WIDA™

2021-2022
Accessibility and Accommodations Manual

ACCESS for ELLs
Kindergarten ACCESS for ELLs
Alternate ACCESS for ELLs
WIDA Screener

Contents

How to Use This Manual

This manual guides you through the selection and provision of accessibility supports and accommodations for ACCESS for ELLs and WIDA Screener testing. District and school administrative staff, educators, support staff, and members of decision-making teams, including those responsible for Individualized Education Programs (IEPs), 504 Plans, and support for students covered under Title II of the Americans with Disabilities Act (ADA), should be familiar with this guidance and reference it as they prepare for testing.

> **Use this document along with the test-specific test administrator manual, and always follow your state-specific accessibility and accommodation policies for English language proficiency testing. The recommendations in this document do not replace or amend state policy.**

Critical Contact Information

When issues arise, refer to this manual, visit your member/state page of the WIDA website, and work with your test coordinator as well as any designated student support staff. If you have questions after consulting those resources, we're here to help! WIDA Client Services Center staff are experts in accessing WIDA materials and administering WIDA tests. Our technology and test processing partner, Data Recognition Corporation (DRC), can address concerns about managing student data and test materials.

Topic of Concern	Contact
• State-specific policies and procedures • Scheduling and material logistics • Test irregularities or potential security breaches • State-specific accommodations policies	Your state education agency representative Name: _____ Email: _____ Phone: _____ Website: _____
• WIDA Secure Portal and training courses • Test administration procedures • Accommodations and accessibility guidance • Understanding score reports	WIDA Client Services help@wida.us 866-276-7735
• WIDA AMS and DRC INSIGHT • Accessing score reports • Test booklet labels • Damaged test booklets	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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New for the 2021–2022 School Year

- The Accessibility and Accommodations Supplement has a new name and a new look. We hope you find this updated Accessibility and Accommodations Manual useful!

- Accommodations for the WIDA Screener for Kindergarten are addressed in this manual.

- Extended test time within the school day (ET) is now an administrative consideration and not an accommodation. Extended testing within a school day can be provided to any student who would benefit from this support.

- The Human Reader for items (HI) and Human Reader for response options (HR) accommodations are now consolidated as the new In-person human reader (IR) accommodation. Also, the Human Reader for repeat of items (RI) and Human Reader for repeat of response options (RR) accommodations are now consolidated as the new Repeat in-person human reader (RP) accommodation.

- ACCESS for ELLs test materials for grades 6–12 are now available in UEB Technical, in addition to UEB with Nemeth Code, in both contracted and uncontracted braille.

Alternate ACCESS for ELLs Participation

As always, the WIDA test design process and allowed supports help ensure that all WIDA assessments are accessible to a wide variety of students, including many with disabilities. See The WIDA Accessibility and Accommodations Framework topic for detail on all the ways you can meet students' diverse needs during testing.

For students with the most significant cognitive disabilities, WIDA has created Alternate ACCESS for ELLs. See the Significant Cognitive Disability topic below for details on the participation criteria for this assessment.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Accessibility and Accommodations Overview

The testing process must always be both valid and reliable to ensure meaningful assessment of a student's academic English language proficiency (ELP). This is true for a standard test administration, and it is also true for the individualized approach necessary to allow students with particular learning challenges or disabilities to engage with the test.

To ensure the validity, reliability, and administration security of ACCESS for ELLs and WIDA Screener, only the accessibility supports and accommodations identified in this document should be used during test administration. **The use of accessibility supports and accommodations not described in this document can compromise the validity of the assessment and invalidate students' results.**

ELP assessments measure a different set of knowledge, skills, and abilities than content tests do. As a result, some supports available to all students taking an ELP assessment might be considered accommodations on a content test. For example, graphic support for reading passages and modeling of appropriate responses are standard features of WIDA assessments but might not be typical of content tests.

The opposite is also true: some supports that are typically available to English learners taking a content test are not acceptable supports on an ELP assessment. For example, use of a bilingual dictionary or the option to provide American Sign Language responses instead of verbal responses might be typical for a language arts or science test, but these options would not produce valid results in the context of an ELP assessment.

The following modifications would alter the set of knowledge, skills, and abilities ACCESS for ELLs and WIDA Screener measure. While they might be useful for classroom instruction, they are never allowed during test administration.

- Reading aloud items on the Reading domain test
- Providing oral or written translations of items into a language other than English
- Signing items, passages, or response options
- Allowing use of a bilingual word-to-word dictionary

The WIDA Accessibility and Accommodations Framework

WIDA's approach to accessibility and accommodations prioritizes student engagement from the beginning and ensures that all students can engage fully and appropriately with the test.

WIDA's assessments are rooted in the understanding that:

- English learners (ELs) have diverse learning needs and styles.
- All ELs are capable of making progress toward English language proficiency.
- To effectively collaborate on content-related, grade-appropriate tasks – in other words, to fully participate in the academic classroom – ELs must acquire discipline-specific language practices so that they can interpret and produce context-appropriate language.

With these considerations in mind, WIDA's test development process incorporates **universal design** principles that increase accessibility for all test takers. Universal design encourages the use of graphic

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support, scaffolding, and thematic grouping of items to make it easier for all learners to engage with test content and show what they can do.

Administrative considerations are always available to any student who might benefit from some personalization of standard test procedures, such as a familiar test environment or an extra break. Administrative considerations must be selected prior to the test and are provided by test administrators, test coordinators, and other support staff.

Universal tools provide increased accessibility and can be used by any student at any time. These supports often align with tools readily available in a typical school or home learning environment, such as scratch paper, highlighters, or line guides.

Finally, for those who have an identified and documented disability, **accommodations** provide targeted support. Accommodations are available only to students with Individual Education Programs (IEPs) or 504 Plans.

Accommodations
Targeted supports available only to students with documented disabilities

Universal Tools
General supports available to all students

Administrative Considerations
Specific test procedures available to all students

Universal Design
General principles applied in all test development

Universal Design

The WIDA Accessibility and Accommodations Framework is built on a foundation of universal design features that include test content presented in multiple modalities, item prompts with supportive graphics, embedded scaffolding, and modeled responses to guide students' language use. Variety in the presentation of information as well as the opportunities students have to interact with test content helps minimize the factors that could prevent students from fully showing what they can do in terms of the set of knowledge, skills, and abilities the test is designed to assess.

