

Chapter 6

English Language Proficiency Assessments: WIDA

The Purpose of WIDA Assessments in Grades K-12

In accordance with federal regulations, all states are required to:

- identify the languages other than English present in their student population;
- assess the language proficiency of students in order to place them in the appropriate language development program; and
- administer an annual assessment of English proficiency, which includes measuring a student's oral language, reading, and writing skills in English.

The purpose of the English Language Proficiency Assessments is to determine a student's level of English proficiency. Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is the English Language Proficiency Assessment administered in Indiana. The W-APT placement test (kindergarten) and the WIDA Screener (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP). The annual assessment, ACCESS for ELLs and Alternate Access for ELLs, is administered in a January/February test window to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.

Structure and Content of ACCESS for 2017-2018

Testing personnel should note the following regarding the administration of the 2017-2018 ACCESS assessments:

ACCESS consists of 4 major components.

W-APT. The WIDA ACCESS Placement Test (W-APT) is required to be administered within 30 days of arrival of new enrollees (kindergarten) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the W-APT will be administered within two weeks of enrollment.

WIDA Screener. The WIDA Screener is required to be administered within 30 days of arrival of new enrollees (grades 1-12) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the W-APT/WIDA Screener will be administered within two weeks of enrollment. Test forms are divided into five, grade-level clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12.

- Placement tests are scored locally.
- Students entering grades 3, 6, and 9 during the first semester take the WIDA Screener for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the WIDA Screener for their current grade level. Students entering the first semester of first grade will be assessed with the kindergarten W-APT.

ACCESS for ELLs. ACCESS is the annual assessment administered to kindergarten through twelfth graders in a January/February test window, preceding the ISTEP+ Part I assessment window.

ACCESS for ELLs 2.0 is divided into six, grade-level clusters: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12. The online test is stage adaptive, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online test will NOT require Test Administrators to determine tier placement of students in order to administer the test.

Alternative ACCESS for ELLs. This is an assessment of English Language Proficiency (ELP) for students in grades 1-12 who are classified as English Language Learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. All students identified as ELLs must be assessed annually for English Language Proficiency, including students who receive special education services.

W-APT, WIDA Screener and ACCESS test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.

Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels. These levels were designed to expand upon Level P1 - Entering by increasing the sensitivity of the measure for students who have significant cognitive disabilities.

Testing Accommodations

The approved accommodations for ACCESS are outlined in Appendix E. These testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., an EL or Special Education teacher). Test Examiners must be made aware of each student's allowable accommodations.

Specific Assessment Guidance for 2017-2018

English Language Proficiency Requirements. Under Title VI of the Civil Rights Act of 1964 and the EEOA, all states and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;

- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with Limited English Proficient (LEP) parents.

How are students identified? All schools are required to administer a Home Language Survey (HLS) to identify the native language(s) of all first time Indiana enrollees. In most cases, this will be students enrolling in kindergarten, but may also include out-of-state or immigrant students in other grades who are enrolling in Indiana schools for the first time. For students who are transferring from an Indiana school, school staff will contact the previous school to obtain the original HLS. If a language other than English is indicated for any of the three HLS questions, the student is considered to be a language minority student and needs to be assessed for initial proficiency with the WIDA Screener (or W-APT for kindergarten and first semester first grade students). The EL Guidebook, found at <http://www.doe.in.gov/elme>, includes a sample HLS and a checklist for proper identification.

When is the WIDA Screener given? The WIDA Screener must be administered within **30 calendar days** of the beginning of the school year, or within two weeks of enrollment if the child enrolls later in the school year. Staff may begin administering the WIDA Screener once they have successfully completed the WIDA training course for administration. The WIDA Screener is an online assessment accessed from a secure link on the WIDA website by the local Corporation Test Coordinator (CTC) or designee with administrative login credentials. Students with paper-based testing as a documented IEP accommodation may be assessed with the paper-based WIDA Screener. If a student scores below a 5.0 on the WIDA Screener, the student is considered to be an English learner.

What is the next step after identifying a student as an English learner on the WIDA Screener? Students identified as English learners will receive federally mandated English language development services and be annually assessed for English proficiency until the student meets the formal exit criteria for reclassification as fluent.

