCESS task
■ Test Administrator (TA) task		Opt Task may be optional depending on school or district procedures.	

ACCESS for ELLs Checklist

Available on
FDOE's ACCESS
for ELLs webpage
and Florida's
WIDA webpage.




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Last Updated: 10.22.2020



State-Specific Directions

- Overview of Florida’s Policies and Procedures
- Testing forms, agreements, and signs
- Tier Placement Guidance
- Pre-ID Label Flowchart
- Student Planning Sheet
- FDOE Native (Home) Language Codes
- Breaches of Administration Form

FLORIDA
ACCESS for ELLs Administration (2020-2021)
STATE SPECIFIC DIRECTIONS

Florida Department of Education (FDOE) ACCESS for ELLs Webpage
<http://www.fdoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stm>

The purpose of this webpage is to provide Florida-specific information, key dates, and training requirements related to the ACCESS for ELLs suite of assessments. For the Spring 2021 administration, it is important to review [FL’s ACCESS for ELLs Checklist](#) to learn more about the tasks that need to be completed before, during, and after testing within a school or district.

State Specific Directions Contents	Print Guidance (Front and Back)	
	Start	End
Overview of Florida’s Policies and Procedures	2	6
Test Administration and Security Agreement	7	
Test Administrator Prohibited Activities Agreement	9	
WIDA Non-Disclosure User Agreement <i>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.</i>	11	12
Test Materials Chain of Custody Form	13	
Tier Placement Guidance	15	
Pre-ID Label Flowchart	17	
Test Session Master Schedule	19	
Test Session Roster – Individual	21	
Test Session Roster – Group Administration	23	
Florida Testing Sign: <i>No Electronic Devices</i>	25	
Florida Testing Sign: <i>Do Not Disturb</i>	27	
Security Log	29	
Student Planning Sheet	31	
Florida’s Native (Home) Language Codes	33	42
Breaches of Administration Form	43	

Available on FDOE’s ACCESS for ELLs webpage and Florida’s WIDA webpage

Spring 2021 Test Security Agreements and Forms

FDOE Security Agreements

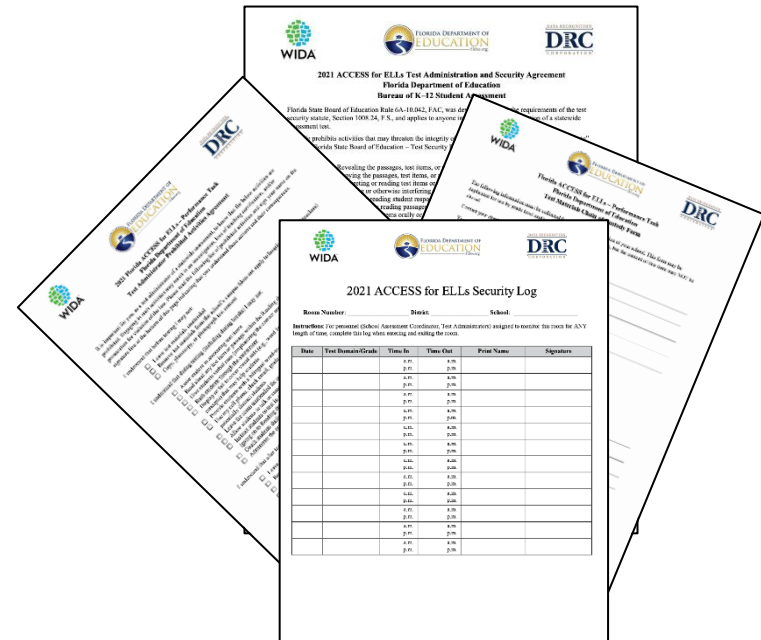
- Test Administration and Security Agreement
- Test Administrator Prohibited Activities Agreement

FDOE Test Security Forms

- Test Materials Chain of Custody Form
- Security Log

WIDA Security Agreement

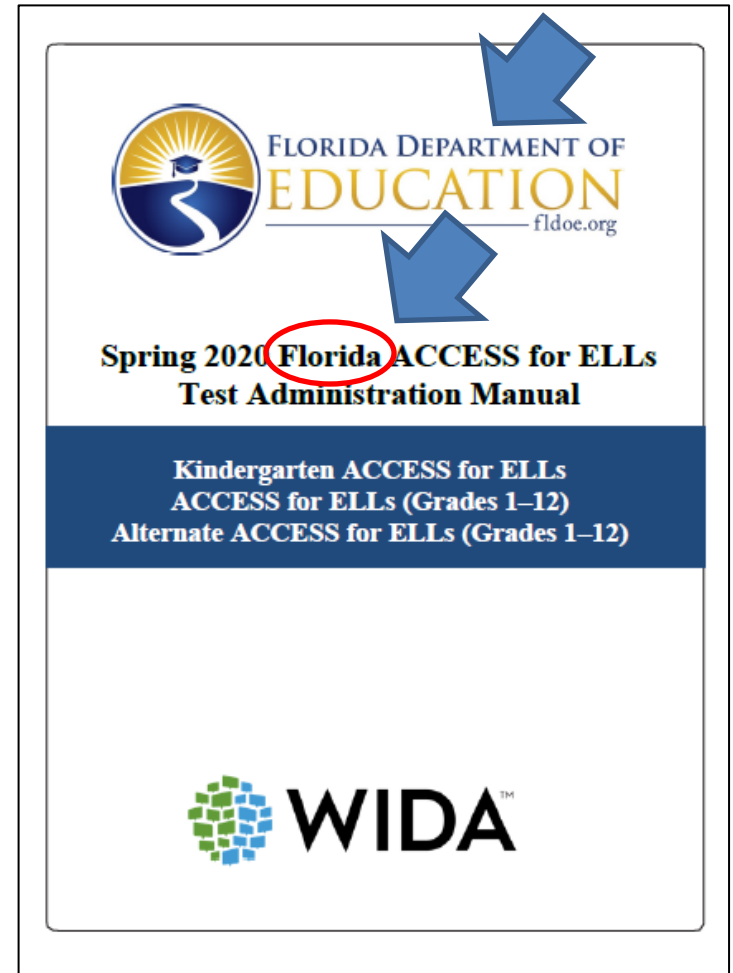
- Non-Disclosure User Agreement



Forms and agreements are in the State-Specific Directions

Spring 2021 Florida ACCESS for ELLs Test Administration Manual

- Replaces the WIDA Test Administrator Manual.
- This manual explains all responsibilities and tasks related to the implementation and administration of the ACCESS for ELLs suite of assessments in Florida.



WIDA Secure Portal

My Account & Secure Portal

My Training CERTIFICATE | My Training & Quiz HISTORY | Secure Portal USER GUIDE | Download LIBRARY

ACCESS for ELLs Training Courses

Kindergarten | Alternate ACCESS Grades 1-12 | PAPER-BASED Grades 1-12 | ONLINE grades 1-12 (disabled)

Facilitator Toolkit
Training Materials

My Account Info

First Name [Change Password](#)
Sabrina

Last Name
Read

Email
sabrina.read@fldoe.org

State:
Florida

District
Florida Department of Education

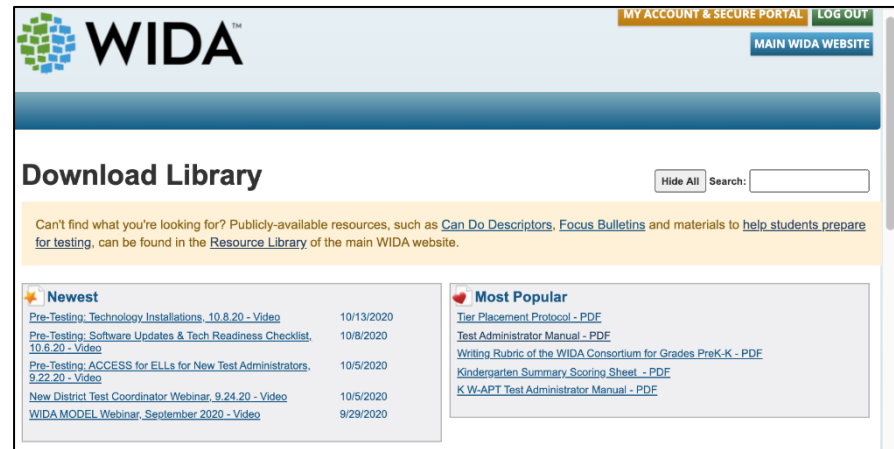
School
Search For School

Position Title
State Staff/SEA

[Manage Subscriptions](#)

Save

Florida's Key Resources via *Download Library* tile



WIDA MY ACCOUNT & SECURE PORTAL LOG OUT
MAIN WIDA WEBSITE

Download Library

Hide All Search:

Can't find what you're looking for? Publicly-available resources, such as [Can Do Descriptors](#), [Focus Bulletins](#) and materials to [help students prepare for testing](#), can be found in the [Resource Library](#) of the main WIDA website.

★ Newest	
Pre-Testing, Technology Installations, 10.8.20 - Video	10/13/2020
Pre-Testing, Software Updates & Tech Readiness Checklist, 10.6.20 - Video	10/8/2020
Pre-Testing, ACCESS for ELLs for New Test Administrators, 9.22.20 - Video	10/5/2020
New District Test Coordinator Webinar, 9.24.20 - Video	10/5/2020
WIDA MODEL Webinar, September, 2020 - Video	9/29/2020

♥ Most Popular	
Tier Placement Protocol - PDF	
Test Administrator Manual - PDF	
Writing Rubric of the WIDA Consortium for Grades PreK-K - PDF	
Kindergarten Summary Scoring Sheet - PDF	
K W-APT Test Administrator Manual - PDF	

New Location for

2021 Florida-Specific Manuals:

- FL Test Administration Manual
- FL Accessibility and Accommodations Supplement

State/District Webinars

Florida Webinars ▼

[2021 Florida Zoom Training Schedule - PDF](#)

[Florida ACCESS for ELLs Test Administration Manual, Spring 2021 - PDF](#)

[Florida Accessibility and Accommodations Supplement, Spring 2021 - PDF](#)

[Academic Language, May 2016 - Video](#)





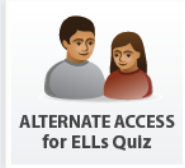
[Academic Language Participant Packet, May 2016 - PDF](#)

ACCESS for ELLs

Basics of ACCESS for ELLs Suite of Assessments

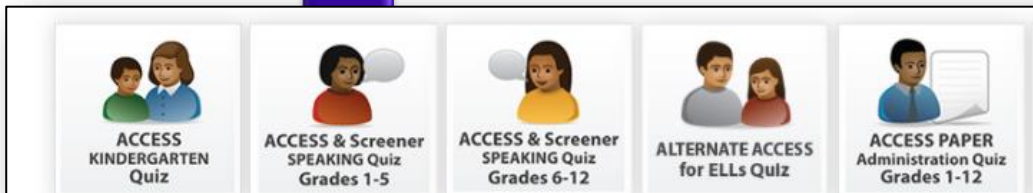
	Kindergarten ACCESS for ELLs	ACCESS for ELLs Paper	Alternate ACCESS for ELLs
Tiers	Not Tiered	A and B/C	Not Tiered
Administration Format	All domains are <u>individually</u> administered.	Reading, Listening, and Writing <u>group</u> administered. Listening and Speaking are media-delivered via a CD. Speaking 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.

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  
Kindergarten ACCESS for ELLs	Kindergarten Administration Quiz 
Alternate ACCESS for ELLs	Alternate Administration Quiz 

Pathway to Certification

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

The WIDA logo, consisting of a green and blue globe icon followed by the text "WIDA™".

This certificate is awarded to

Lori Hanna

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 (10/8/2020)
Speaking Test, Grades 1-5 (9/10/2019)
Speaking Test, Grades 6-12 (9/11/2019)
Online Administration (10/8/2020)
Paper Administration (10/8/2020)
Alternate ACCESS for ELLs Test (10/8/2020)

WIDA Screening Assessments
Speaking Test, Grades 1-5 (9/10/2019)
Speaking Test, Grades 6-12 (9/11/2019)
W-APT Speaking Test (1/25/2015)
Writing Test, Grades 1-5 (9/11/2019)
Writing Test, Grades 6-12 (9/11/2019)

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/.

Monitoring Certification via WIDA Secure Portal

- Test administrators can also use the ***My Training Certificate*** tile in order to print a certificate of their completed training.






Proctors

Prior to testing, proctors must be informed of their duties and of the appropriate test security policies and procedures. School personnel and non-school personnel may be trained as proctors.

Proctors and anyone who assists with any aspect of test preparation or administration **must** sign the following:

- **2021 Test Administration and Security Agreement** and be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test
- **2021 Security Log** for each test session
- **WIDA Non-Disclosure User Agreement (NDUA)** electronically via WIDA Secure Portal or hardcopy.

FLORIDA
STATE SPECIFIC DIRECTIONS
ACCESS for ELLs Administration (2020-2021)

Florida Department of Education (FDOE)
ACCESS for ELLs Website

<http://www.fdoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stm>

The purpose of this website is to provide Florida-specific information and resources regarding the administration of the ACCESS for ELLs suite of assessments.

State Specific Directions Contents	Print Guidance (front and back)	
	Start	End
Overview of Florida's Policies and Procedures	2	6
FDOE Test Administration and Security Agreement	7	
FDOE 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		21
Test Session Roster – Group Administration		23
Florida Testing Sign: No Electronic Devices		25
Florida Testing Sign: Do Not Disturb		27
Security Log		29
Student Planning Sheet		31
FDOE Native (Home) Language Codes	33	42
Breaches of Administration Form		43

**All forms and agreements are in the
State-Specific Directions**



Before, During, and After Testing

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 locked storage.
- Do not duplicate any test materials (exception of the FL TAM).



Inventory Test Materials

**Delivery to Schools:
January 11 – 20, 2021**

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

Note: Test Materials for Kindergarten ACCESS for ELLs and ACCESS for ELLs 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)

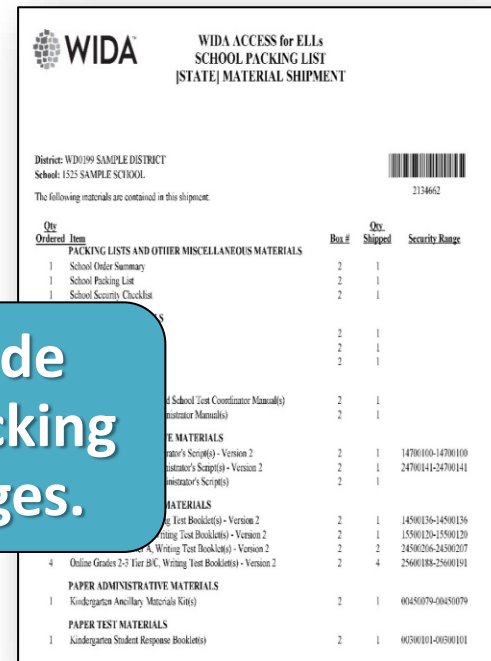
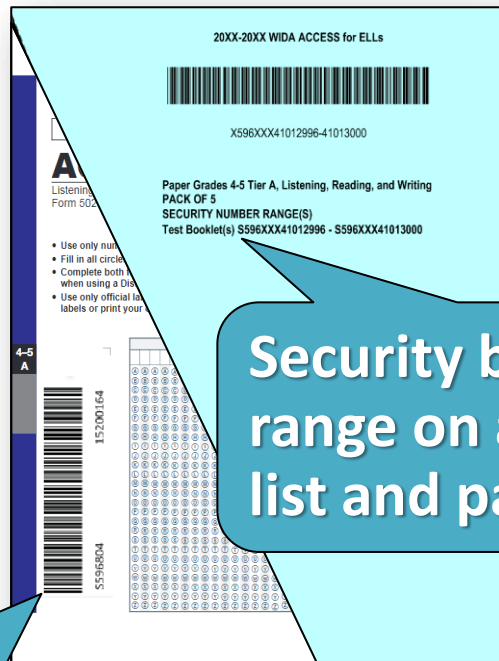


Preparing for Testing: Receiving Materials

- 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).