For example, in the ACCESS for ELLs Online Writing test, audio embedded in the test platform makes a multimodal presentation of tasks the default format. Students both see and hear task instructions, helping ensure that students have a chance to demonstrate their writing skills and are not disadvantaged solely by a still-developing ability to read or to listen.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.
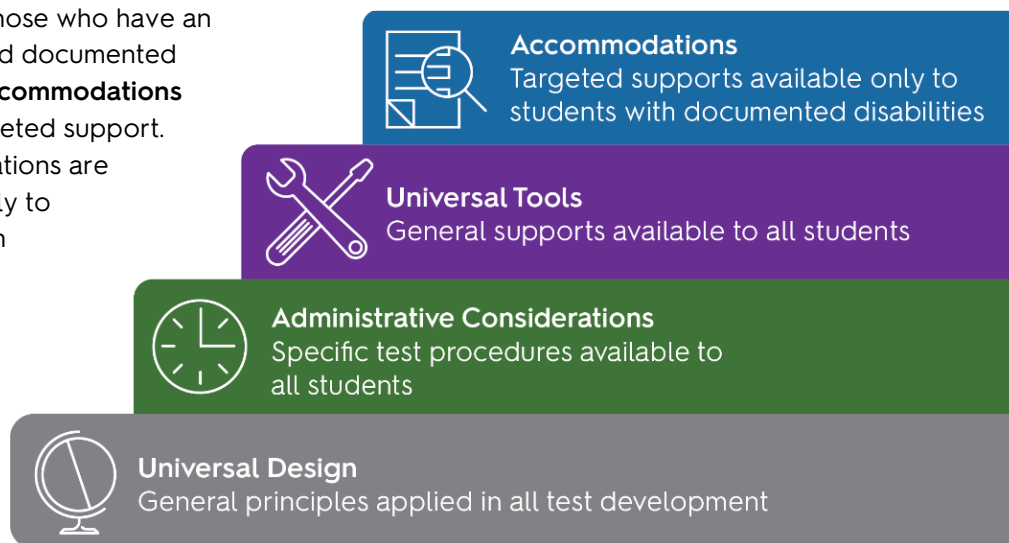
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Administrative Considerations

Individualized administration procedures give educators the flexibility they need to provide optimal testing conditions. These considerations can be extended to any test taker and, in most cases, must be facilitated by the test administrator. Critically, the administrative considerations described in this document do not change what the test measures or the way you can interpret and use scores.

Test Timing and Scheduling

Note: The online testing platform will automatically log students out of the session after 30 minutes of inactivity.

- **Supervised Breaks.** Any student may take a break at any point, as needed. These breaks might be planned in advance based on student-specific needs, such as a tendency to quickly become fatigued or anxious during testing. Whenever possible, keep the student in the testing environment during breaks. Have the student pause the online test or close any open test booklets before standing up, stretching, or walking around the room. If the student must leave the testing environment, for example to go to the restroom, access medical equipment, or take a sensory break, ensure the student is escorted and that interaction with other students is minimized. This administrative consideration must not interfere with the testing experience of any other student.

- **Short Segments.** In the rare circumstance that a student needs longer breaks than described above, you can administer the test in multiple short administration sessions that are predetermined and based on breaks in classroom instruction familiar to the student. Each language domain test should be completed within one school day. WIDA recommends using the paper-format test with this administration format. Test administrators must collect and securely store all test materials between testing segments.

- **Extended Testing Time.** WIDA's assessments are not timed tests. Timing guidance is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day.

Test Environment

- **Adaptive and Specialized Equipment or Furniture.** Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards— should have access to this equipment during testing. If the student's use of this equipment will be a distraction to other students, arrange an individual test administration.

- **Alternative Microphone.** Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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- **Test the technology set up and provide students an opportunity to practice prior to testing day.** If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration.

- **Familiar Test Administrator.** The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.

- **Individual or Small Group Setting.** Test students in any group size that makes them most comfortable, that reflects their typical classroom environment, or that follows any group size guidelines documented in an IEP or 504 Plan.

- **Specific Seating.** Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.

Test Content Presentation

- **Test Format.** Depending on state testing policies, students may use either the online or paper format of the test to address individual student needs. For example, you can give a student the paper test even though students throughout the school or district typically test in the online test platform. Keep in mind:

  o A paper-based format is available for students taking the online test to handwrite answers on the Writing test in grades 4-12. See the test-specific Test Administrator Manual for details and check your state's testing policies before offering this option.

  o When students take Alternate ACCESS for ELLs, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present item responses in a format that meets individual student needs. See the Test Administrator Manual for details.

- **Redirection.** Quietly, without disturbing other test takers, direct student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in the student's home language.

- **Encouragement.** Quietly, without disturbing other test takers, offer verbal praise for on task behavior. For example, say "good job!" after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student's answer. Encouragement must not be tied to the student's test performance.

- **Read Aloud to Self.** Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student's reading will be a distraction to other students, arrange an individual test administration.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Test Item Responses

- **Monitor Placement of Responses.** Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can intervene to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.

    o Don't confirm or correct students' responses. Never provide or change a response for a student.

    o Don't answer questions about content or language. Instead, remind students to do their best.

Universal Tools

Universal tools are always available to all test takers. They are embedded in the online test platform as digital features. Test administrators provide physical versions of universal tools to students taking the paper-format test.

Help students determine when a tool is both appropriate and useful. Tools can reinforce a student's ability to demonstrate their language skills, but only if the student is comfortable using the tool. As you prepare students for testing, help them make connections between the tools they use in the classroom and the universal tools that will be available to them during testing. Give students opportunities to practice using available tools on sample items or tasks similar to testing.

> Check out the Preparing Students for ACCESS for ELLs Online document for details on how you and your students can practice using the embedded universal tools prior to testing day!

> Universal tools do not need to be pre-selected in WIDA AMS, WIDA's test management platform. States and districts determine whether test administrators have WIDA AMS accounts. Refer to the ACCESS for ELLs Checklist on your member/state page of the WIDA website for detailed information on your role and whether your responsibilities include using WIDA AMS.