Which assessments does WIDA offer for the annual English Language Proficiency assessment? WIDA offers the WIDA ACCESS for ELLs 2.0 online, Kindergarten ACCESS for ELLs, and the Alternate ACCESS for ELLs for English Learners with significant cognitive disabilities. Students with paper-based testing as a documented IEP accommodation may be assessed with the paper-based WIDA ACCESS 2.0 assessment. In addition, schools with documented technological limitations or that have large refugee populations with little experience using technology may be considered for approval by the IDOE for paper testing.

WIDA Screener Paper is allowed as an accommodation or for students with religious observations. WIDA Screener Paper may also be used in limited circumstances for students with little to no formal education (such as refugee students) for whom computer-based testing is deemed inappropriate. Local documentation of students screened with Paper Screener and accommodation or situation is required.

How will assessment training be provided? All Test Administrators must be certified for any test they will administer, including the WIDA Screener and the Kindergarten W-APT. The secure portal at www.wida.us provides access to the training course and quizzes. Login credentials will be provided to Test Administrators by their local CTC or designee. The CTC must create accounts for Test Administrators and ensure that all Test Administrators complete training requirements for all tests they will administer. Once Test Administrators or Test Coordinators have completed the certification process, their training certificates within the WIDA website portal will be updated as a record of completion. WIDA training is required every other year or when significant revisions to training materials occur. For the 2017-2018 school year, all test certifications from 2016-2017 will remain valid. WIDA Screener training will be required by all Test Administrators. All new Test Administrators will need to become certified in all WIDA assessments they will administer. As a reminder, in order to access training modules via "My Account and Secure Portal," you must have a WIDA.us username and password. If you have trouble accessing your account, please contact WIDA Client Services Center at 1-866-276-7735 or email help@wida.us.

Which schools participate? All traditional public schools and charter schools will utilize the WIDA Screener and ACCESS for ELLs 2.0 English Language Proficiency assessments. Accredited nonpublic schools, including those participating in the Choice Scholarship Program, may utilize the WIDA Screener and ACCESS for ELLs 2.0 annual English Language Proficiency assessment when completing the required ELP assessment.

As a reminder, federally mandated ELP assessments must be overseen and administered with state and local funds.

Roles and Responsibilities

Corporation Test Coordinator (CTC). CTCs are responsible for the overall coordination of test administration for all state tests. The CTC will:

- Be the main point-of-contact with Data Recognition Corporation (DRC), the testing vendor for WIDA Assessment Management System (WIDA AMS) found at [DRC Portal](#). The Office of Student Assessment will send an updated list of Corporation Test Coordinators to DRC and WIDA in early September. Users who had accounts in 2016-2017 will maintain the same login credentials for the 2017-2018 school year.
- Disseminate accurate, specific, and up-to-date details regarding WIDA to staff throughout the year.
- Set up other user accounts within WIDA AMS.
- Collaborate with the Corporation/School STN Administrator to complete the Testing Online and Barcode TL (“Test Layout”) for WIDA file submission in October. The purpose of this data collection is to populate student-level information for online testing and barcode labels.

The CTC may assign a separate Test Coordinator (e.g., English Learner/Title III Director) the responsibilities of:

- Setting up new user accounts on the WIDA website and in WIDA AMS. For assistance, please call 1-866-276-7735 or email help@wida.us.
- Ensuring that all Test Administrators have been trained and certified to administer all applicable WIDA assessments, including WIDA Screener and ACCESS for ELLs 2.0.
- Overseeing the administration of the annual English Language Proficiency assessment.

Technology Coordinator. Technology Coordinators are responsible for all technical and system set-up for online testing and for coordinating with Data Recognition Corporation (DRC) on any local system issues. Web-based trainings for the Technology Coordinator are provided through WIDA AMS. The CTC must create an account for the Technology Coordinator on the WIDA AMS website. Users who had accounts in 2016-2017 will maintain the same login credentials for the 2017-2018 school year.

For more details about technology requirements, please visit the WIDA ACCESS technology page. For assistance, please call 1-866-276-7735 or email help@wida.us.

Test Administrator. Test Administrators may be responsible for administering WIDA Screener, Kindergarten W-APT, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, and/or Kindergarten ACCESS for ELLs. All Test Administrators are required to be certified through WIDA.us for any assessments they will administer. All test certifications from the 2016-2017 school year will remain valid for the 2017-2018 school year. The WIDA training modules can be found via the secure portal at the WIDA website. The WIDA assessments must be administered only by personnel who hold a license granted by the Indiana Department of Education, per Chapter 10 Test Policies of the Indiana Assessment Program Manual. The license must be an instructional, administrative, or school services license.