Inventory/Check Range Numbers

WIDA AMS Retrieve Shipping Reports: My Applications > Report Delivery > Test Results



Security barcode on test booklet.

Verify this information matches the range sheet or individual materials.

Chain of Custody Form



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 using forms found at <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

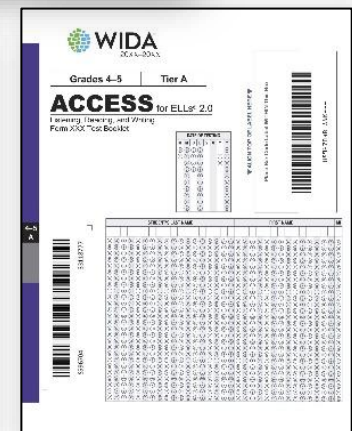
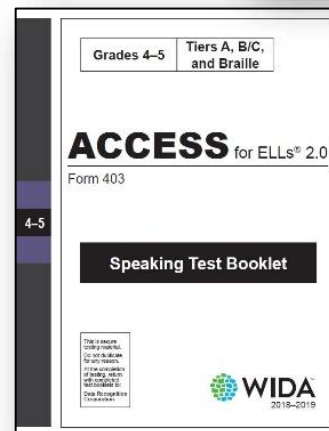
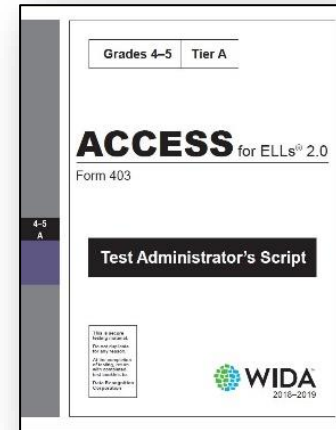
ACCESS for ELLs 2.0 (Grades K-5)
Additional Materials Request

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

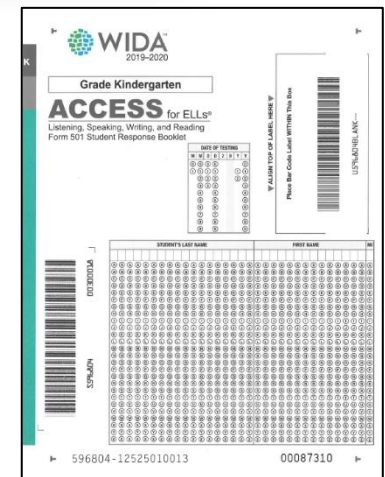
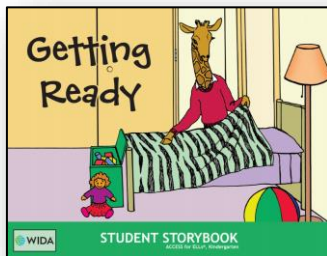
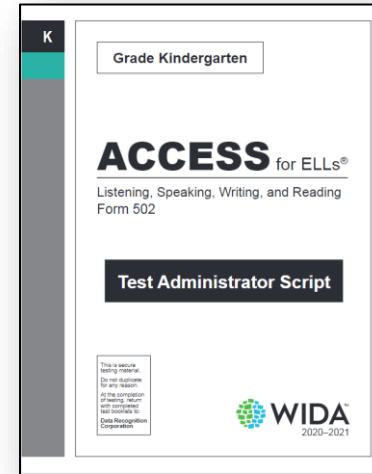
ACCESS for ELLs Paper Grades 1–12 Test Materials

- Test Administrator Script
- Student Response Booklet
- Speaking Test Booklet
- Listening/ Speaking: CD



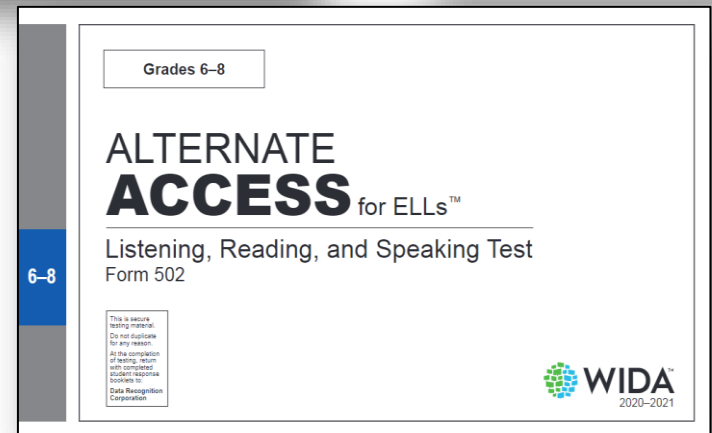
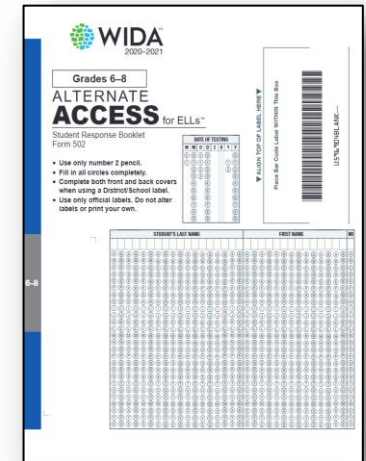
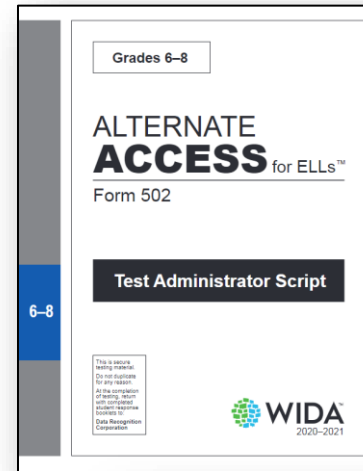
Kindergarten ACCESS Test Materials

- Student Story Booklet
- Student Response Booklet
- Test Administrator Script
- Student Activity Board
- Cards & Card Pouch Booklet



Alternate ACCESS for ELLs Test Materials

- Test Administrator Script
- Test booklet (legal size paper)
- Student Response Booklet



Special Test Documents

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

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

Large print version is based on the regular print version.

ACCESS for ELLs

- Unified English Braille: Grades 1–12
 - Provided in contracted and uncontracted braille.

Large print and braille test materials arrive with the regular test materials.

Special Order Test Material for ACCESS for ELLs Paper (Grades 1–12)

Human Reader Accommodation Script

- Read Aloud/ Repeat items by human reader provides intensive support available (HI and RI) for the Listening and Speaking domain
 - Lip readers and students in need of frequent refocus
 - Test administrator will read all text
 - May require two trained test administrators to administer the Speaking domain to student.


1
A

Grade 1 Tier A

ACCESS for ELLs® 2.0
Form XXX

Human Reader Accommodation Script

This is scan-
ning material.
Do not duplicate
in any way.
At the completion
of testing, return
with completed
and unopened to:
Data Recognition
Corporation

 **WIDA**
20XX–20XX

Individual or Group Administration



- Speaking must be **individually** administered
- All domains of Kindergarten ACCESS and Alternate ACCESS are **individually** administered

- Listening, Reading, and Writing can be administered in **groups**

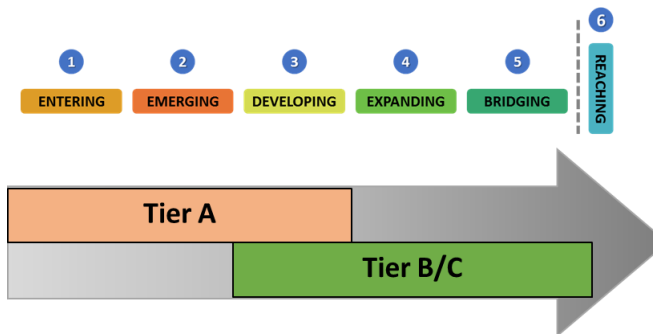


Group by Grade Cluster & Tier

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



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



WIDA
FLORIDA DEPARTMENT OF EDUCATION
DRC

Test Session Master Schedule (Paper Only)

School: _____ Coordinator: _____

Session	Week of	Grades	Day/Time	Listening/Reading Sessions # of Students		Total # of Students	Writing Sessions # of Students		Total # of Students
				Tier A	Tier B/C		Tier A	Tier B/C	

Group Size

WIDA recommends:

- No more than 15 students in a group
- Smaller groups for new students to the school
- Keeping the same group together for all domains

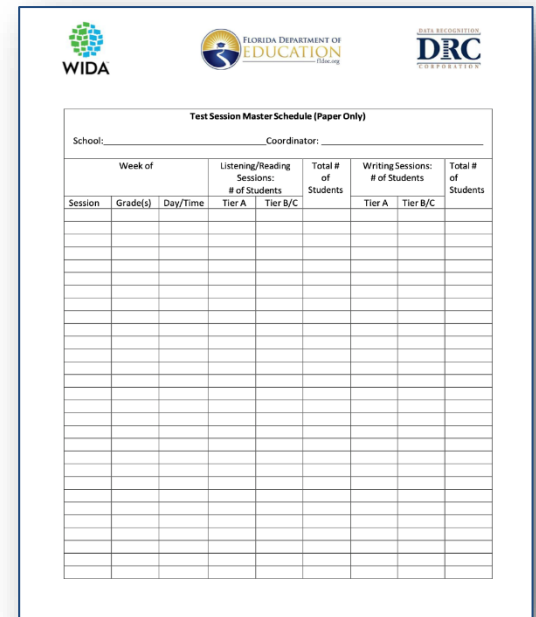
This eliminates the need to create a new roster for each test session. So you will not have to reorganize test booklet after each session.

Test Session Master Schedule

- Separate Sessions by Grade Cluster, Tier, and Domain

No more than 15 students per session:

- Grades 4–5, Tier B/C, Reading
- Grades 2, Tier A, Listening
- Grades 1, Tier A, Writing



The form is titled "Test Session Master Schedule (Paper Only)". It includes logos for WIDA, Florida Department of Education (fldoe.org), and DRC. The form contains fields for "School:" and "Coordinator:". Below these are two tables. The first table has columns for "Week of" and "Listening/Reading Sessions: # of Students", with sub-columns for "Tier A" and "Tier B/C", and "Total # of Students". The second table has columns for "Writing Sessions: # of Students" and "Total # of Students", with sub-columns for "Tier A" and "Tier B/C". The "Writing Sessions" table has a "Session" column followed by "Grade(s)", "Day/Time", and the sub-columns for "Tier A" and "Tier B/C". Both tables have 15 rows for data entry.

Form available in the State-Specific Directions

Test Session Roster Templates

Scheduling

Group Session



Test Session Roster — Group Administration

Test Date: _____ Time: _____
 Location: _____ Test Administrator: _____
 Test Section (circle all that apply): Listening Reading Writing
 Grade Level(s): _____ Tier (circle one): A B/C

#	Student ID#	Last Name	First Name	Grade	Student Location — Teacher/Room	Completed Test (Y/N)?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Individual Session



Test Session Roster — Individual Administration: Speaking

Test Date(s): _____ Testing Location: _____ Grade-Level Cluster: _____
 Test Administrator: _____

#	Student ID#	Last Name	First Name	Grade	Tier	Student Location — Teacher/Room	Time	Completed Test (Y/N)?
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

Forms available in the
State-Specific Directions



Multi-Day Administration

Kindergarten and Alternate ACCESS

- Each Domain Should be Completed the Day it is Started
- If needed, a break during the **Kindergarten ACCESS for ELLs** administration can occur between Part C and Part D.
- For **Alternate ACCESS for ELLs**, each test section should be administered in a separate testing session.

Multi-Day Administration

ACCESS for ELLs Paper

- Each Domain Should be Completed the Day it's Started
- 3 Sessions for Each Grade Cluster & Tier (Recommended)
- To avoid student testing fatigue, it is recommended to administer all four test domains within two days.

Session	Grade-level Cluster	Tier	Domain
1	4-5	A	Listening & reading (group)
2	4-5	A	Writing (group)
3	4-5	A	Speaking (individual)

Assigning and Tracking Materials

Test administrator signs in/out materials.

WIDA WIDA ACCESS for ELLs 2.0
DISTRICT SECURITY CHECKLIST
SAMPLE STATE MATERIAL SHIPMENT

District: STATE01 SAMPLE DISTRICT

This form lists the secure materials assigned to your district. You may use this form to sign out secure materials to schools should additional materials be needed. Space has been provided next to each security number for you to enter the name of the school and test administrator receiving the material, the date(s) each material is returned, and the reason (if any) a material is not returned.

Alternatively, you may use this to document to track which student is assigned to which test. Cross out the column labeled Test Administrator Name and replace with Student Name. The form does NOT need to be returned to DRC. Please keep it for your records.