Audio aids

Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the requirements of the test. For example, noise reducing headphones must still allow the student to hear test items that are read aloud by a test administrator or presented as recorded audio.

CONSIDERATIONS FOR ONLINE TESTING: If the headphones and headset required for testing are not compatible with a personal audio amplification device, such as a hearing aid or cochlear implants, test the student individually in a separate room and use the speakers in the testing device or external speakers.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Color adjustments

Students can use transparent color overlays to alter how they see the test content in a test booklet or on a screen. These tools, provided by the school or by the student, can increase contrast or otherwise allow students to better see the test content.

CONSIDERATIONS FOR ONLINE TESTING: A variety of defined color adjustment options are built into the test platform and grouped into color contrast settings, which adjust all colors on the screen, and color overlay settings, which change the background color.
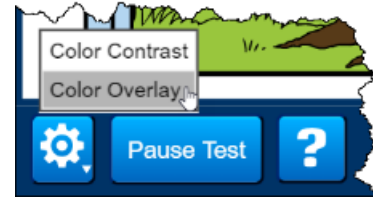
Explore the settings yourself before introducing them to students. Let students practice using the tools in advance so they are ready to make a selection and focus during testing. Keep in mind that students might adjust settings throughout testing, depending on what is on the screen.

Highlighters, colored pencils, or crayons

Students can use a variety of tools to mark specific text.

CONSIDERATIONS FOR ONLINE TESTING: A highlighter tool is built into the test platform. Mouse control is needed to use this tool.

CONSIDERATIONS FOR PAPER TESTING: Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only.

Keyboard navigation

Students can move from screen to screen and make selections in the online test platform using a keyboard instead of a mouse. See Appendix A for details.

CONSIDERATIONS FOR ONLINE TESTING: Keyboard navigation does not allow students to manipulate interactive items or the built-in universal tools. Explore this option yourself before introducing it to students.

Line guide or tracking tool

Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language.

CONSIDERATIONS FOR ONLINE TESTING: A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool.

CONSIDERATIONS FOR PAPER TESTING: Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Low-vision aids or magnification devices

Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student.

CONSIDERATIONS FOR ONLINE TESTING: A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool.

Testing with an iPad? Use the pinch-to-zoom feature as usual and select the magnifier tool to return to the default display size.

CONSIDERATIONS FOR PAPER TESTING: Students can use a low-vision device with a regular or large print test booklet. Answers recorded in a large print booklet must be transcribed.

Scratch paper and sticky notes

Students can make notes, draft text, or sketch diagrams as they test. **This content is never scored.** Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. Scratch paper can be used on any domain test, but WIDA recommends that students use scratch paper only for the Writing test. Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil.

Used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed.

CONSIDERATIONS FOR ONLINE TESTING: A sticky notes tool is built into the test platform for the Writing test. Activate the tool, and then click on the screen to create a small box in which to type notes. Sticky notes can be closed and reopened, and they stay on the screen on which they're created as the student moves through the test. Sticky notes can be used instead of or in addition to physical scratch paper.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Accommodations

Accommodations on ACCESS assessments are intended only for students with disabilities as documented in an IEP or 504 Plan. Accommodations decisions are made by a student's educational support team (IEP, 504, or Title II of the ADA). They should never be assigned unilaterally by an individual educator outside of the IEP process. In very rare cases, accommodations are assigned for students who do not have IEPs or 504 Plans. For example, an accommodation could address a short-term barrier associated with an unforeseeable circumstance, such as a student with a fractured hand who needs a scribe or a student recovering from illness or injury who needs to test in a non-school location. Check with your state department of education before assigning accommodations in these rare situations.

Accommodations are changes to test materials or testing procedures. They do not change what the test measures. Accommodations increase equitable access and help students overcome the effects of a disability. In other words, they allow students to show their knowledge, skills, and abilities without making the test easier. Accommodations do not affect validity or reliability, so they do not change how you can interpret and use scores.

Select accommodations carefully. The goal is not to offer every student every possible support, but rather to offer specific accommodations as necessary to ensure students can participate in testing meaningfully and appropriately. Keep in mind that it may be appropriate to offer different accommodations for different language domain tests. Assign accommodations based on a student's actual need as it relates to a particular domain, not simply due to the nature or type of disability.

Accommodations vary slightly on the online and paper formats of the assessments. Some students with disabilities may need accommodations presented in an alternate format. For example, some students may need to have accommodations delivered by a test administrator rather than the online test platform. Keep in mind that it may be appropriate to provide an alternative format to these students.

Consider these questions as you assign accommodations:

- **Does the student use an accommodation regularly in the classroom?** If not, consider carefully whether an accommodation is truly needed for testing. Accommodations should not be provided for the first time in a testing situation. Students should be given opportunities to practice the accommodation prior to the assessment.

- **Does the accommodation address the student's need?** Accommodations do not reduce expectations or compensate for a lack of knowledge, skills, or prior instruction. The sole purpose of an accommodation is to ensure that a disability does not prevent a demonstration of

These accommodations are never allowed in ELP testing.

- Bilingual word-to-word dictionaries
- A test administrator reading aloud any part of the Reading test
- Providing test items in a language other than English
- Allowing responses in a language other than English

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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English language proficiency. "More is better" is not the right approach. Providing unnecessary accommodations can negatively impact student performance.

- **Is the accommodation appropriate for ELP testing?** Some accommodations that are typically available to English learners taking a content test are not acceptable supports on an ELP assessment. Student support teams must never offer an accommodation that would invalidate the ELP assessment.

The team making accommodations decisions and planning testing for a student with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. Document testing arrangements, including accommodations, in the student's records.

All physical materials necessary for accommodation—such as braille materials, assistive technology, or manipulatives—must be identified in advance. Student support teams must work closely with test coordinators to ensure that all appropriate materials are ordered if necessary and available for testing. Support teams must work closely with test administrators to ensure that all planned accommodations are provided as intended.

Each allowed accommodation is listed below and includes a description for how it is administered in both the online and paper formats. When you document these accommodations for testing, they are noted in the student score data file provided to state education agencies with the codes shown in parentheses. Whether an accommodation is allowed for a specific test or language domain is noted as follows:

☑ Appropriate

● Inapplicable or always a standard administration practice

⊗ **Inappropriate and not recommended**

Some online testing accommodations must be selected in WIDA AMS, WIDA's test management platform, prior to testing. States and districts determine who has a WIDA AMS account. Talk to your Test Coordinator to learn whether your responsibilities include using WIDA AMS.