Non-certified personnel (e.g., teacher’s aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may only serve as Proctors, not as Test Administrators. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a Test Administrator. Proctors may, however, assist the Test Administrator before, during, and after the test administration.

Indiana Training Requirements

All Test Administrators must be certified for any test they will administer, including the WIDA Screener and the Kindergarten W-APT. The secure portal at www.wida.us provides access to the training course and quizzes. Login credentials will be provided to Test Administrators by their local CTC or designee. The CTC must create accounts for Test Administrators and ensure that all Test Administrators complete training requirements for all tests they will administer. Once Test Administrators or Test Coordinators have completed the certification process, their training certificates within the WIDA website portal will be updated as a record of completion. WIDA training is required every other year. For the 2017-2018 school year, all test certifications from 2016-2017 will remain valid. WIDA Screener training will be required by all Test Administrators. All new Test Administrators will need to become certified in all WIDA assessments. As a reminder, in order to access training modules via “My Account and Secure Portal,” you must have a WIDA.us username and password. If you have trouble accessing your account, please contact WIDA Client Services Center at 1-866-276-7735 or email help@wida.us.

WIDA AMS. WIDA Assessment System (AMS) is the system that provides the necessary tools to administer WIDA ACCESS 2.0. An overview of AMS, the tools available, and AMS control options can be found on the [WIDA.us website](http://WIDA.us). WIDA.us and WIDA AMS user accounts are separate and serve different purposes. Data Recognition Corporation (DRC) manages AMS and should be the first point of contact for questions regarding:

- ACCESS 2.0 Data and Reporting
- Online and paper-based materials ordering
- ACCESS 2.0 technical issues
- Technology-related questions

To contact DRC regarding AMS, please call 855-787-9615 or email WIDA@datarecognitioncorp.com.

Ordering Test Materials (in collaboration with corporation data personnel via DOE-TL). CTCs and WIDA Test Coordinators must collaborate with their Corporation STN Administrator to complete the DOE-TL (WIDA) file upload to order assessment materials. The purpose of this data collection is to gather student-level information to populate data for online testing and barcode labels for WIDA ACCESS 2.0 assessments. For collection dates and data collected for this file, please contact your Corporation STN Administrator.

Indiana Exit Criteria for WIDA ACCESS. For grades K-12, an overall composite proficiency level score of 5.0 or higher on ACCESS for ELLs is the requirement for

reclassification as Fluent English Proficient (FEP). If using the paper-based version of ACCESS for ELLs 2.0, the student must achieve an overall composite proficiency level score of 5.0 or higher on Tier B or C of the assessment to be reclassified as FEP. FEP students are exited from EL services and enter a two-year, formal monitoring period following their reclassification. Although they may still receive EL support services, FEP students do not participate in WIDA ACCESS testing during the monitoring period.

Scores from WIDA Consortium Member States. WIDA Screener and ACCESS for ELLs scores can be used for determining EL status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at www.wida.us. The school corporation in which the student from a WIDA Consortium member state enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

Opt-Out Guidance. Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the local school level. School administrators may also wish to inform parents that not allowing their children to take Indiana's assessments may have far-reaching ramifications, including impacting a school's A-F accountability grade and teacher compensation. Refer to the Indiana Assessment Program Manual for more information.

WIDA Screener

WIDA Screener is the Indiana English Language Proficiency screener used to determine whether a student enrolling in Indiana schools for the first time is an English learner. The WIDA Screener is required to be administered within 30 days of arrival of new enrollees (grades 1-12) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the W-APT/WIDA Screener will be administered within two weeks of enrollment. Placement tests are scored locally.

Students entering during the first semester take the WIDA Screener for the grade they have just completed; if students enter during second semester, they take the WIDA Screener for

their current grade level. Students entering the first semester of first grade will be assessed with the Kindergarten W-APT.

Kindergarten WIDA-ACCESS Placement Test (W-APT)

The Kindergarten W-APT will remain the screener for initial English Language Proficiency for students enrolling in kindergarten and students in their first semester of first grade in the 2017-2018 school year. The Kindergarten W-APT is a print-on-demand test accessed on the WIDA website by the local Corporation Test Coordinator (CTC) or designee with administrative login credentials. The Test Administrator must complete the Kindergarten W-APT training requirements via the secure portal at the WIDA website prior to administering the placement test.