Summary of Materials Sent

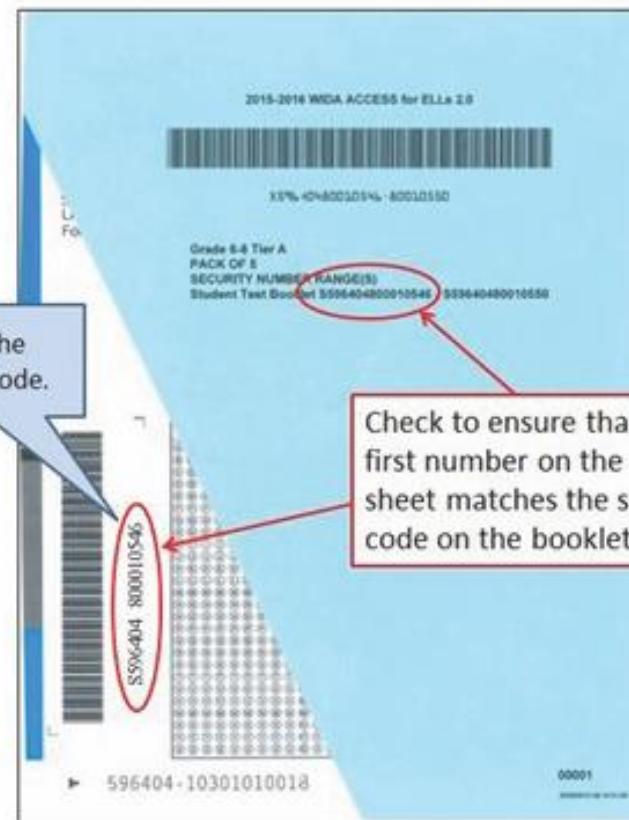
Item	Number of Items Sent	Secure Ranges Assigned
Kindergarten Ancillary Materials Kit(s)	1	10000011-10000011
Kindergarten Student Response Booklet(s)	2	10000031-10000035

Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000011			

Kindergarten Ancillary Materials Kit(s)

Secure Numbers	Test Administrator Name	Date(s) Returned	Reason If Item Is Not Returned
10000031			
10000032			
10000033			
10000034			
10000035			
10000036			

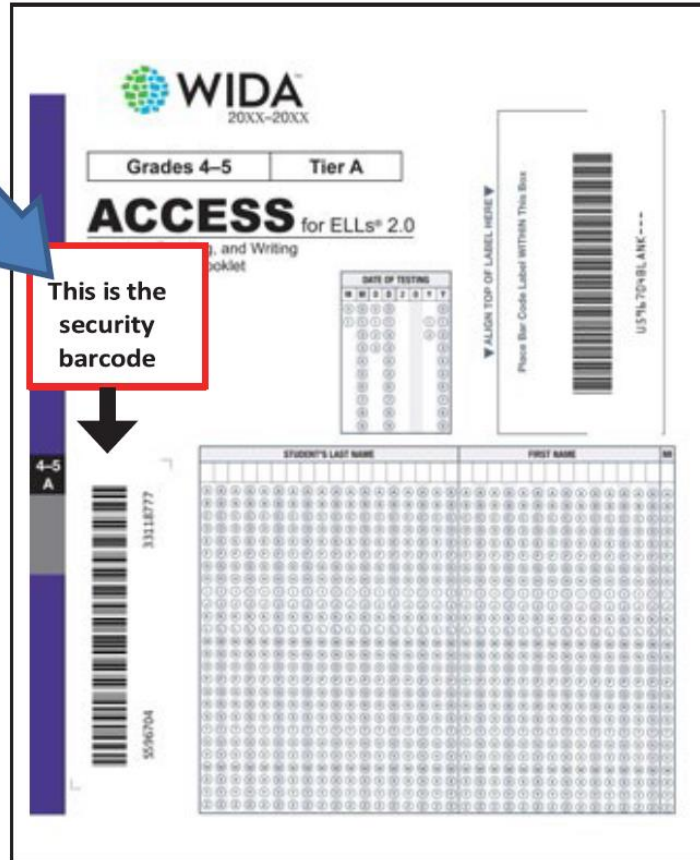
Page 1 of 10 Print Date: XXXX/XXXX/XXXX



This is the security code.

Check to ensure that the first number on the range sheet matches the security code on the booklet.

Managing Test Materials



Security Barcode

Verifying Pre-ID labels

- 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.
- Confirm a student's grade and/or tier assignment (A or B/C) prior to affixing a Pre-ID label to the test booklet.

20XX-20XX WIDA ACCESS for ELLs

Name: STUDENT, SAMPLE
District: <State>01 SAMPLE DISTRICT
School: 0010 SAMPLE SCHOOL
Grade: 11 Gender: M Birth Date: 08/26/2001
Student ID's- State: XXXXX0000X District: TierA

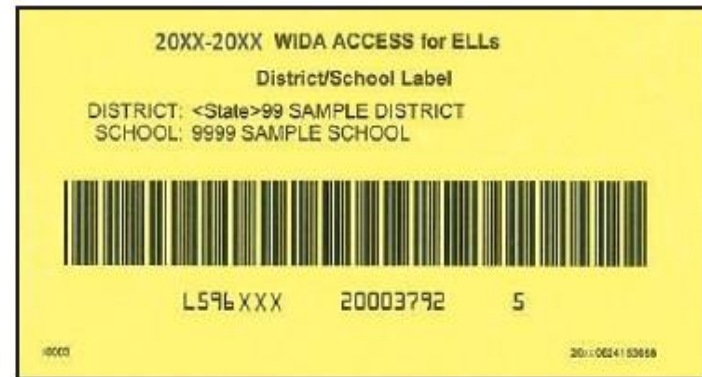
140000 P519999 10150069 4 24/06/20xx

Sample Pre-ID label

Preparing Test Materials

District/School Labels

Sample District/School Label



- Student Response Booklets must be preidentified with a Pre-ID label (white) or District/School label (yellow).
- Verify that the District and School are correct on this 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.

Spring 2021 ACCESS for ELLs

Verify the Student Response Booklet

It is important to verify that you have the appropriate booklet for the student to be tested prior to affixing a student label or gridding information.

1. Grade-Level Cluster

2. ACCESS for ELLs Paper Tier Indicator (Tier A or Tier B/C)

3. Assessment Name

- ACCESS for ELLs Paper
- Alternate ACCESS for ELLs
- Kindergarten ACCESS for ELLs

Assigning Test Booklets to Students

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., 01/25/2021)

Back Cover (as applicable):

- Accommodations
- Do Not Score This Section

WIDA
20XX-20XX

Grades 4-5 Tier A

ACCESS for ELLs[®]
Listening, Reading, and Writing

20XX-20XX WIDA ACCESS for ELLs
Name: STUDENT-SAMPLE DISTRICT
School: 0910 SAMPLE SCHOOL
Grade: 11 Gender: M
Birth Date: 01/25/2021
District: TESTA
Student ID #: 101.1800L11
101.1800L11
10000

VERIFIED PRE-ID LABEL HERE ▼

DISTRICT NAME SCHOOL NAME

NATIVE LANGUAGE STATE NAME ABBREVIATION GRADE LEVEL LENGTH OF TIME IN LEP/ELL PROGRAM GENDER

RACIAL/ETHNIC GROUP BIRTH DATE DATE FIRST ENROLLED U.S. SCHOOL

Part 1—Select 1 ethnicity that applies:
 Hispanic/Latino
Part 2—Select ALL races that apply:
 American Indian/Alaskan Native
 Asian
 Black/African American
 Pacific Islander/Hawaiian
 White

STATE STUDENT ID NUMBER STATE DEFINED OPTIONAL DATA

SCHOOL USE ONLY

LEP CLASSIFICATION

ACCOMMODATIONS

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

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Assigning Accommodations:

Bubble all accommodations *provided* to the student on the test booklet.

ACCOMMODATIONS

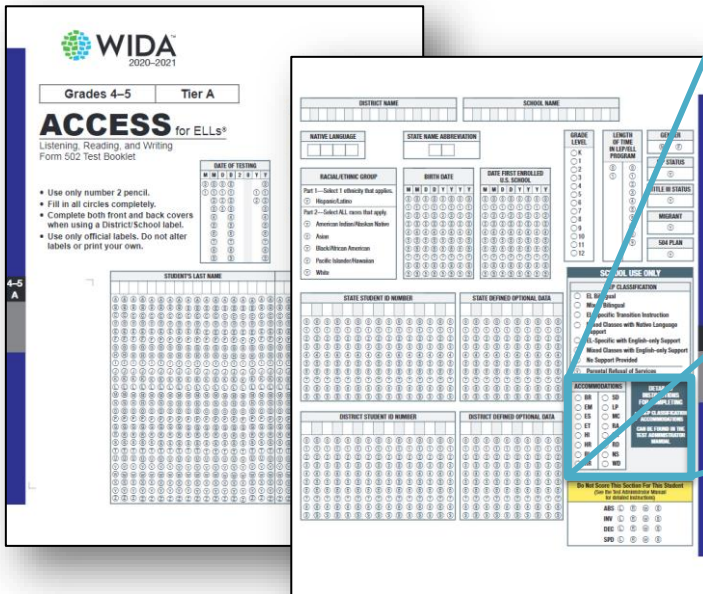
- | | |
|--------------------------|--------------------------|
| <input type="radio"/> BR | <input type="radio"/> SD |
| <input type="radio"/> EM | <input type="radio"/> LP |
| <input type="radio"/> ES | <input type="radio"/> MC |
| <input type="radio"/> ET | <input type="radio"/> RA |
| <input type="radio"/> HI | <input type="radio"/> SR |
| <input type="radio"/> HR | <input type="radio"/> RD |
| <input type="radio"/> RI | <input type="radio"/> NS |
| <input type="radio"/> RR | <input type="radio"/> WD |

DETAILED INSTRUCTIONS FOR COMPLETING

- LIEP CLASSIFICATION
- ACCOMMODATIONS

CAN BE FOUND IN THE TEST ADMINISTRATOR MANUAL

Must be filled completely with a number 2 pencil.



The image shows the WIDA ACCESS for ELLs Form 502 Test Booklet. The top left corner features the WIDA logo and the text "WIDA 2020-2021". Below this, it says "Grades 4-5 Tier A" and "ACCESS for ELLs® Listening, Reading, and Writing Form 502 Test Booklet". The form includes a student information section with fields for District Name, Student Name, Native Language, State Name Abbreviation, Grade Level, Length of Time in English Program, and Ethnicity. There are also sections for Race/Ethnic Group, Birth Date, Date First Enrolled in U.S. Schools, and State Student ID Number. The bottom section is titled "SCORING USE ONLY" and contains a table for LIEP Classification and Accommodations. The Accommodations section is a grid of bubbles for each of the 16 accommodation codes listed in the callout box. A blue callout box points to this section, and another blue callout box points to the text "Must be filled completely with a number 2 pencil."

2nd Wave of Pre-ID labels Procedures

Delivery Date to District: February 8, 2021

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

If so, schools can proceed with testing the student after affixing a District/School label to Box A and gridding the following:

Front Cover

- Date of Testing (date student began)
- Student Last Name
- Student First Name

Back Cover

- District Name (Code)
- School Name (Code)
- State Student ID Number (FLEID)
- District Student ID Number

The image shows the front cover of a WIDA ACCESS for ELLs test booklet. At the top left is the WIDA logo with '20XX-20XX' below it. To the right of the logo are two boxes: 'Grades 4-5' and 'Tier A'. Below these is the title 'ACCESS for ELLs' in large bold letters, followed by 'Listening, Reading, and Writing Form XXX Test Booklet'. On the right side, there is a yellow 'District/School Label' with a barcode and the following text: '20XX-20XX WIDA ACCESS for ELLs 2.0 District: -SAMPLE DISTRICT SCHOOL: #999 SAMPLE SCHOOL L# XXXX 20003712 5'. In the center, there is a 'DATE OF TESTING' grid with columns for Month (M), Day (D), and Year (Y), each with a grid of circles for marking. Below the date grid is a large grid for student information, with columns for 'STUDENT'S LAST NAME', 'FIRST NAME', and 'MI'. Each cell in this grid contains a grid of circles for marking. On the left side, there is a vertical purple bar with '4-5 A' written on it, and a barcode with the ID '15200164' below it. At the bottom left, there is another barcode with the ID '5596804' below it.

(continued on next slide)

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

If a new Pre-ID label is **not provided**, proceed to complete the following information:

- Grade
- Native (Home) 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)

WIDA™
20XX-20XX

Grades 4-5 Tier A

ACCESS for ELLs®
Listening, Reading, and Writing
Form XXX Test Booklet

M	M	D	Z	O	Y
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

STUDENT'S LAST NAME	FIRST NAME	MI
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

4-5 A

15200164

5596804

20XX-20XX WIDA ACCESS for ELLs 2.0
District/School Label
DISTRICT: <State>-99 SAMPLE DISTRICT
SCHOOL: 9999 SAMPLE SCHOOL
L5%_XXX 20003792 5

Completing Demographic Information Back Cover

District Name (Code) (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 (Code) (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																	
0	1																

SCHOOL NAME																	
1	2	3	4														

Continued on next slide

Completing Demographic Information Back Cover (cont.)

Native (Home) Language (Box 5)

- Starting at the left, print the student's native 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.

The image shows two documents. On the left is the 'FLORIDA STATE SPECIFIC DIRECTIONS ACCESS for ELLs Administration (2020-2021)' from the Florida Department of Education (FDOE). It includes a table of contents with 'Five Subcodes (Print and Bold)' and a 'Next' column. On the right is 'APPENDIX N: LANGUAGE CODES' from the Florida Department of Education, listing 'Native (Home) Language Code' and 'Language'.

Native (Home) Language Code	Language
SB	Sahajolan
SF	Saint Lawrence Island Yupik
SO	Solish
SM	Samoa
SV	San Carlos
SS	Sandia
SG	Sango
SA	Sanskrit
SX	Santiam
XQ	Sanskrit
GD	Scotts Gaelic
BY	Seneca
EP	Sesepi
SK	Serbian, Sprski
SR	Serbo-Croatian
SC	Sereno
ST	Sesotho
TN	Setswana
VA	Shastan
VB	Shawnee
LN	Shona
SH	Shoshoni
SZ	Sierra Minko
SI	Sindhi
VE	Siswati
SL	Slovak
SJ	Slovenian
SO	Somali
VF	Southern Maidu
VG	Southern Paiute
SP	Spanish
VH	Spokane

NATIVE LANGUAGE

SP		
----	--	--

STATE NAME ABBREVIATION

FL

State Name Abbreviation (Box 6)

- Print the two-letter (FL) state name abbreviation for Florida.

Continued on next slide

Completing Demographic Information Back Cover (cont.)

Grade Level (Box 7)

- Select 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.

GRADE LEVEL	LENGTH OF TIME IN LEP/ELL PROGRAM	
<input type="radio"/> K	<input checked="" type="radio"/>	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input checked="" type="radio"/>
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input checked="" type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9
<input type="radio"/> 10		
<input type="radio"/> 11		
<input type="radio"/> 12		

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
<input type="radio"/> M <input type="radio"/> F
IEP STATUS
<input type="radio"/> Y
TITLE III STATUS
<input type="radio"/> Y
MIGRANT
<input type="radio"/> Y
504 PLAN
<input type="radio"/> Y

Continued on next slide

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.

RACIAL/ETHNIC GROUP	
Part 1—Select 1 ethnicity that applies.	
<input checked="" type="radio"/>	Hispanic/Latino
Part 2—Select ALL races that apply.	
<input type="radio"/>	American Indian/Alaskan Native
<input type="radio"/>	Asian
<input type="radio"/>	Black/African American
<input type="radio"/>	Pacific Islander/Hawaiian
<input checked="" type="radio"/>	White

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.

BIRTH DATE								DATE FIRST ENROLLED U.S. SCHOOL							
M	M	D	D	Y	Y	Y	Y	M	M	D	D	Y	Y	Y	Y
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on next slide

Completing Demographic Information Back Cover (cont.)

State Student ID Number (Box 17)

- For students who do not receive a Pre-ID label, only the numeric characters of the Florida Education Identification (FLEID) assignment **must** be hand-gridded on the test booklet.
- 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)

- Grid and bubble the District Student ID Number.

District Defined Optional Data (Box 20)

- Leave these fields blank, unless directed otherwise by the district assessment coordinator.

STATE STUDENT ID NUMBER												
1	2	3	4	5	6	7	8	9	1	2	3	
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

STATE DEFINED OPTIONAL DATA												
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

DISTRICT STUDENT ID NUMBER												
1	1	1	1	1	1							
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

DISTRICT DEFINED OPTIONAL DATA												
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

Continued on next slide

Completing Demographic Information Back Cover (cont.)

LIEP Classification (Box 21)

- Fill in the bubble next to the Language 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 the *Spring 2021 Florida ACCESS for ELLs Test Administration Manual*.
- **Note:** EL Bilingual, Mixed Class with Native Language Support, No Support Provided, and Parental Refusal are not applicable LIEP Classification codes for Florida.