↖ Accommodations that must be pre-selected in WIDA AMS are marked with an arrow.

Some accommodation-related materials must be ordered prior to testing. States and districts determine the process for special orders of test materials. Refer to the contact information on your member/state page of the [WIDA website](#), and check with the appropriate individuals before ordering materials.

🛒 Accommodations that must be ordered are marked with a shopping cart.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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In the rare case that a student's documented disability requires the use of an accommodation not described below, you can contact your state education agency with a unique accommodations request.

Braille (BR)

🛒 Materials must be ordered

Unified English Braille (UEB) is available on tests for grades 1–5. Both UEB with Nemeth and UEB Technical (UEB Math/Science), are available on tests for grades 6–12. Specify UEB with Nemeth or UEB Technical, as well as contracted or uncontracted braille, when you order materials. Confirm students are proficient in the braille code selected prior to assigning this accommodation. WIDA recommends that the results of the braille assessment be used with caution since braille proficiency may confound the assessment of English language proficiency.

☒ Kindergarten ACCESS for ELLs

☑ ACCESS for ELLs Paper

☒ ACCESS for ELLs Online

☒ Alternate ACCESS for ELLs

☒ WIDA Screener for Kindergarten

☒ WIDA Screener Paper

☒ WIDA Screener Online

☑ Listening
☑ Reading
☒ Speaking
☑ Writing

When providing this accommodation, WIDA recommends arranging an individual test administration. Plan to extend the test session as needed based on the student's braille proficiency and reading speed. WIDA suggests planning twice the standard test administration session time for a braille administration.

Each braille test kit contains an embossed test booklet, a test booklet for transcription, a test administrator script, a speaking test booklet, and a CD of audio files. The embossed test booklet contains tactile graphics, labels, picture descriptions, and transcriber's notes. Translating picture descriptions into a student's home language is appropriate, as doing so will provide the student with same support available to sighted test takers.

Ideally, the test administrator providing this accommodation is proficient in braille. If allowed under your state testing policies, this test administrator could be a special education teacher or a teacher of the blind or visually impaired instead of an ELP educator. All test administrators must complete the training in the WIDA Secure Portal.

Students may record answers on the embossed test booklet, on blank braille paper, or by using a brailler or braille notetaker. In the Listening and Reading tests, students may dictate as the test administrator transcribes answers into the test booklet.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

The student's responses must be transcribed into the standard test booklet by an individual who is proficient in the braille code selected. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored. See Appendix B for transcription guidance.
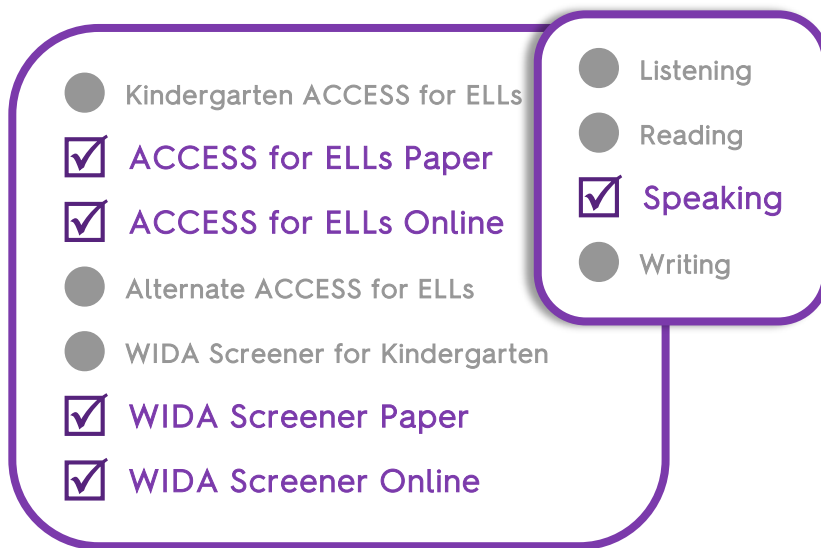
Extended Speaking test response time (ES)

➤ This option must be pre-selected

This accommodation provides additional time for cognitive processing or motor planning for speaking. This accommodation may support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language.

When this accommodation is selected in WIDA AMS for an online-format test, the online test platform allows twice the standard response time for each Speaking task.

● Kindergarten ACCESS for ELLs

☑ ACCESS for ELLs Paper

☑ ACCESS for ELLs Online

● Alternate ACCESS for ELLs

● WIDA Screener for Kindergarten

☑ WIDA Screener Paper

☑ WIDA Screener Online

● Listening

● Reading

☑ Speaking

● Writing

When test administrators provide this accommodation for a paper-format test, they pause the Listening and Speaking CD after the audio file plays and allow the student to respond.

Extended testing of a test domain over multiple days (EM)

In the extremely rare situation that a single domain test administration must extend across multiple days, seek the approval of a state assessment official to offer this accommodation.

☑ all tests, all domains

In-person human reader (IR)

🛒 Materials must be ordered

This accommodation applies only to text. Test administrators read labels or captions but never describe images. Answer choices may be read aloud only during the Listening domain tests.

This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper-format test may be used to provide lip reading support.

⚫ Kindergarten ACCESS for ELLs

☑ ACCESS for ELLs Paper

☑ ACCESS for ELLs Online

⚫ Alternate ACCESS for ELLs

⚫ WIDA Screener for Kindergarten

☑ WIDA Screener Paper

☑ WIDA Screener Online

☑ Listening

☒ Reading

☑ Speaking

☑ Writing

- When test administrators provide this accommodation for an online-format test, they supplement the pre-recorded audio by reading text answer choices and text labels in graphics. Test administrators also read all text that appears on screen for the grades 4-12 Tier B/C writing tasks. There is no additional script when providing this accommodation for the online-format test.

- When test administrators provide this accommodation for WIDA Screener Paper, they read from the appropriate recording script, available for free in the [WIDA Store](#). Test administrators also read instructions, test items, text answer choices, and text labels in graphics labels exactly as they appear in the test booklet.