The Kindergarten W-APT does not provide an overall composite score but rather evaluates a student's English language skills as low, medium, high, or exceptional. The chart below includes guidance for translating Kindergarten W-APT scores to a numeric value, which is required for submission on the DOE-Language Minority data collection. Test Administrators will use their educational judgment to assign the exact proficiency level for reporting purposes.

The primary function of the W-APT is to determine whether or not a student demonstrates limited English proficiency or is fluent in English upon enrollment. Because the Kindergarten W-APT is not intended to give specific diagnostic results aligned to the WIDA performance levels, kindergarten LEP students should be closely monitored and provided with appropriate supports based on their observed language development needs.

Kindergarten W-APT Scoring and Administration Guidance

1st Semester Kindergarten W-APT Scoring (Listening and Speaking ONLY)				
Listening and Speaking Raw Score	0-10	11-18	19-28	29-30
Proficiency Descriptor	Low	Mid	High	Exceptional
Proficiency Level for Reporting Purposes	Level 1 or 2	Level 2 or 3	Level 3 or 4	Level 5 (Fluent)

For first semester kindergarten students, use the raw scores from the Listening and Speaking test to approximate the proficiency level for reporting purposes. For example, a student who receives 26 points is near the top of the high category range, and therefore the Test Administrator should report the student at Level 4.

2nd Semester Kindergarten/1st Semester 1st Grade W-APT Scoring (Listening, Speaking, Reading, and Writing)				
Listening and Speaking Raw Score	0-10	11-18	19-28	29-30
Reading Raw Score	0-5	6-12	13	14-15
Writing Raw Score	0-7	8-14	15-16	17-18
Proficiency Level for Reporting Purposes	Level 1 or 2	Level 2 or 3	Level 3 or 4	Level 5 (Fluent) Must meet all 3 criteria

For first semester first grade students and second semester kindergarten students, use raw scores from all four assessment domains to approximate the overall proficiency level for reporting purposes. To test as Fluent English Proficient (FEP), the student must score in the Level 5 range for **all test domains**. If a student's listening and speaking scores place them at Level 5, but their reading and writing scores are lower, the student should be reported at the lower proficiency level.

Testing Window for 2017-2018

ACCESS for ELLs is a state-mandated test that can only be administered on the dates Indiana has selected as its testing window. All EL students enrolled in the school are required to be assessed during the testing window. The 2017-2018 state testing window for the ACCESS for ELLs is: January 8, 2018 through February 23, 2018.

Specific Guidance for WIDA ACCESS 2.0.

WIDA ACCESS for ELLs 2.0, the annual English Language Proficiency assessment, is divided into six, grade-level clusters: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. ACCESS for ELLs 2.0 is a stage adaptive test, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online 1-12 test will NOT require Test Administrators to determine tier placement of students in order to administer the test. However, students in grades 1-5 who will take the writing test on paper will need to be given the appropriate tiered test form. After completing the listening and reading tests, the writing tier will be assigned to the student automatically in WIDA AMS.

Domain	Kindergarten	Grades 1-5	Grades 6-12
Listening	Paper	Online	Online
Reading	Paper	Online	Online
Speaking	Paper	Online*	Online*
Writing	Paper	Paper	Online

* For additional details about technology requirements, please see the WIDA Technology Readiness pdf at <http://www.doe.in.gov/elme/wida-english-language-development-standards-and-assessment>. For assistance, please call 1-866-276-7735, or email help@wida.us.

Assessing English Learners with Disabilities

No EL student is exempt from participating in the annual English Language Proficiency assessment. Nearly all EL students who also have an identified disability will participate in ACCESS for ELLs 2.0. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs 2.0 required under Title I and Title III of No Child Left Behind (NCLB) 2001. EL students with a disability may receive accommodations on ACCESS 2.0 per the student's Individual Education Plan (IEP).

For EL students with disabilities who need a paper-based version of ACCESS for ELLs 2.0 as an IEP accommodation, the Test Coordinators will order these within the DOE-TL (WIDA) file upload. Administrators should note that grade clusters changed to the following clusters in 2015-2016: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. Within each grade-level cluster there are three tiers (Tiers A, B, C). LEP students will have to be assigned a tier respective to their language proficiency level on the request form. The tier specificity of WIDA allows a more exact language domain and comprehensive score.

For LEP students who need a paper-based version of ACCESS for ELLs 2.0, Tier B and Tier C will be the only versions allowed to formally exit a student from English learner services and reclassify him/her as Fluent English Proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.