SCHOOL USE ONLY	
LIEP CLASSIFICATION	
<input checked="" type="checkbox"/>	EL Bilingual
<input checked="" type="checkbox"/>	Mixed Bilingual
<input type="checkbox"/>	EL-Specific Transition Instruction
<input checked="" type="checkbox"/>	Mixed Classes with Native Language Support
<input type="checkbox"/>	EL-Specific with English-only Support
<input type="checkbox"/>	Mixed Classes with English-only Support
<input checked="" type="checkbox"/>	No Support Provided
<input checked="" type="checkbox"/>	Parental Refusal of Services

Accommodations (Box 22)

- 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 *2021 Florida ACCESS for ELLs Accessibility and Accommodations Supplement*.

ACCOMMODATIONS	
<input type="checkbox"/> BR	<input type="checkbox"/> SD
<input type="checkbox"/> EM	<input type="checkbox"/> LP
<input type="checkbox"/> ES	<input type="checkbox"/> MC
<input type="checkbox"/> ET	<input type="checkbox"/> RA
<input type="checkbox"/> HI	<input type="checkbox"/> SR
<input type="checkbox"/> HR	<input type="checkbox"/> RD
<input type="checkbox"/> RI	<input type="checkbox"/> NS
<input type="checkbox"/> RR	<input type="checkbox"/> WD

Continued on next slide

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, <u>5</u> , 6, 7, <u>8</u> , 9, <u>10</u> , 11, <u>12</u> , <u>13</u> , 14, 15, 16 (if applicable), <u>17</u> , <u>19</u> , 21, 22 (if applicable), 23 (if applicable)

Test Invalidation Procedures

The appropriate INV bubble **MUST** be gridded if:

- 1) A student has an electronic device during testing or during a break within a test session.
- 2) A student becomes ill during testing and does not complete the session.
- 3) A student engages in inappropriate testing practices (i.e. cheating; Report is needed).
- 4) A student is 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.
- 8) A student was not provided an allowable accommodation which was indicated on the student's IEP or Section 504 plan.
- 9) A student is disruptive during testing.
- 10) An error occurs in the test administration procedures that could compromise the validity of the test results.
- 11) A major disruption occurs during testing (contact Student Assessment).
- 12) A student is given unauthorized assistance during testing.

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.

Do Not Score This Section For This Student (See the Test Administrator Manual for detailed instructions)				
ABS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INV	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on next slide

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 2021 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 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
<p>Student transfers outside the district, but within the state, during testing and has completed one or more domains</p>	<p>Notify Student Assessment as soon as you know that the student has transferred out of the District or in from another Florida District.</p> <p>The <u>original school</u> should return the partially completed booklet for scoring.</p> <p>The <u>new school</u> should affix a District/School label to a new student response booklet and administer ONLY domains that the student has not been previously administered.</p> <p>A complete score report will be generated and provided to the new school.</p> <p>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.</p>
<p>Student transfers out of state during testing and has completed one or more domains</p>	<p>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.</p>

Do Not Process Labels

Transcribing and Labeling Guidance

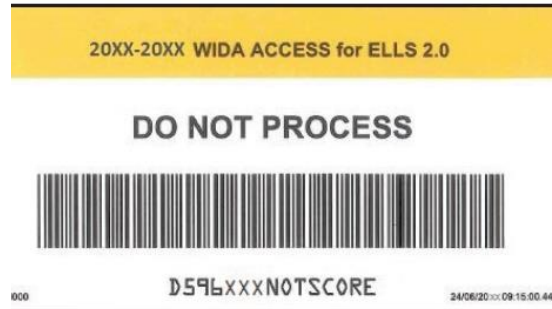
If a booklet becomes soiled and/or damaged, proceed to transcribe responses to a new Student Response Booklet. Transcription guidance is located in the *2020 Florida Accessibility and Accommodations Supplement*.

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.



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 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.

2021 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 2021 *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

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 2020 - 2021 Test Administration and Security Agreement
- Complete the 2020 - 2021 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 Room for Testing

- The test should be administered in a room that has comfortable seating, good lighting, and sufficient workspace.
 - No more than 15 students in the testing room
- Make sure that the room is adequately ventilated and free of distractions.
- Remove or cover all visual aids on student desks and in the room, such as posters showing reading or language arts concepts.
 - **Note:** Alternate ACCESS for ELLs test administrators ONLY have the option to leave material uncovered should covering the print on the walls be considered significantly disruptive for the student.

Continued on next slide

Preparing the Room for Testing (cont.)

- "Do Not Disturb" and "No Electronic Devices" signs must be placed on the outside of each testing room door during test sessions. (Available in the State-Specific Directions)
- Have a watch available or make sure there is a functioning clock in the testing room.

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FLORIDA STATE SPECIFIC DIRECTIONS
ACCESS for ELLs Administration (2020-2021)

Florida Department of Education (FDDE)
ACCESS for ELLs Website


<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ell-stm/>

The purpose of this website is to provide Florida-specific information and resources regarding the administration of the ACCESS for ELLs suite of assessments.

State Specific Directions Contents	Print Guidance (Front and Back)	
	Start	End
Overview of Florida's Policies and Procedures	2	6
FDDE Test Administration and Security Agreement	7	
FDDE Test Administrator's Prohibited Activities Agreement	9	
WIDA Sign-in/Structure User Agreement	11	12
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.		
FDDE 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	21	
Test Session Roster – Group Administration	23	
Florida Testing Sign: No Electronic Devices	25	
Florida Testing Sign: Do Not Disturb	27	
Security Log	29	
Student Planning Sheet	31	
FDDE Native (Home) Language Guide	33	42
Breach(es) of Administration Form	43	

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TESTING



Please Do Not Disturb

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No Electronic Devices



Permitted During Testing

Security Log

- Ensure that proctors and anyone who enters your room for the purpose of monitoring the test sign the *Security Log*.
- Complete testing information for **each** session.
- Available in the State Specific Directions

**FLORIDA STATE SPECIFIC DIRECTIONS
ACCESS for ELLs Administration (2020-2021)**

Florida Department of Education (FDOE)
ACCESS for ELLs Website
<http://www.fdoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stm>

The purpose of this website is to provide Florida-specific information and resources regarding the administration of the ACCESS for ELLs suite of assessments.

State Specific Directions Contents	Print Guidance (Front and Back)	
	Year	Test
Overview of Florida's Policies and Procedures	2	0
FDOE Test Administration and Security Agreement		7
FDOE Test Administrator's Prohibited Activities Agreement		9
WIDA Non-Endorsement User Agreement <i>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.</i>	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		21
Test Session Roster – Group Administration		23
Florida Testing Sign: No Electronic Devices		25
Florida Testing Sign: Do Not Disturb		27
Security Log		29
Student Planning Sheet		31
FDOE Native (Hemol) Language Codes	33	42
Breakers of Administration Form		43



2021 ACCESS for ELLs Security Log

Room Number: _____ District: _____ School: _____

Instructions: For personnel (School Assessment Coordinator, Test Administrators) assigned to monitor this room for ANY length of time, complete this log when entering and exiting the room.

Date	Test Domain/Grade	Time In	Time Out	Print Name	Signature
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		
		a.m. p.m.	a.m. p.m.		

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.



A	B	C	D	E	F	G	H	I	J	K
Material Description	Security Code	Student ID	Last Name	First Name	Grade	Teacher/Room	Listening	Reading	Writing	Speaking
Paper Grade 3 Tier A, Listening, Reading, and Writing Test Booklet(s)	31101098	FL000000011234	Andre	Joshua	3	Smith - 208	P	P	P	A
Paper Grade 3 Tier A, Listening, Reading, and Writing Test Booklet(s)	31101099	FL000000011235	Batista	Linda	3	Smith - 208	P	P	P	P
Paper Grade 3 Tier A, Listening, Reading, and Writing Test Booklet(s)	31101100	FL000000011236	Caldwell	Victor	3	Smith - 208	P	P	P	P
Paper Grades 3 Tier A, Listening, Reading, and Writing Test Booklet(s)	43010281	FL000000011237	Desdamona	Valerie	3	Smith - 208	P	P	P	P
Paper Grades 3 Tier A, Listening, Reading, and Writing Test Booklet(s)	43010282	FL000000011238	Gomez	James	3	Smith - 208	P	P	P	P
Paper Grades 3 Tier A, Listening, Reading, and Writing Test Booklet(s)	43010283	FL000000011239	Torres	Zora	3	Smith - 208	P	P	P	P

Test Session Roster — Group Administration						
Test Date: _____		Time: _____				
Location: _____		Test Administrator: _____				
Test Section (circle all that apply): Listening Reading Writing						
Grade Level(s): _____		Tier (circle one): A B/C				
#	Student ID#	Last Name	First Name	Grade	Student Location — Teacher/Room	Completed Test (Y/N)?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

During the Test

- Make sure the Student Response Booklet has the correct student name and Tier (if applicable).
- Ensure all students have a number 2 pencil to complete responses in the Student Response Booklet.
- If a break is needed during Kindergarten ACCESS for ELLs, do so between Part C and Part D.
- It is important to not mix tiers during ACCESS for ELLs Paper testing.
- For Alternate ACCESS for ELLs, each test section should be administered in a **separate testing session**.

Continued on next slide

During the Test (cont.)

- Ensure that proctors and anyone who enters your room for the purpose of monitoring the test sign the *Security Log* for your testing room.
- Follow the Test Administrator Script exactly.
- Open the *Student Response Booklet* to the correct page.
- Always maintain test security; report security violations or invalidation concerns to the school assessment coordinator.

After Testing

- Collect all materials from all students.
- Review the front and back covers of test booklets once more for any errors or discrepancies in student information.
- Confirm all necessary fields are completed and all necessary labels are correctly affixed to Student Response Booklets.
- Ensure all booklets are in proper condition to be returned with no loose or damaged pages.
- Return test materials to the school assessment coordinator or store the booklets in a secure area until they can be handed over to the school assessment coordinator.



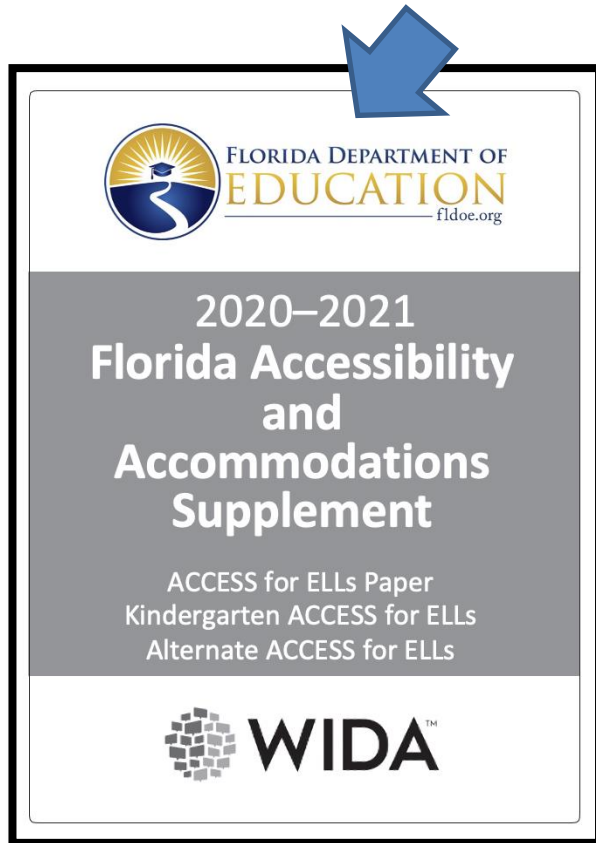
Make-up Test Administration Policies

- Make-up testing may begin on the second day of testing and continue throughout the administration window.
- All security and administration procedures must be followed while conducting make-up sessions. Secure materials must be returned to the School Coordinator and placed in locked storage after ANY administration, initial or make-up.



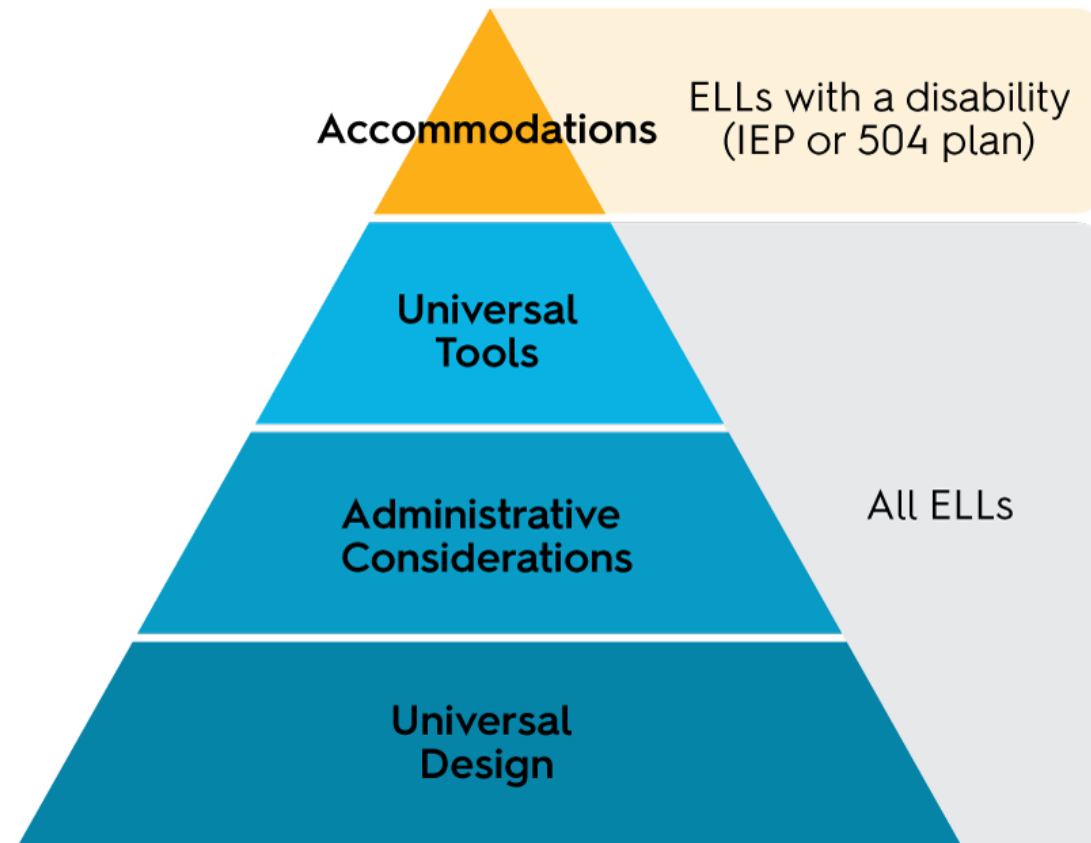
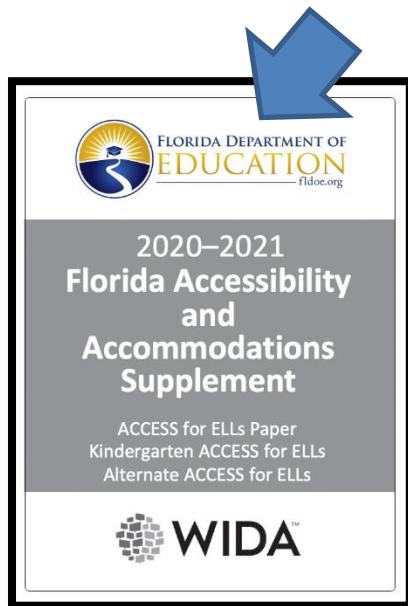
ACCOMMODATIONS

2020 - 2021 Florida Accessibility and Accommodations Supplement



- Replaces the WIDA 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.