- When test administrators provide this accommodation for ACCESS for ELLs Paper, they read from the Human Reader Accommodation Script, which must be ordered specially in advance of testing. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. To order this item, collect the information you have about the student for whom this accommodation applies. **Then contact DRC Customer Service and order this item during your additional materials ordering window.** For the Listening and Speaking tests, schedule two test administrators for each test whenever possible. An extra test administrator allows the adults to read the scripted dialogue between an example student and the primary test administrator. For the Writing test, the test administrator reads all the text in the test booklet.

Providing this accommodation to one student must not interfere with the testing experience of any other student. Whenever possible, provide this accommodation by arranging an individual test administration or a small group session that includes only students who are receiving this accommodation.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Repeat in-person human reader (RP)

🛒 Materials must be ordered

When test administrators provide this accommodation, they follow the guidelines for the In-Person Human Reader accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images. During a Listening domain test, test administrators can repeat their reading **one time only**.

This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.

- ⬤ Kindergarten ACCESS for ELLs
- ☑ ACCESS for ELLs Paper
- ☑ ACCESS for ELLs Online
- ⬤ Alternate ACCESS for ELLs
- ⬤ WIDA Screener for Kindergarten
- ☑ WIDA Screener Paper
- ☑ WIDA Screener Online

- ☑ Listening
- ☒ Reading
- ☑ Speaking
- ☑ Writing

Providing this accommodation to one student must not interfere with the testing experience of any other student. Whenever possible, provide this accommodation by arranging an individual test administration or a small group session that includes only students who are receiving this accommodation.

Interpreter signs test directions in ASL (SD)

To provide this accommodation, arrange for an interpreter to sign test logistics, directions and practice items into American Sign Language (ASL) or another signed system. ASL is a complete and rich communication system that is a language other than English. **Translation of actual test items is not allowed.** Consider offering this accommodation to new test takers who need the opportunity to understand test logistics.

- ☑ all tests, all domains

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Large print (LP)

🛒 Materials must be ordered

Large print test materials are printed in 18-point font on 11x17 paper. Large print test kits must be specially ordered, and they include everything required to administer the test. Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored. See Appendix B for transcription guidance.

- ● Kindergarten ACCESS for ELLs
- ☑ **ACCESS for ELLs Paper**
- ☑ **ACCESS for ELLs Online**
- ● Alternate ACCESS for ELLs
- ● WIDA Screener for Kindergarten
- ☑ **WIDA Screener Paper**
- ☑ **WIDA Screener Online**

- ☑ **Listening**
- ● Reading
- ☑ **Speaking**
- ☑ **Writing**

Manual control of item audio (MC)

🖱 This option must be pre-selected

This accommodation allows students to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs due to a disability.

- ● Kindergarten ACCESS for ELLs
- ☑ **ACCESS for ELLs Paper**
- ☑ **ACCESS for ELLs Online**
- ● Alternate ACCESS for ELLs
- ● WIDA Screener for Kindergarten
- ☑ **WIDA Screener Paper**
- ☑ **WIDA Screener Online**

- ☑ **Listening**
- ● Reading
- ☑ **Speaking**
- ☑ **Writing**

- To provide this accommodation for an online-format test, select this option in WIDA AMS prior to testing. Students will see and must click a Play button on every screen where audio would otherwise play automatically. Once the student clicks Play, the audio cannot be paused, stopped, or replayed.

- When test administrators provide this accommodation for a paper-format test, they ask students whether they are ready to listen before playing any track of the Listening and Speaking CD. Test administrators should practice prior to testing so they are comfortable with the equipment they will use. Administration of this accommodation must not disturb or interfere with other students.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Repeat item audio (RA)

➤ This option must be pre-selected

This accommodation allows students to hear recorded audio a second time. This accommodation may support students who need repetition for language processing, attention, or focus needs due to a disability.

⬤ Kindergarten ACCESS for ELLs	☑ **Listening**
☑ **ACCESS for ELLs Paper**	⬤ Reading
☑ **ACCESS for ELLs Online**	☑ **Speaking**
⬤ Alternate ACCESS for ELLs	☑ **Writing**
⬤ WIDA Screener for Kindergarten	
☑ **WIDA Screener Paper**	
☑ **WIDA Screener Online**	

- To provide this accommodation for an online-format test, select this option in WIDA AMS prior to testing. Students will see and must click a Repeat button on every screen where audio can be repeated. Once the student clicks Repeat, the audio cannot be paused or stopped. Students can click the Repeat button to replay the audio one time in the Listening test. In the Speaking and Writing tests, students can click the Repeat button to replay the audio as many times as needed.

- When test administrators provide this accommodation for a paper-format test, they ask students whether they are ready to listen to the audio of the Listening and Speaking CD. When students indicate they are ready to hear the audio again, test administrators replay the track. **In a Listening test, test administrators replay the audio only one time.** In a Speaking test, test administrators repeat the process until the student is ready to move on. Test administrators should practice prior to testing so they are comfortable with the equipment they will use.

Administration of this accommodation must not disturb or interfere with other students.

Scribe (SR)

To provide this accommodation, a test administrator or another designated individual responds in the online test platform or in a test booklet as directed by a student. For example, a student might provide verbal dictation of a Writing response, which the scribe types or writes. A student might indicate a response to a multiple-choice question using a speech-to-text device, using a picture or word board, by pointing, or with eye gaze, and the scribe selects or marks the option indicated.