If the Case Conference Committee determines that an alternate English Language Proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, Alternate ACCESS for ELLs will be used. Alternate ACCESS for ELLs for eligible students will be ordered within the DOE-TL (WIDA) file upload. Currently, there is no Alternate ACCESS assessment available for kindergarten students, so LEP kindergarten students with significant cognitive disabilities should participate in the Kindergarten ACCESS for ELLs.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at <http://www2.ed.gov/about/offices/list/osers/index.html>.

Important Notes:

- If the Case Conference Committee determines that the EL student will take ISTAR Alternate assessment, then the student is eligible to take the Alternate ACCESS for ELLs assessment. However, because a student cannot formally exit EL services based on Alternate ACCESS results, the committee may decide to administer the general ACCESS for ELLs 2.0 assessment to provide the student with the opportunity to demonstrate fluent English proficiency.
- If the Case Conference Committee determines that the student will participate in ISTEP+ testing, then the student must take WIDA ACCESS for ELLs 2.0.

The **Alternate ACCESS for ELLs** aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found on the WIDA Alternate ACCESS page. Currently, students taking Alternate ACCESS may exit EL status based on their Alternate ACCESS proficiency levels.

WIDA ACCESS 2.0 Accommodations for ELLs with Disabilities. ONLY English Learners with IEPs are eligible for accommodations on WIDA ACCESS testing. The WIDA Consortium has shared extensive guidance regarding accommodations for WIDA ACCESS 2.0. However, to ensure compliance with Indiana guidance, please refer to the Indiana-specific list of approved accommodations. As a reminder, clarifying test directions in the student's native language is **not** an allowable accommodation in Indiana. For more detailed descriptions of each accommodation, see the WIDA ACCESS 2.0 Accommodations guidance.

Test Presentation Accommodations:

- Interpreter Signs Test Directions in ASL (SD)
- Manual Control of Item Audio (MC)
- Repeat Item Audio (RA)
- Read Aloud Listening Test Response Options by Human Reader (LH)
- Repeat Listening Test Response Options by Human Reader (RL)

Student Response Accommodations:

- Scribed Response (SR)
- Word Processor or Similar Keyboarding Device to Respond to Test Items (WD)
- Student Responds Orally Using External Augmentative and Alternate Communication Device or Software (AC)
- Student Responds Using a Recording Device, which is Played Back and Transcribed by the Student (RD)
- Student Uses Assistive Technology to Respond to Test Items (AT)

Test Environment/Setting Accommodations:

- Test May Be Administered by School Personnel in a Non-School Setting (NS)

Timing/Scheduling Accommodations:

- Extended Speaking Test Response Time (ES)
- Extended Testing Time within the School Day (ET)
- Extended Testing Session over Multiple Days for a Single Domain (EM)

Available for Paper Administration Only:

- Read Aloud Test Items by Human Reader (IH)
- Repeat Test Items by Human Reader (RI)
- Large Print Version of Test (LP)
- Braille Version of Test (BR)
- Student Responds Using Braille Writer or Braille Notetaker (BW)

Braille ACCESS Testing. For the 2017-2018 administration of ACCESS for ELLs 2.0, WIDA will offer the following Braille formats:

Grade Band	EBAE w/ Nemeth Contracted	EBAE w/ Nemeth Uncontracted	UEB Contracted	EBAE Uncontracted
1			Listening, Reading, Writing	Listening, Reading, Writing
2			Listening, Reading, Writing	Listening, Reading, Writing
3			Listening, Reading, Writing	Listening, Reading, Writing
4 – 5	Listening, Reading, Writing	Listening, Reading, Writing		
6 – 8	Listening, Reading, Writing	Listening, Reading, Writing		
9 – 12	Listening, Reading, Writing	Listening, Reading, Writing		

For LEP students with disabilities who need a Braille paper-based version of ACCESS for ELLs 2.0 as an IEP accommodation, the Test Coordinators will order these within the DOE-TL (WIDA) file upload.

Questions regarding administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, Monday through Friday, 7:00 a.m. to 6:00 p.m. EST, or by e-mail at help@wida.us. Additional information may be found on the website at www.wida.us.

The results from the ACCESS for ELLs and Alternate ACCESS for ELLs assessment must be shared with parents and families when they are made available to the school.

For additional information regarding ACCESS for ELLs and Alternate ACCESS for ELLs, please visit: <http://www.doe.in.gov/assessment/english-language-proficiency-assessments>.

For additional information regarding English Learning and Migrant Education, please access <http://www.doe.in.gov/elme>.