Accessibility and Accommodations



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


Accommodations Checklist



2020–2021 Florida Accessibility and Accommodations Supplement

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





ACCESS for ELLs® Paper Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID (FLEID):	Date:			
Grade:		Team Members:			
School:	District:	Completed by:			
Accommodation	ACCESS for ELLs Paper Test Domains				Key Information <i>Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.</i>
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker) (BR)			No		Grades 1–12 test forms are provided in Unified English Braille (UEB). Must be ordered in either contracted or uncontracted. Responses must be transcribed verbatim in a standard Student Response Booklet within 48 hours after testing by TA.
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing to the Bureau of K–12 Assessment.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the recommended time to complete.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for items (HI)		No			The reader must read item text exactly as it appears in the test booklet. Dialogue in the <i>Human Reader Accommodation Script</i> may require two trained TAs.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of test items (RI)		No			Oral repetition of Listening, Speaking, and Writing test items by in-person human reader. Listening items may be repeated only one time. Speaking and Writing items can be repeated multiple times.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.
Large Print (LP)					18-point font. Responses must be transcribed verbatim in standard Student Response Booklet within 48 hours after testing by TA.
Manual control of item audio (MC)		No			Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		No			TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. During the test, TA writes student responses as the student dictates responses directly into the test book.
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond, and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in a standard Student Response Booklet within 48 hours after testing by TA.

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) - UEB

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.

ACCESS for ELLs

Accommodation or Administrative Consideration?

ACCESS for ELLs Accommodation	FSA Accommodation
<p>Extended testing time within the school day (ET)</p> <ul style="list-style-type: none">- Listening, Reading, and Writing domains may have until the end of the school day.- Speaking domain may only have <u>twice</u> the recommended time to complete.	<p>Flexible Scheduling</p> <ul style="list-style-type: none">- Extended time must be provided in accordance with the student's IEP or Section 504 Plan. Extended time is not unlimited. Each test session must be completed within one school day.
<p>Human Reader Accommodations:</p> <ul style="list-style-type: none">- Human Reader for items (HI),- Human reader for response options (HR)- Human reader for repeat of test items (RI)<ul style="list-style-type: none">o Listening items may repeated only <u>one</u> timeo Speaking and Writing items may repeated <u>multiple</u> times- Human reader for repeat of response options one time (RR) <p>Note: Human Reader accommodations are not permissible for the Reading domain. Students CANNOT have any portion of the Reading domain read to them.</p>	<p>Flexible Presentation</p> <ul style="list-style-type: none">- Oral presentation of test directions, prompts, questions, and answer choices in – ELA Writing; ELA Reading; Math; Science.<ul style="list-style-type: none">o Passages in ELA Reading and ELA Writing may not be read aloud to students

(continued on next slide)

ACCESS for ELLs

Accommodation or Administrative Consideration? (cont.)

ACCESS for ELLs Accommodation	FSA Accommodation
Scribed Response (SR) <ul style="list-style-type: none">- Responses must be scribed verbatim in paper test booklet at the time of testing by the test administrator.- Written response (typed)<ul style="list-style-type: none">o Transcription of the response into the paper-based test is required within 48 hours of testing.	Flexible Responding <ul style="list-style-type: none">- Dictation of response to a test administrator/proctor;- Oral rather than written response- Written response (typed)<ul style="list-style-type: none">o Transcription of the response into the paper-based test is not required.
Administrative Consideration – Individual or Small Group Setting <p>Note: Administrative Considerations are available to all students, with or without an IEP or Section 504 plan.</p>	Flexible Setting <ul style="list-style-type: none">- ELLs may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator.
Administrative Consideration – Frequent or Additional Supervised Breaks <p>Note: Administrative Considerations are available to all students, with or without an IEP or Section 504 plan.</p>	Flexible Scheduling <ul style="list-style-type: none">- ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
English-to-heritage language and/or heritage language-to-English translation dictionary, glossary are NOT permissible accommodations for the ACCESS for ELLs suite of assessments.	Approved Dictionary and Glossary <ul style="list-style-type: none">- ELLs should have access to an English-to-heritage language and/or heritage language-to-English translation dictionary, glossary, or both, such as those made available to ELLS in an instructional setting.

Accommodation Considerations

1. Does the accommodation address the student's special need(s)?
2. Does the student have experience with the given accommodation(s) on an ongoing basis in the classroom or testing situations?
3. Does the accommodation maintain the validity of the construct of what the test measures?
4. Does the test administrator know the student and how to accurately apply the accommodation?

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.

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 *

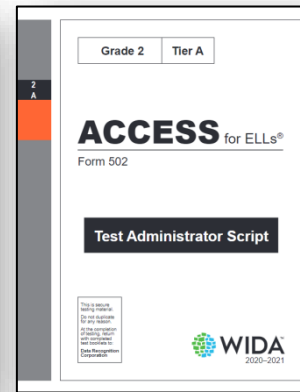
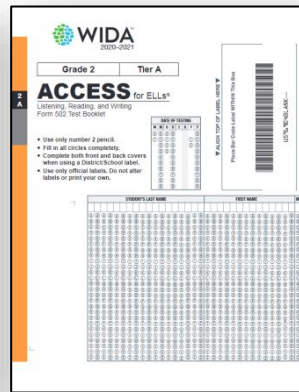
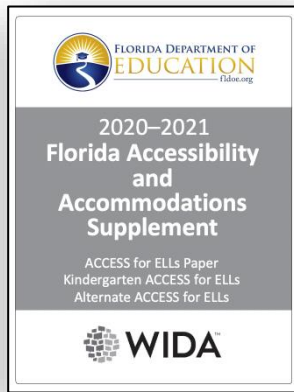
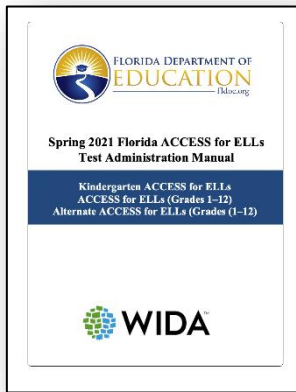
ACCESS for ELLs Paper

- A secure large-scale English language proficiency assessment
- An annual assessment used by WIDA Consortium member states
- Language Assessment for English language learners (ELLs) in grades K-12



General Administration Responsibilities

- Review the Spring 2021 Florida ACCESS for ELLs Test Administration Manual and the 2020 – 2021 Florida Accessibility and Accommodations Supplement.
- Distribute needed test materials and equipment
- Follow procedures and scripts exactly
- Always keep test materials secure



Tier Placement Protocol (Grades 1-12)

Tier A - Corresponds to ESOL Level 1

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

Tier B - Corresponds to ESOL Level 2

- For ELLs who have social language proficiency and some, but not extensive, academic language proficiency in English; and/or
- have acquired some literacy in English, though have not yet reached grade level literacy.

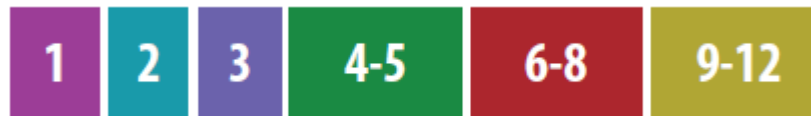
Tier C - Corresponds to ESOL Level 3 or 4

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

ACCESS for ELLs Paper Grade Level Clusters

Six Grade Level Clusters for Paper:

Listening, Reading, and Writing Domains



Five Grade Level Clusters for Paper:

Speaking



ACCESS for ELLs Paper Experience

- **Media-delivered Listening and Speaking** using pre-recorded prompts
- **Rating Scale** used by test administrator to score student speaking compared to a model response
- **Central scoring** for the Listening, Reading, and Writing domains

ACCESS for ELLs Paper

Administration Format	Approximate Administration Time*	Recommended Scheduled Testing Time
Group: Listening, Reading, Writing	<p>Listening: 20–40 minutes</p> <p>Reading: 50 minutes</p> <p>Writing:</p> <ul style="list-style-type: none"> • Grade 1, Tier A: 25 minutes • Grades 2–12, Tier A: 60 minutes • Grades 1–12, Tier B/C: 65 minutes 	<p>Listening: 60 minutes</p> <p>Reading: 70 minutes</p> <p>Writing:</p> <ul style="list-style-type: none"> • Grade 1, Tier A: 40 minutes • Grades 2–12, Tier A: 75 minutes • Grades 1–12, Tier B/C: 80 minutes
Individual: Speaking	Speaking: 15–30 minutes	Speaking: 45 minutes

* Time needed to answer test questions

Administering ACCESS for ELLs Paper

- Recommended domain order of administration

Listening



Reading



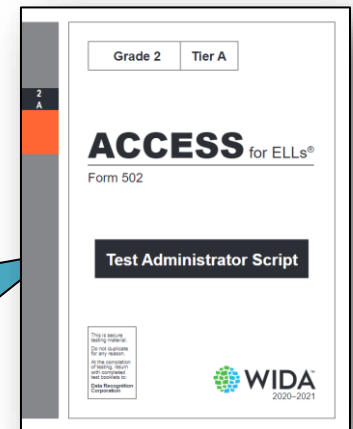
Writing



Speaking



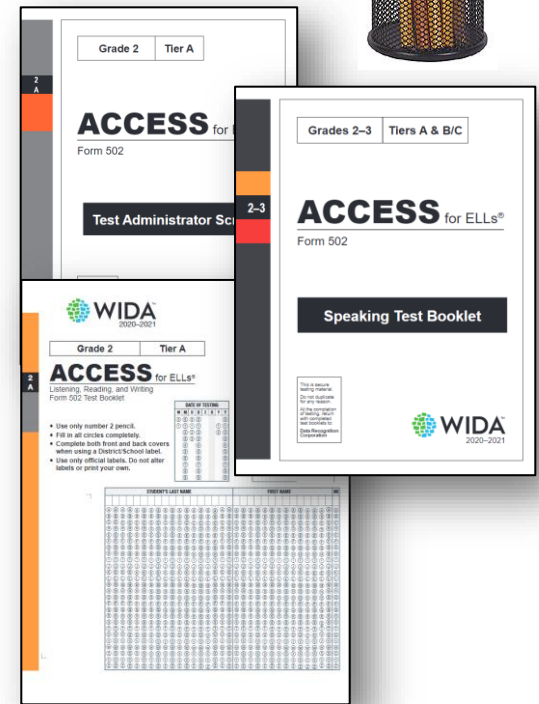
The domains may be administered in any order, but this order matches the test administrator scripting




Understand the Test Booklet and Student Response Booklet



- Each test will begin with MANDATORY practice or sample items. The Test Administrator Script includes mandatory scripts
- Tests are organized by **theme folders** – A series of questions about one topic with graphic and/or text support
- Students respond in the Student Response Booklet for the Listening, Reading, and Writing Domains.
- The test administrator records the Speaking scores in the Student Response Booklet, while the student has the Speaking Test Booklet.



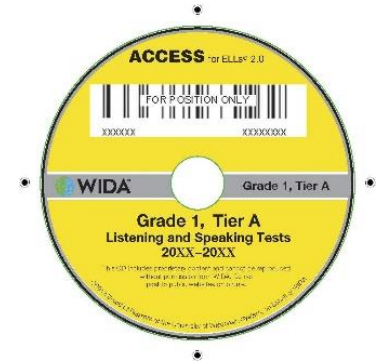
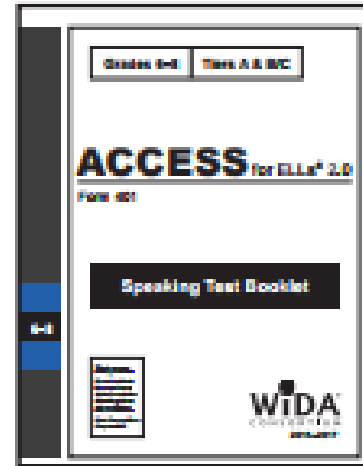
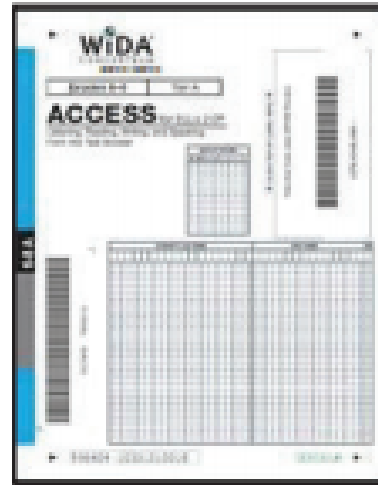
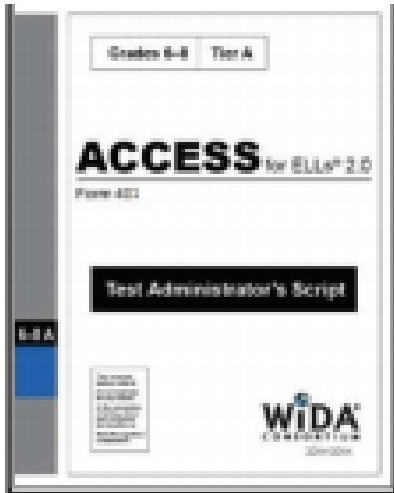


ACCESS for ELLs (Grades 1–12) Overview

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

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

Situations to Pause the Assessment

1

Interruptions or Emergency

- Fire drill
- Announcement
- Loud noise outside

Pause Testing Session

Resume test from beginning
of last item

Situations to Pause the Assessment

2

Audio Issues

- Technical difficulties
- CD not working

Instruct students to wait while technicality is resolved

Situations to Pause/Discontinue the Assessment

3

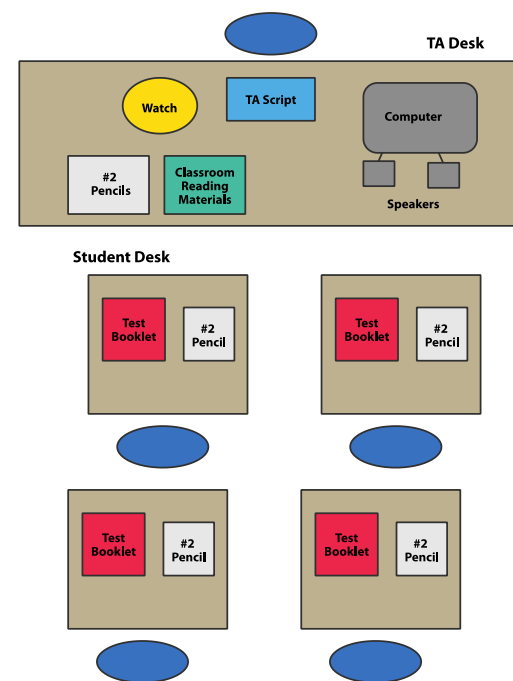
If the student is having an unusually difficult time responding, you may discontinue a domain.