☑ **all tests**

☑ **Listening**
☑ **Reading**
⬤ Speaking
☑ **Writing**

Consider offering this accommodation to students who routinely rely on dictation or scribing for written compositions during classroom
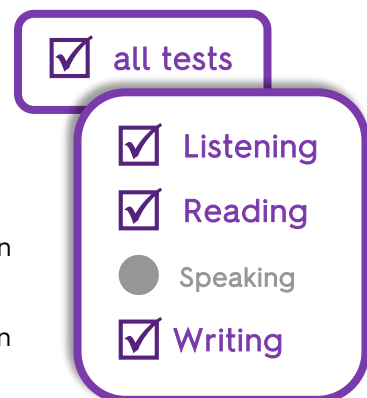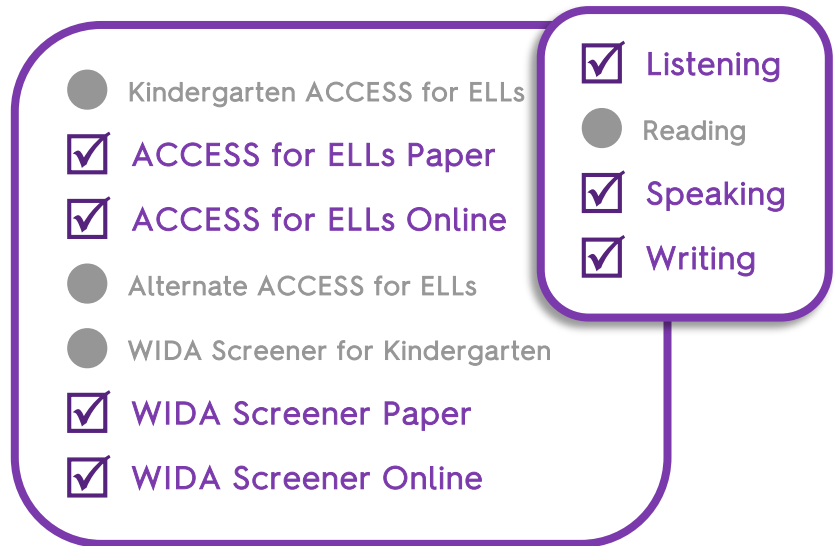
instruction. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand.

An individual test administration must be used to provide this accommodation. When students are new to the process of scribing, practice prior to testing is especially important.

Responses must be scribed verbatim at the time of testing. See Appendix C for Scribe Guidance.

### Student responds using a recording device, which is played back and transcribed by the student (RD)

This accommodation may support students with writing processing issues by separating the process of responding from the process of writing. When using this accommodation, the student responds to test tasks by speaking into a recording device. As soon as possible after completing the test, the student transcribes the responses into the test platform or a test booklet. Check state policy for timeframe expectations.

☑ all tests

● Listening

● Reading

● Speaking

☑ Writing

- If response and transcription are completed in the same testing session, the student may edit the responses as they transcribe.

- If response and transcription are completed in separate testing sessions, the student must transcribe the responses verbatim. Test administrators must closely monitor student transcriptions to ensure fidelity to the original answer.
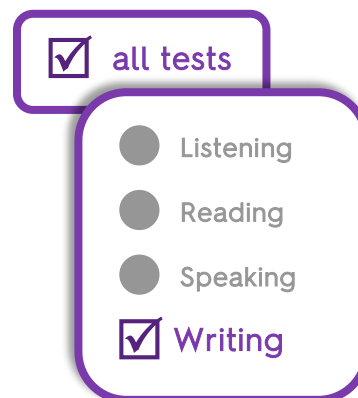
To provide this accommodation, arrange for the student to bring a familiar recording device to the testing session. **Students must be comfortable with using the device of their choice, and they must be familiar with the transcription process. Always arrange an individual test administration to provide this accommodation.**

Recording devices must be stored securely in a locked location between testing sessions. After transcription is complete, all content must be deleted from the recording device.

Test may be administered in a non-school setting (NS)

In the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered in a non-school setting. This may require approval from a state official. **This accommodation must follow all security requirements and be provided by school personnel who are trained test administrators.**

☑ all tests, all domains

For online test administration, a designated technology coordinator must configure a school-owned laptop by installing all software necessary for online testing. Whenever feasible, test the configuration and connectivity in the planned testing environment prior to testing.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Word processor or similar keyboarding device to respond to test items (WD)

This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not compatible with the online test platform or the testing device.

This accommodation is not necessary for students whose use of a specialty keyboard, adaptive mouse, or any other piece of equipment allows them to interact with the online test platform or paper test materials. Use of adaptive or specialized furniture or equipment is an administrative consideration that can be extended to any student.

☑ all tests

☑ Listening

☑ Reading

⬤ Speaking

☑ Writing

To provide this accommodation, arrange for the student to bring their device to the testing session. For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or thesaurus features are disabled, and that the device is not connected to the internet.

Student responses recorded on the device must be transcribed into the online test platform or a test booklet as soon as possible after each domain test is complete. See Appendix B for transcription guidance.

Whenever possible, print the student's responses for transcription and then delete all content from the device. If printing is not an option, the keyboarding device must be stored securely in a locked location until transcription is complete and all content has been deleted. After transcription, securely destroy any printed original responses that have been transcribed.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

17

Specific Circumstances

The scenarios below are a few examples of specific circumstances that require special consideration as you plan for testing.

Significant Cognitive Disability

State education agencies determine the criteria for identifying students with the most significant cognitive disabilities. An ELL who is identified with the most significant cognitive disabilities and who is unable to take ACCESS for ELLs, even with accommodations, can be considered for participation in Alternate ACCESS for ELLs.

Typically, students whose educational goals align with a state's alternate academic standards participate in Alternate ACCESS for ELLs. However, participation in alternate content assessments is not an automatic indicator that Alternate ACCESS for ELLS is the appropriate test for the student.

Alternate ACCESS for ELLs is designed for ELLs with the most significant cognitive disabilities who participate, or who would be likely to participate, in a state's alternate content assessments. Student support teams should consider carefully whether ACCESS for ELLs or Alternate ACCESS for ELLs would best allow the student to demonstrate developing English language skills.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests.
State guidance may vary from the recommendations in this document.

18

Alternate ACCESS for ELLs Participation Decision Tree

Yes ← Has the student been identified as an English language learner (ELL)? → **No**

The student should not participate in English language proficiency testing.

Yes ← Does the student have a significant cognitive disability and receive special education services under IDEA (2004)? → **No**

The student should participate in English language proficiency testing. Use the grade-appropriate ACCESS for ELLs test.

Yes ← Does the student require extensive direct individualized instruction and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum? → **No**

The student should participate in English language proficiency testing. Use the grade-appropriate ACCESS for ELLs test.

Yes ← Does or will the student participate in state alternate content assessment based on alternate achievement standards? → **No**

The student should participate in English language proficiency testing. Use the grade-appropriate ACCESS for ELLs test.

The student is eligible to participate in testing with Alternate ACCESS for ELLs.