Try again later. If the second attempt is also unsuccessful, discontinue domain altogether. Leave remaining items blank. Do not mark the Do Not Score Code.

Listening, Reading, and Writing (Grades 1–12)

Group Administration

- Arrange the room so that each student will have enough workspace for the test materials.
- There must be sufficient space (at least three feet) between students to prevent cheating.
 - CDC COVID-19 guidelines call for 6 feet social distancing wherever possible
- Make sure that students are not facing each other when seated at tables and are not in seating (stadium or staggered) that allows them to view another student's answers.
- All students should be tested in the same manner



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)

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

The diagram illustrates the layout of a listening test page. On the left, five callout boxes provide instructions:

- Read all bold text aloud.** (Points to the bolded instructions in the top right section)
- Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.** (Points to the unbolded instructions in the top right section)
- Instructions for controlling the Listening or Speaking Test audio recording appear in all caps.** (Points to the 'PRESS PLAY (TRACK 1)' instruction)
- All text with a grey background must NOT be read aloud by the test administrator. Use these parts for reference or to follow along with the Listening Test audio recording.** (Points to the audio script content in the bottom right section)
- The track number is displayed to the left of recorded audio for easy reference.** (Points to the 'TRACK 1' label)

The main content of the page is as follows:

You should be looking at the page labeled "Practice 1" at the top.

Look at the big picture. The big picture will help you understand what you hear.

Now, when I start the recording, you must listen carefully because you will hear everything only one time. First you will hear some directions, and then you will answer Letter A at the bottom. Put your finger on Letter A to show me that you found it.

Scan the room and make sure all students are in the right place. If necessary, show students Letter A by holding up the next page of the script and pointing to Letter A.

O.K. Now listen carefully to the recording.

PRESS PLAY (TRACK 1)

TRACK 1

Narrator:
Practice 1.
Look at the big picture. It shows Ms. Miller and her students working in a classroom. Listen to what they say.

Letter A.

Female student:
Ms. Miller, what time is it?

Female teacher:
The clock tells you the time. It is eleven o'clock.

Narrator:
Which picture shows a clock?

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 no more than 55 minutes

- **Do not read aloud test items or response choices**
- Follow the Test Administrator's Script EXACTLY
- 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.
- Stop signs do **not** indicate the end of the test.



NOTE: Follow the Script Exactly!

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

Writing Administration - Summary

ACCESS for ELLs Paper Session 2 Writing Administration (Group Administered)		
Grade-level Cluster	Tier	Time to Administer
1	A	30 minutes plus five (5) additional minutes to finish writing if needed
	B/C	60 minutes plus five (5) additional minutes to finish writing if needed
2, 3, 4–5, 6–8, 9 12	A	45 minutes, plus fifteen (15) additional minutes (five minutes per task) to finish writing if needed
	B/C	60 minutes, plus five (5) additional minutes to finish writing if needed

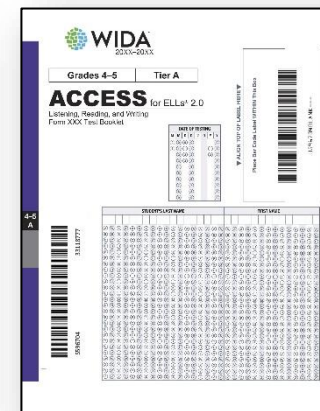
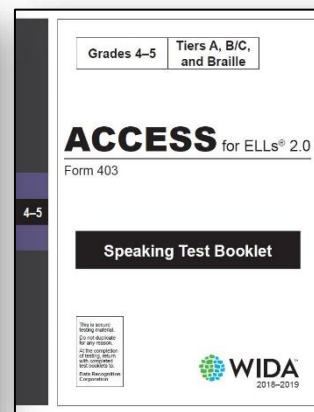
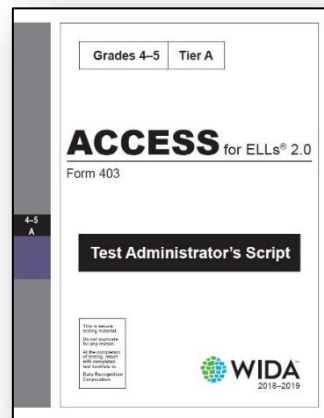
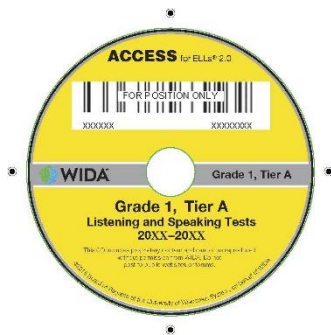
Monitoring the Writing Test

- 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.
 - Individual check-ins occur when students raise their hand as they arrive at a stop sign.
 - Whole group check-ins should be performed simultaneously with all students.
- Stop signs **do not** indicate the end of the test.



Speaking Domain Information

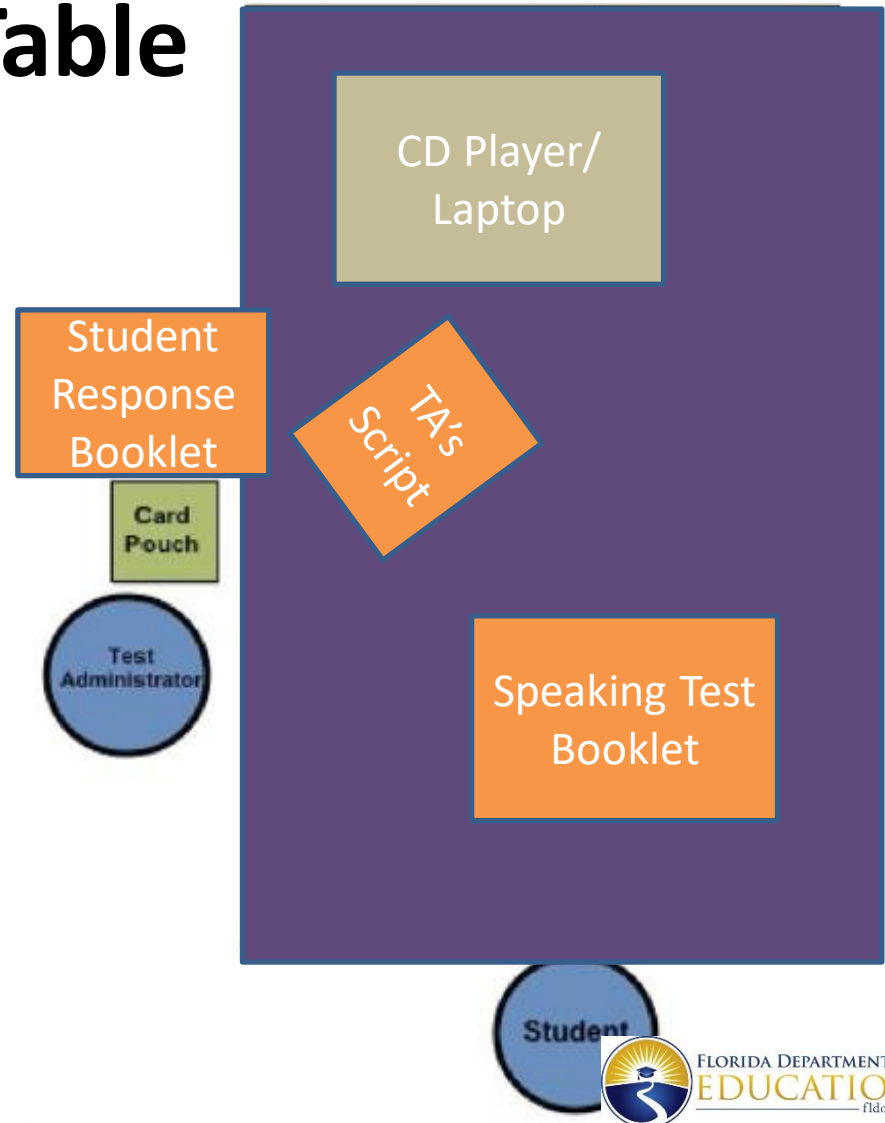
- Media-delivered. Equipment needed: CD player and speakers.
- Materials needed: Test Administrator Script, Speaking Test Booklet, CD, Student Response Booklet, and number 2 pencil.
- Test administration should take place in a quiet room free of distractions.



Speaking (Grades 1–12)

Set-up on Table

- The test administrator should sit at a right angle to the student, rather than across from or next to the student.
- Test administrators must assemble the materials needed to administer the test.
- All students should be tested in the same manner.
- Follow CDC COVID-19 guidelines for social distancing (6 ft) if possible.



Speaking Administration Times

- Takes approximately 15 to 30 minutes per student. Higher grade-level clusters and tiers will take longer.

Tier A Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	Task 1	Task 2
Part A	Social and Instructional Language	Proficiency Level 1	Proficiency Level 3
Part B	Language of Language Arts Language of Social Studies		
Part C	Language of Mathematics Language of Science		

Tier B/C Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	Task 1	Task 2
Part A	Social and Instructional Language	Proficiency Level 3	Proficiency Level 5
Part B	Language of Language Arts Language of Social Studies		
Part C	Language of Mathematics Language of Science		

Administering the Speaking Test

1. Prepare the Listening and Speaking Test CD to begin at the appropriate track number.
2. Read the Test Administrator Script aloud to the student to begin the practice items.
3. Press "Play" when indicated in the script to begin the Directions and Practice. The virtual test administrator guides the student through this section. Do **not** score the practice items.
4. Follow along with the student as he or she goes through the Directions and Practice. Use the guidelines for monitoring the test and prompting provided in the Test Administrator Script.
5. Press "Pause" after the end of the Directions and Practice.

(continued on next slide)

Administering the Speaking Test (cont.)

6. Read the Test Administrator Script aloud to begin the test.
7. Press "Play" when indicated in the script to begin administration of the test.
8. Follow along with the student as he or she goes through the test. Monitor the test according to the guidelines provided in the Test Administrator Script.
9. Evaluate and score student responses immediately after the student gives a response to each task.
10. Record the score on the Speaking Test Scoring Sheet with a number 2 pencil before the next audio track begins.

**Important: Do not use a pen to record scores,
use a number 2 pencil, ONLY!**

Prompting During Testing

Here are guidelines for how to respond to situations that may occur during the administration of the Speaking Test:

	SITUATION	RESPONSE
Understanding How to Respond	If the student does not know how to respond to a <u>practice</u> question,	Press pause and assist the student in understanding what to do. For example, you can point to the speech bubble, and say: <i>Remember, when the speech bubble is blue that means it's your turn to answer. After you hear Ms. Lee, say your answer clearly.</i>
	If the student does not know how to respond to a <u>scored test</u> question,	Say: <i>Try your best. If you can't answer a question, it's O.K. to say, "I don't know."</i>
	If the student asks for help answering a <u>scored test</u> question,	Say: <i>Do your best to answer the question.</i>
	If the student completes a response, and is unsure of what to do during the remaining silence,	Say: <i>It's O.K. if you finish your answer before the recording starts again. Wait for the next part.</i>
Page Turning	If the student is not turning the page when instructed,	Say: <i>Remember to turn the page when Ms. Lee tells you.</i> You may turn the page for the student, if needed.
	If the student attempts to turn back to previous pages or to look ahead,	Say: <i>Please stay on this page.</i>
Volume and Clarity	If the student is talking too quietly,	Say: <i>Remember to speak clearly when you answer.</i> Say: <i>Please speak loudly so I can hear you.</i>
Response Length	If the student needs encouragement to provide a more extended response,	Say: <i>Can you say more about that?</i> However, DO NOT repeat or rephrase the test questions.

- Test administrators may prompt the student to respond or to provide more extended answers.
- Use scripted prompt language provided in the Test Administrator Script to assist the student.

Test Administrator

Do's and Don'ts During Speaking

- Do **not** pause any audio.
- Allow each track to play **only one** time. 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.

Test Administrator

Do's and Don'ts During Speaking

(cont.)

- Help the student if he or she needs assistance navigating the test or understanding what to do (e.g., turning pages; understanding when to respond).
- The test administrator should **not** help the student with any test content (e.g., rephrasing questions).

Test Administrator

Do's and Don'ts During Speaking (cont.)

- The test administrator may prompt the student to respond or to provide more extended answers.
- Only use the scripted language provided in the Test Administrator Script to assist the student.
- Be objective in your scoring. At all task levels, responses of "I don't know" must be scored **Attempted**.
- Do not use a separate sheet to record scores.

Kindergarten ACCESS for ELLs

- A secure large-scale English language proficiency assessment
- An annual assessment used by the Florida Department of Education (FDOE)
- Language Assessment for English language learners (ELLs) in Kindergarten
- Paper-based test individually administered in a game-like interactive format



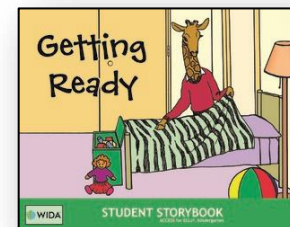
ACCESS for ELLs Kindergarten

Administration Format	Approximate Administration Time	Recommended Scheduled Testing Time
Individual	45 minutes	60 minutes

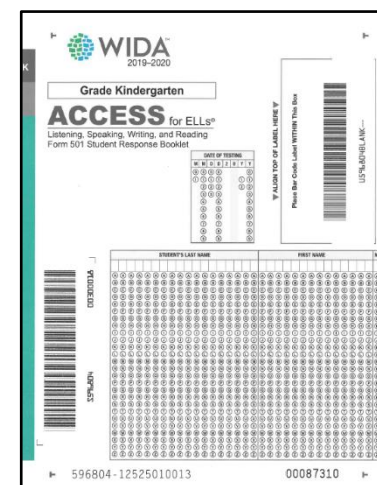
Due to the adaptive nature of the test, high proficiency students will likely take longer and beginning proficiency students might need significantly less time.

Testing Materials (1 of 2)

- 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

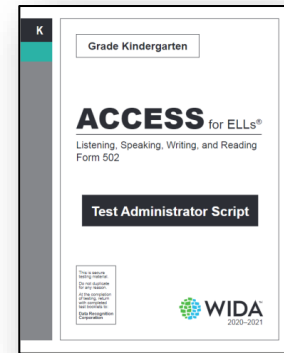


Student Story Booklet



Student Response Booklet

Testing Materials (2 of 2)



Test Administrator Script

- Kindergarten **Test Administrator Script** contains:
 - Moving on/winding down script
 - Expect boxes to assist with scoring students' speaking responses
- Kindergarten **Student Activity Board**
 - One panel is opened at a time, to reveal graphics related to the expository story
- Kindergarten **Cards & Card Pouch Booklet**
 - Students may be asked to point to the correct card, find the cards that go together, or move the car to the appropriate place

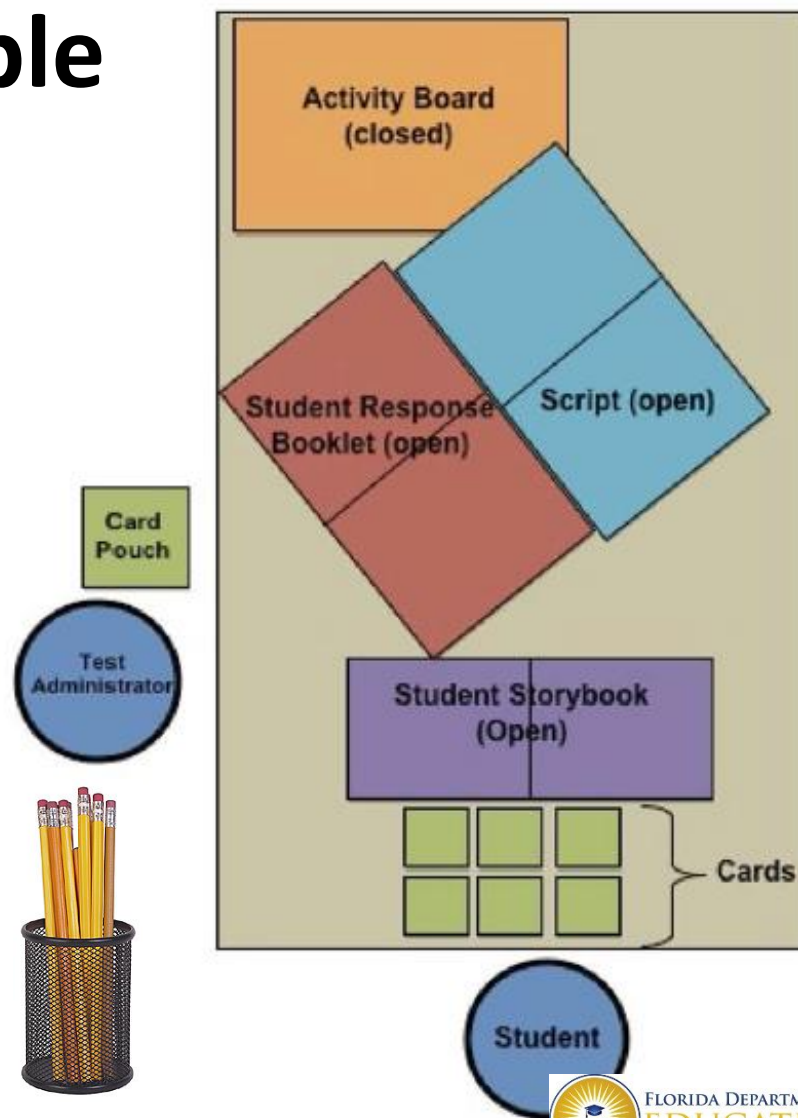
Student Activity Board



Cards and Card Pouch Booklet

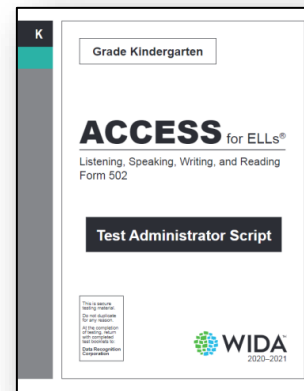
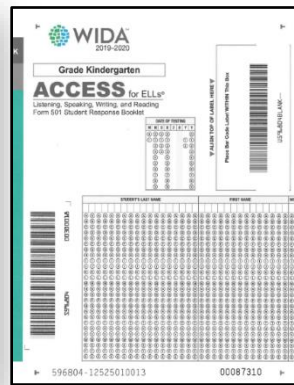
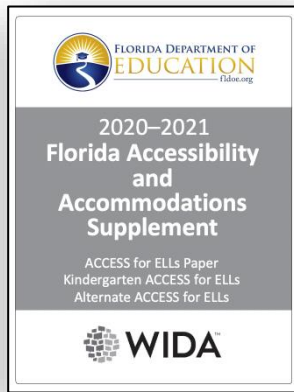
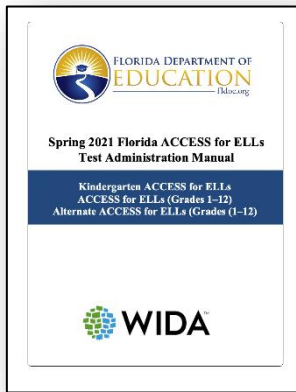
Kindergarten Set-up on Table

- Do not leave materials unattended before or after testing.
- Keep cards in order within the pouch.
- Follow social distancing requirements, as possible.
- Clear plastic shields are recommended.



General Administration Responsibilities

- Review the Spring 2021 Florida ACCESS for ELLs Test Administration Manual and the 2020 – 2021 Florida Accessibility and Accommodations Supplement.
- Distribute needed test materials and equipment
- Follow procedures and scripts exactly
- Always keep test materials secure



Accommodations Checklist



2020–2021 Florida Accessibility and Accommodations Supplement


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



Kindergarten ACCESS for ELLs[®] Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:				Date:
Grade:					Team Members:
School:	District:				Completed by:
Accommodation	ACCESS for ELLs Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment official.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed.
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who are unable to write due to a disability, TA writes student responses as the student dictates responses directly into the test book during testing.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

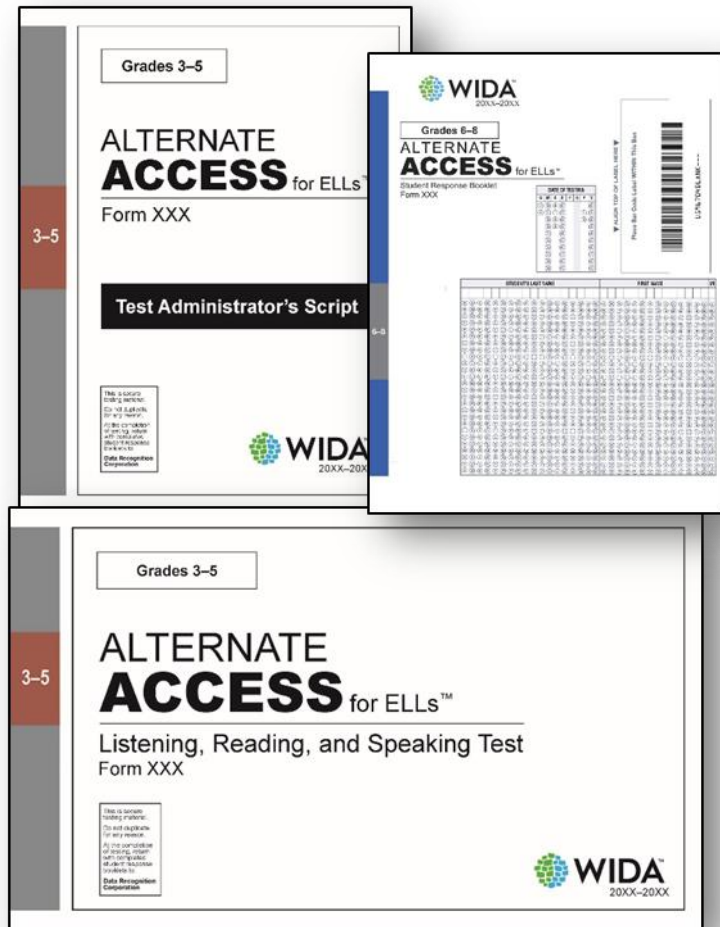


**Alternate ACCESS for ELLs
(Grades 1–12)
Overview**

Alternate ACCESS for ELLs

- Alternate ACCESS for ELLs is a large-scale test of English language proficiency intended for ELLs with the most significant cognitive disabilities who participate in ACCESS Points curriculum and/or the Florida Standards Alternate Assessment (FSAA).
- Developed specifically for students identified as English language learners with significant cognitive disabilities
- Measures student performance in relation to the WIDA Alternate English Language Proficiency levels

Alternate ACCESS for ELLs Test Design



- Paper and pencil test
- Individually administered
 - 4 sections (Domains)
 - 8 - 10 Tasks in each domain
 - 20 minutes each (Approximately)
- Test format
 - Selected response: listening and reading
 - Constructed response: speaking and writing
- All sections are hand-scored by test administrator.

Domains & Grade Level Clusters – Alternate ACCESS

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

1-2

3-5

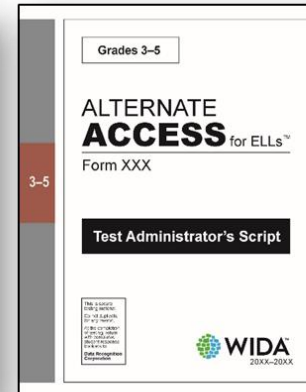
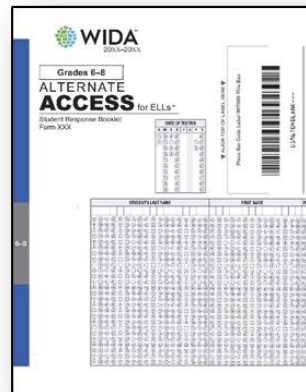
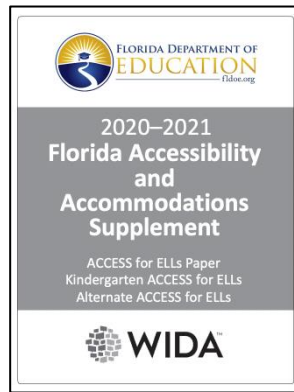
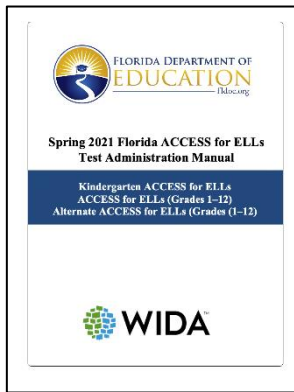
6-8

9-12

General Administration Responsibilities

Alternate ACCESS

- Review the Spring 2021 Florida ACCESS for ELLs Test Administration Manual and the 2020 -2021 Florida Accessibility and Accommodations Supplement.
- Distribute needed test materials and equipment
- Follow procedures and scripts exactly
- Always keep test materials secure



Who Should Administer the Alternate ACCESS for ELLs?

- Teacher or licensed staff (online quiz)
- 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 Script
 - Student Response Booklet
 - Spring 2021 Florida ACCESS for ELLs Test Administration Manual
 - Individual student supports
 - 2020 - 2021 Florida Accessibility and Accommodations Supplement

Complete First Two Pages in the Student Response Booklet

- Additional Student Information
 - Disability
- Test Administration Information

Additional Student Information

Please fill out the information below for this student. Indicate the student's primary disability category as indicated in the student's Individualized Education Program (IEP). If appropriate, indicate secondary disability category.

Does (or will) the student participate in any state alternate assessment(s)? Yes No

Number of years student has been exposed to academic English: 0 1 2 3 4 5 6 7 8 9 10 11 12

Disabilities	Primary Disability (Choose 1)	Secondary Disability (Choose 1 if applicable)
Autism (AUT)	<input type="radio"/>	<input type="radio"/>
Cognitive Disability (CD)	<input type="radio"/>	<input type="radio"/>
Deaf/Blind (DB)	<input type="radio"/>	<input type="radio"/>
Emotional Behavioral Disability (EBD)	<input type="radio"/>	<input type="radio"/>
Deaf/Hard of Hearing (DHH)	<input type="radio"/>	<input type="radio"/>
Other Health Impairment (OHI)	<input type="radio"/>	<input type="radio"/>
Orthopedic Impairment (OI)	<input type="radio"/>	<input type="radio"/>
Significant Developmental Delay (SDD)	<input type="radio"/>	<input type="radio"/>
Specific Learning Disability (SLD)	<input type="radio"/>	<input type="radio"/>
Speech and Language Disability (SL)	<input type="radio"/>	<input type="radio"/>
Traumatic Brain Injury (TBI)	<input type="radio"/>	<input type="radio"/>
Blind/Visually Impaired (BVI)	<input type="radio"/>	<input type="radio"/>

Test Environment (Mark all that apply.)

Familiar environment to student (e.g., familiar classroom, office, home)	<input type="radio"/>
Quiet environment	<input type="radio"/>
Minimal distractions	<input type="radio"/>
One-to-one interaction with test administrator	<input type="radio"/>

In what areas of the test were accommodations used? (Mark all that apply.)

Test directions	<input type="radio"/>
Presentation format	<input type="radio"/>
Response format	<input type="radio"/>
Setting format/environment	<input type="radio"/>
Timing/scheduling	<input type="radio"/>
Other: Please specify <input type="text"/>	<input type="radio"/>

Test Administrator Title (Mark all that apply.)

Special education teacher	<input type="radio"/>
ES/ubilingual teacher	<input type="radio"/>
General education teacher	<input type="radio"/>
Speech/language pathologist	<input type="radio"/>
School psychologist	<input type="radio"/>
School counselor	<input type="radio"/>
LEA test administrator	<input type="radio"/>
Other: Please specify <input type="text"/>	<input type="radio"/>

Test Administrator's knowledge of student's abilities (Mark all that apply.)

Has knowledge of the student's current IEP	<input type="radio"/>
Has knowledge of the student's academic programming	<input type="radio"/>
Has previously implemented accommodations for the student	<input type="radio"/>
Has an established relationship with the student	<input type="radio"/>
Has limited knowledge of the student's abilities	<input type="radio"/>
Is unfamiliar with student's abilities	<input type="radio"/>



Accommodations Checklist



2020–2021 Florida Accessibility and Accommodations Supplement

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



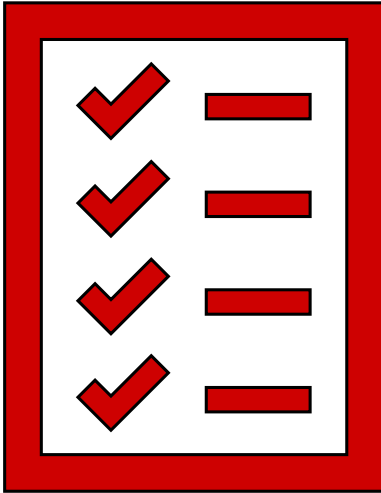



Alternate ACCESS for ELLs[®] Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID (FLEID):	Date:
Grade:		Team Members:
School:	District:	Completed by:

Accommodation	Alternate ACCESS for ELLs Test Domains				Key Information <small>Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.</small>
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in the standard Student Response Booklet within 48 hours after testing by TA. For Writing test, spell and grammar checker, dictionary/thesaurus, and access to internet must be turned off. Delete once finished.



**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.

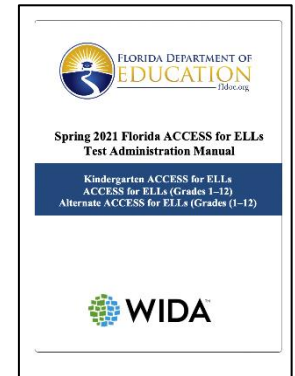
Large Print and Braille Student Response booklets

- 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.

What to Include in the Return Shipment

Secure Materials to return	Materials you do not need to return to DRC
<ul style="list-style-type: none"> • Student Response Booklets, by grade, in plastic bag packages • All Test Administrator Scripts • Speaking Test Booklets • Listening and Speaking Tests CDs • All used and unused large print and braille test materials • Alternate ACCESS for ELLs Listening/Reading/Speaking Test Booklets • Kindergarten ACCESS for ELLs ancillary materials 	<ul style="list-style-type: none"> • Original signed 2021 ACCESS for ELLs Test Administration and Security Agreement(s)* • Original signed 2021 ACCESS for ELLs Test Administrator Prohibited Activities Agreement(s)* • Completed 2021 ACCESS for ELLs Security Log(s)* • Original signed 2021 ACCESS for ELLs Security Checklist(s)* • WIDA Test Session Forms* • Completed Test Materials Chain of Custody Form • Seating Charts, as required by your district • Packing Lists, if applicable • Return Kit Materials (Bags, Ties, Return Shipping Labels) • USED Student Planning Sheets (must be destroyed locally in a secure manner)
<p align="center">Unused Pre-ID and District/School Labels These labels may or may not be returned depending on your district's material security policy.</p>	

* These documents can **only** be destroyed in a secure manner after scores for the 2021 ACCESS for ELLs administration are reported.