> Alternate ACCESS for ELLs is a test for students in grades 1–12. Kindergartners with significant cognitive disabilities can participate in Kindergarten ACCESS for ELLs testing.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

Deafness or Hard of Hearing

Consider carefully how an ELL identified as deaf or hard of hearing can participate in testing. The options available in this scenario depend on local testing policies and on the student's unique needs.

For example, students who are deaf or hard of hearing, including those who primarily use American Sign Language (ASL) for communication, may participate in Reading and Writing tests with few or no accommodations. The In-Person Human Reader accommodation might be appropriate during the Listening test for students who use speech reading as part of their communication system.

Students who are deaf or hard of hearing are not required to take the paper format, but WIDA recommends it for several reasons. There are more opportunities for speech reading on the paper format, especially on the Listening test. It is easier to provide test directions in manually coded English. ACCESS for ELLs Paper also eliminates the need to force submit a domain or override tier placement.

Keep in mind that mixed-mode testing is not allowed. While some students handwrite Writing responses as part of a standard administration of ACCESS for ELLs Online, you cannot have a student take the paper format of one domain and the online format of a different domain. Determine in advance which test format will be most practical to administer and best allow the student to demonstrate English language skills.

Your state testing policies may allow for some form of manually coded English to provide access to the Listening and Speaking domains for ELLs who are deaf, including cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English. Work with your state education agency to determine which, if any, manual language supports are allowed for ELLs who are deaf or hard of hearing.

Blindness or Visual Impairment

ELLs with low vision can often participate fully in online testing, using a large display and the magnification tool built into the test platform. If the IEP team determines the paper-format test is a better option for the student, assistive technologies such as a CCTV or document camera can enlarge the test content beyond the standard size booklet. A large print format is also available.

Keep in mind that mixed-mode testing is not allowed. While some students handwrite Writing responses as part of a standard administration of ACCESS for ELLs Online, you cannot have a student take the paper format of one domain and the online format of a different domain. Determine in advance which test format will be most practical to administer and will best allow the student to demonstrate English language skills.

Students proficient in braille can participate in the Listening, Reading, and Writing test in braille format. WIDA does not offer a braille Speaking test and does not recommend administering this language domain at this time. See the braille accommodation description for detail.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Use of Augmentative Communication Devices

An augmentative/alternative communication (AAC) device is considered the voice of a student who is unable to produce functional speech. Use of an AAC during testing should be consistent with the student's day-to-day instruction and communication methods and is not considered an accommodation.
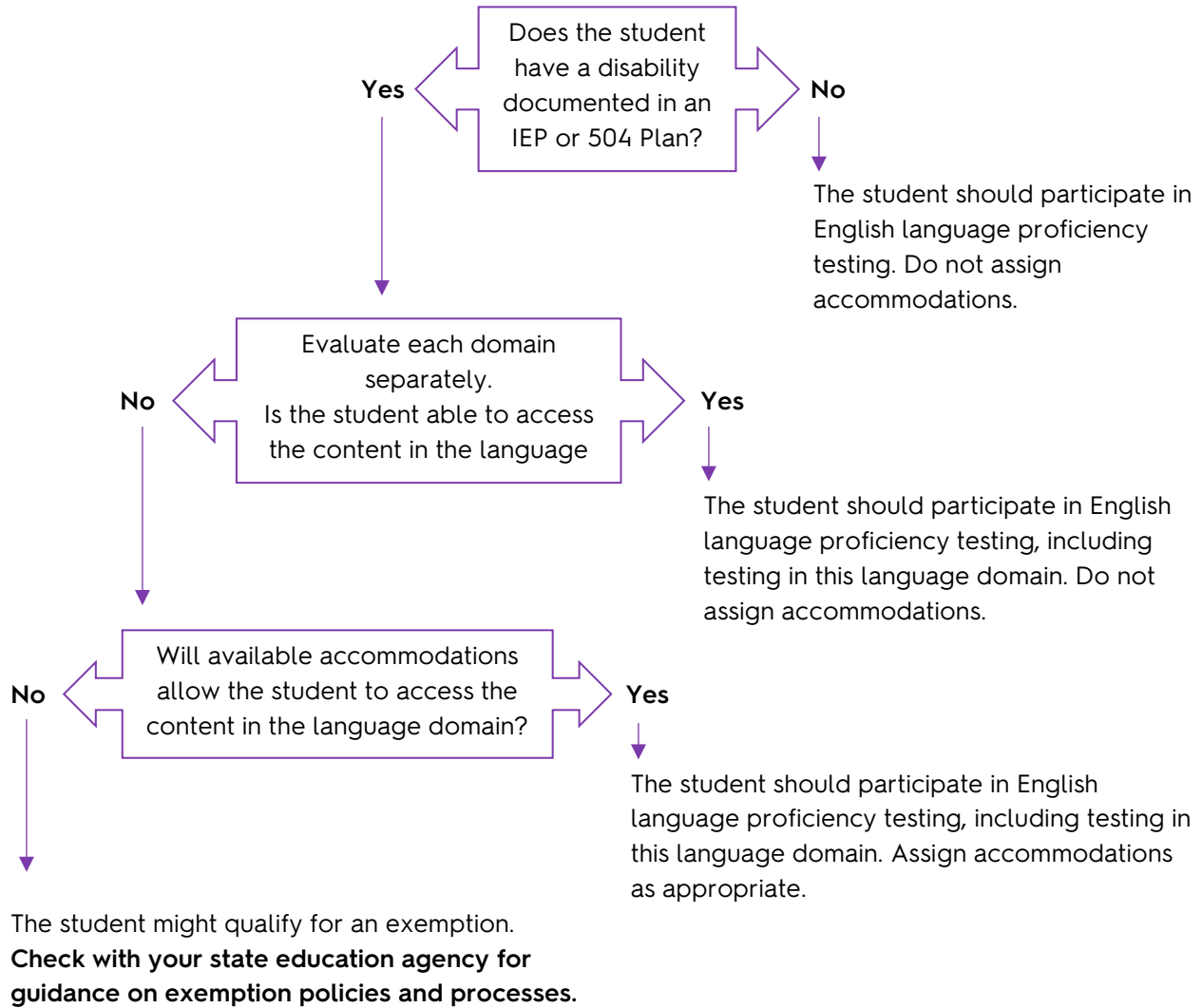
It is rare for individual sounds to be programmed into AAC devices, so test administrators must be prepared to accept non-standard responses from students using these tools. For example, if a test item asks a student to produce the isolated phoneme /g/, the student would simply indicate the correct letter instead of producing the sound. Additionally, available vocabulary might impact the student's ability to respond to specific test items. For example, if a student is asked to identify an apple but does not have the word "apple" available in the device, the student could offer the more generic word "fruit," point to indicate an answer choice, or use another response method.