Return Window:
January 26 – March 26, 2021

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)
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 (Do not return, destroy securely)~~
10. Unused Student Response Booklets (no label needed for UNUSED booklets)
11. Defective Materials (if applicable)

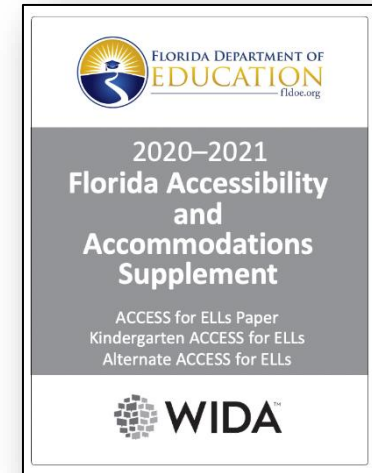
Note: Place Unused Student Response Booklets
at the Bottom of the Box

Return of Special Test Documents

If a large print or braille accommodated format has student responses, the test administrator **must** transcribe the student's exact responses into a standard version test booklet **within 48 hours of testing**. Transcription guidance is provided in the *2021 Florida Accessibility and Accommodations Supplement*.

- Affix assigned Pre-ID label and grid the Accommodation in Box 20 of the student response booklet.
- Large print and braille test booklets can be folded to fit inside regular boxes.

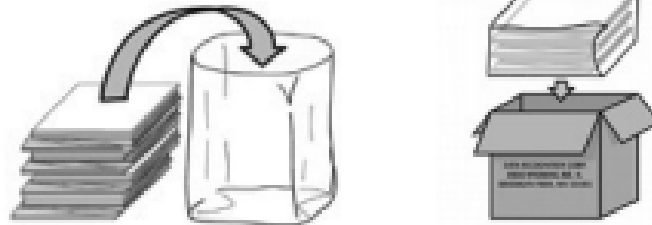
Important: Student responses not transcribed into a standard booklet will NOT be scored.



ACCOMMODATIONS	
<input type="radio"/> BR	<input type="radio"/> SD
<input type="radio"/> EM	<input type="radio"/> LP
<input type="radio"/> ES	<input type="radio"/> MC
<input type="radio"/> ET	<input type="radio"/> RA
<input type="radio"/> HI	<input type="radio"/> SR
<input type="radio"/> HR	<input type="radio"/> RD
<input type="radio"/> RI	<input type="radio"/> NS
<input type="radio"/> RR	<input type="radio"/> WD

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 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.

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 26, 2021**)
- Contact UPS at 1-866-857-1501, specify that you are using pre-paid return labels.
 - Count your boxes and advise UPS of that count
 - Make a note of the UPS Tracking number for each package
- Follow instructions on page 63 of the Test Administration Manual

ACCOUNTING FOR ALL ACCESS for ELLs

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

Additional Resources

Additional Resources										
1	MATERIALS SPECIAL DOCUMENT KITS Include all/some of the following materials: Accommodated Test Book, Regular Test Book, Script, Student Story Book, Activity Board, Cards and Card Pouch. ALL items must be returned as a "KIT."	MATERIALS RECEIVED				MATERIALS RETURNED/REPORTED <i>Missing, Lost, Damaged or Destroyed materials must be reported. Special Document KITS are to include Regular Print Books.</i>				Are ALL materials accounted for? <i>(Column L = Column E)</i>
		INITIAL Delivery <i>(Physical Count)</i>	ADDITIONAL Orders <i>(Physical Count)</i>	Special Document KITS <i>(Large Print and/or Braille)</i>	TOTAL QTY RECEIVED	USED Materials <i>(include Special Docs KITS)</i>	UNUSED Materials <i>(include Special Docs KITS)</i>	Missing, Lost, Damaged or Destroyed	TOTAL QTY RETURNED	
KINDERGARTEN										
4	Ancillary Materials Kit	5	1	1	7	6	1	0	7	YES
5	Student Response Booklet			n/a					0	
GRADE 1										
7	TIER A Test Administrator's Script			n/a					0	
8	TIER B/C Test Administrator's Script			n/a					0	
9	Listening/Speaking TIER A CD			n/a					0	
0	Listening/Speaking TIER B/C CD			n/a					0	
1	TIERS A, B/C & Braille Speaking Test Books								0	
2	TIER A Listening, Reading & Writing Test Books								0	
3	TIER B/C Listening, Reading & Writing Test Books								0	
GRADE 2										
5	TIER A Test Administrator's Script			n/a					0	
6	TIER B/C Test Administrator's Script			n/a					0	
7	Listening/Speaking TIER A CD			n/a					0	
8	Listening/Speaking TIER B/C CD			n/a					0	
9	TIER A Listening, Reading & Writing Test Books								0	
0	TIER B/C Listening, Reading & Writing Test Books								0	
GRADE 2-3										
12	TIERS A, B/C & Braille Speaking Test Books								0	
GRADE 3										
14	TIER A Test Administrator's Script			n/a					0	
15	TIER B/C Test Administrator's Script			n/a					0	
16	Listening/Speaking TIER A CD			n/a					0	

District Assessment Coordinator Envelope

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

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.

YEAR:

School Number:

School Name:

PRINT AND SECURELY TAPE TO THE SIDE OF THE ENVELOPE

STAY TUNED for
UPDATED
INFORMATION!!!

FOLD

Parent/Guardian Resources

- Notification Letter in English, Spanish, and Haitian-Creole
- Parent Handouts in 6 Languages for ACCESS for ELLs and Alternate ACCESS for ELLs (FDOE's ACCESS for ELLs (FDOE's ACCESS for ELLs webpage)

You may use the template below to notify parents/guardians of the upcoming ACCESS for ELLs administration. Please modify the red fields and place the letter on school or district letterhead prior to distribution. You may also use this language to post to your school or district website or distribute to parents/guardians via email.

[Date]

Dear Parent/Guardian,

The purpose of this letter is to inform you that your student will be taking the [ACCESS for ELLs, Alternate ACCESS for ELLs] between January 25, 2021 and March 19, 2021. [ACCESS for ELLs, Alternate ACCESS for ELLs] measures your student's progress in listening, speaking, reading, and writing English language skills. Later this spring, your student will receive an Individual Student Report that provides information about how well he or she is progressing in the English language.

Please review the following policies with your child before testing:

- **Electronic Devices**—If your student is found with ANY electronic devices, including, but not limited to, cell phones and smart phones, at any time during testing OR during breaks, his or her test section will be invalidated, which means it will not be scored. The best practice is for students to leave electronic devices at home or in their lockers on the day of testing.
- **Leaving Campus**—If your student leaves campus before completing a test section (for an appointment, illness, etc.), he or she WILL NOT be allowed to complete that test section. If your student does not feel well on the day of testing, it may be best to reschedule.

To learn more about [ACCESS for ELLs, Alternate ACCESS for ELLs] exclusively online (<http://fldoe.org/ells.htm>) under Assessment Resources, you may contact [School Contact] at [School Contact].


Thank you for supporting your student's learning.

Sincerely,

[Principal Name]

What is ACCESS for ELLs?

ACCESS for ELLs is an English language proficiency test that measures students' academic English language skills.




ELL
An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

Language Proficiency
A language proficiency level is a measurement of where students are in the ongoing process of building language skills. When students reach the highest levels of language proficiency, they no longer need language support services.

Your child was identified as an ELL, which means your child can have instruction in English, in addition to taking other classes. ELLs take an English language proficiency test every year.

Testing helps teachers understand whether students have the language skills they need to fully participate in the classroom. Your child's teachers use ACCESS for ELLs test scores as they decide how best to teach your child.

Test scores also help teachers track your child's progress in learning academic English and help schools decide what English language support services to provide. You can use test information to advocate for your child at school.

 **WIDA** WIDA is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison. © 2020 The Board of Regents of the University of Wisconsin System, on behalf of WIDA.

2020 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**


Florida's ACCESS for ELLs Results

Results will provide:

- data useful for charting student progress over time and, for the newly arrived students, charting progress over the first year.
- information about the language proficiency levels of individual students that can be used in making decisions regarding exit from English for Speakers of Other Languages (ESOL) programs.
- useful information about students' strengths and weaknesses in English.

Results will NOT be used for:

- grade-level placement
- grade promotion or retention decisions





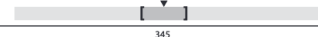
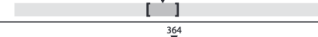




ACCESS for ELLs[™]
English Language Proficiency Test

NAME
Birth Date: | Grade: 11
Tier: B
District ID: | State ID:
School:
District:
State:

Individual Student Report 2020

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level <small>(Possible) 0-6.0</small>	Scale Score <small>(Possible) 100-600</small> and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>				
		1	2	3	4	5
Listening	3.4					
Speaking	2.4					
Reading	2.3					
Writing	2.8					
Oral Language <small>50% Listening + 50% Speaking</small>	2.8					
Literacy <small>50% Reading + 50% Writing</small>	2.5					
Comprehension <small>70% Reading + 30% Listening</small>	2.6					
Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	2.6					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	3	understand oral language related to specific common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, order information from oral descriptions • Identify the causes and effects of events or situations discussed orally • Classify pros and cons of issues in discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Identify main ideas in written information • Identify main actors and events in stories and simple texts with pictures or graphs • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements
Writing	2	communicate in writing in English using language related to familiar topics in school, for example: <ul style="list-style-type: none"> • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where something happened • State steps in processes or procedures • Express opinions about specific topics or situations

145510-00001-02020 SUM-ISR

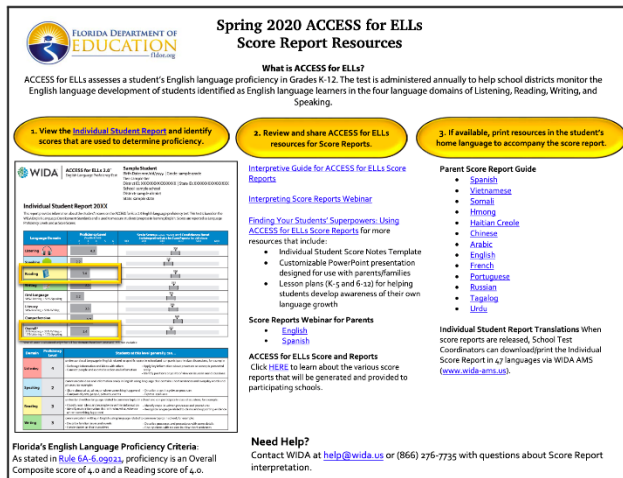
Florida's Score Report Resources

To view all score report resources for the Spring 2020 administration, visit FDOE's ACCESS for ELLs webpage and locate Spring 2020 Resources.

Assessment Resources

Spring 2020 Resources

- [ACCESS for ELLs Score Report Resources \(PDF\)](#)
- [Alternate ACCESS for ELLs Score Report Resources \(PDF\)](#)



Spring 2020 ACCESS for ELLs Score Report Resources

What is ACCESS for ELLs?
ACCESS for ELLs assesses a student's English language proficiency in Grades K-12. The test is administered annually to help school districts monitor the English language development of students identified as English language learners in the four language domains of Listening, Reading, Writing, and Speaking.

1. View the **Individual Student Report** and identify scores that are used to determine proficiency.
2. Review and share ACCESS for ELLs resources for Score Reports.
3. If available, print resources in the student's home language to accompany the score report.

Interpretive Guide for ACCESS for ELLs Score Reports

Interpreting Score Reports Webinar

Finding Your Students' Superpowers. Using ACCESS for ELLs Score Reports for more resources that include:

- Individual Student Score Notes Template
- Customizable PowerPoint presentation designed for use with parents/families
- Lesson plans (K-5 and 6-12) for helping students develop awareness of their own language growth

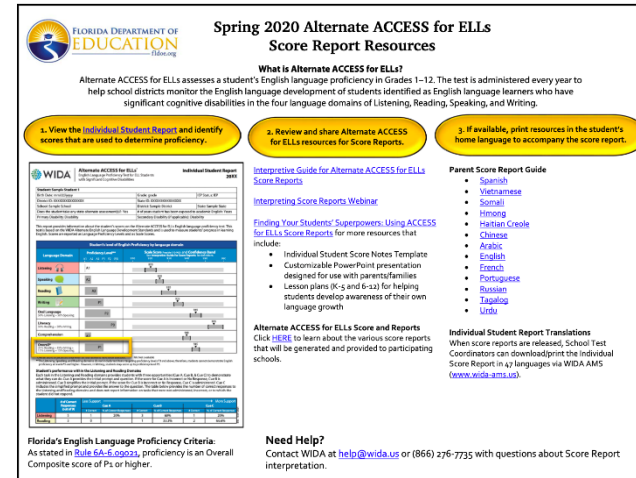
Score Reports Webinar for Parents

- English
- Spanish

Individual Student Report Translations When score reports are released, School Test Coordinators can download/print the Individual Score Report in 47 languages via WIDA AMS (www.wida-ams.us)

Florida's English Language Proficiency Criteria:
As stated in [Rule 6A-6.099\(3\)](#), proficiency is an Overall Composite score of 4.0 and a Reading score of 4.0.

Need Help?
Contact WIDA at help@wida.us or (866) 276-7735 with questions about Score Report interpretation.



Spring 2020 Alternate ACCESS for ELLs Score Report Resources

What is Alternate ACCESS for ELLs?
Alternate ACCESS for ELLs assesses a student's English language proficiency in Grades 1-12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners who have significant cognitive disabilities in the four language domains of Listening, Reading, Speaking, and Writing.

1. View the **Individual Student Report** and identify scores that are used to determine proficiency.
2. Review and share Alternate ACCESS for ELLs resources for Score Reports.
3. If available, print resources in the student's home language to accompany the score report.

Interpretive Guide for Alternate ACCESS for ELLs Score Reports

Interpreting Score Reports Webinar

Finding Your Students' Superpowers. Using ACCESS for ELLs Score Reports for more resources that include:

- Individual Student Score Notes Template
- Customizable PowerPoint presentation designed for use with parents/families
- Lesson plans (K-5 and 6-12) for helping students develop awareness of their own language growth

Alternate ACCESS for ELLs Score and Reports
Click [HERE](#) to learn about the various score reports that will be generated and provided to participating schools.

Individual Student Report Translations
When score reports are released, School Test Coordinators can download/print the Individual Score Report in 47 languages via WIDA AMS (www.wida-ams.us)

Florida's English Language Proficiency Criteria:
As stated in [Rule 6A-6.099\(3\)](#), proficiency is an Overall Composite score of PI or higher.

Need Help?
Contact WIDA at help@wida.us or (866) 276-7735 with questions about Score Report interpretation.

ACCESS for ELLs

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