Never provide a page on the AAC device specifically for ELP testing. This action would invalidate the student's scores, as the student's responses would not reflect their day-to-day academic English language skills. This accommodation should always be provided by a test administrator who is familiar with the student's classroom communication and use of the AAC device.

Domain-Specific Testing Exemptions

State and federal laws require all ELLs to participate in annual ELP assessment. No disability exempts a student from this requirement. However, when all appropriate accommodations have been offered and the student's disability remains a barrier to assessing a particular language domain, the student may be exempted from that individual domain test. Contact your state education agency prior to making a domain exemption. Refer to the Test Coordinator Manual for detail on marking a Do Not Score code to indicate that a student is not participating in a particular domain test.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Domain Exemption Decision Tree

Does the student have a disability documented in an IEP or 504 Plan?

Yes ← → **No**

No: The student should participate in English language proficiency testing. Do not assign accommodations.

Evaluate each domain separately.
Is the student able to access the content in the language

No ← → **Yes**

Yes: The student should participate in English language proficiency testing, including testing in this language domain. Do not assign accommodations.

Will available accommodations allow the student to access the content in the language domain?

No ← → **Yes**

Yes: The student should participate in English language proficiency testing, including testing in this language domain. Assign accommodations as appropriate.

The student might qualify for an exemption. **Check with your state education agency for guidance on exemption policies and processes.**

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

Appendix A: Keyboard Navigation

Keyboard navigation of the DRC INSIGHT test platform works with a Windows, Mac, or Linux operating system and is available for touch and mobile devices, like iPads and Chromebooks. Keyboard navigation does not allow a user to manipulate interactive test items or built-in tools.

Keystroke	Function
Enter/return	Selects Sign In button when username and password are entered.
Tab	Transfers the focus, indicated by a red box, from one button to another. Tab order: Options, Pause Test, Help, Highlighter, Magnifier, Line Guide, Next
Shift + Tab	Transfers the focus, indicated by a red box, from one button to another in the opposite direction of Tab.
Enter/return /space bar	Activates or deactivates the tool or function that is in focus.
Ctrl + Tab	Switches between multiple active windows on the screen. For example, if the color overlay window and the help window are open, use Ctrl + Tab to switch between them.
Esc	Closes the magnifier tool, help window, and options menu.
Alt + X	Selects the Exit button when the test is paused.
Arrows	Transfers the focus from one option to another within a list of choices, such as multiple-choice options, tabs within the help window, or color tools in the options menu.
Alt + P	Selects the Pause Test button.
Alt + B	Selects the Back button.
Alt + N	Selects the Next button.
Alt + O	Selects the Options button.
Ctrl + A	Selects all the text in a Writing response window.
Ctrl + X	Cuts the selected text in a Writing response window.
Ctrl + C	Copies the selected text in a Writing response window.
Ctrl + V	Pastes the previously copied or cut text at the cursor location in a Writing response window.
Ctrl + U	Underlines the selected text in a Writing response window.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Appendix B: Transcription

Transcribing is the act of transferring a student response from one document or format to another. This process happens during or after test administration and might be completed by a designated transcriber.

Student responses must be transcribed into the online test platform or a standard test booklet in a variety of situations, such as when a student provides responses in a non-standard format or a test booklet is soiled.

Transcribers must:

- Complete all training required by the state or local education agency
- Sign the WIDA Secure Portal Non-Disclosure and User Agreement
- Be proficient in written English
- Be able to decode the student's handwriting

Ideally, the transcriber is familiar with the student's handwriting and has experience transcribing for the student outside of the testing context. A braille transcriber must be proficient in the braille code used by the student.

- Transcribe student responses verbatim as soon as possible after testing. Print responses created on word processing devices. Devices without printing capabilities must be stored in a secure and locked location until the transcription is complete. Destroy student responses that were not written in a test booklet as well as any responses printed from a device. Ensure all test content stored on recording or word processing devices is deleted after transcription.

- WIDA recommends that two individuals are present during the transcription process. It is highly recommended that one of the individuals be a certified test coordinator. One of the individuals transcribes the student responses, and the other individual observes to confirm the accuracy of the transcription.

- Place a Pre-ID label on the transcribed booklet or place a District/School label on the transcribed booklet and complete the student demographic information in number 2 pencil. Return the booklet with the rest of your test materials.

- Prepare any test booklet that contains student responses but should not be scored for return:

  o On the front cover, write "Transcribed. Do not score."

  o Place a Do Not Process label on the booklet.

- Return both the transcribed booklet **and** the nonscorable booklet.

- Document the security barcode of any soiled booklet in WIDA AMS. Refer to the Test Coordinator Manual for detail on this process. Securely destroy the soiled booklet.

Place label

Do not cover the security barcode!

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

Appendix C: Scribing

Scribing is the act of recording responses on behalf of a student. This process happens during test administration, while student is present.

Responses are scribed into the online test platform or a standard test booklet when a student receives the Scribe accommodation. With this accommodation, t to test items orally, with gestures or pointing, by eye-gazing, or using an AAC device. Scribing takes place as the student dictates or produces responses, and responses are entered verbatim. All scribing must be administered individually and completed within the testing session. This includes any changes the student makes to the dictated response.

In most cases, students receiving the scribe accommodation should be receiving this service regularly in a classroom setting. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand. **If a student is new to the process of scribing during a test, practice prior to testing is especially important.**

Scribes must:

- Complete all training required by the state or local education agency
- Sign the WIDA Secure Portal Non-Disclosure and User Agreement
- Be proficient in the English language
- Be proficient in typing or be able to produce legible written text

Ideally, individuals providing the Scribe accommodation will have experience scribing for the student outside of the testing context and training will provide scribes the opportunity to practice and receive immediate direct feedback on their scribing practices.

- A student using a scribe must be given the same opportunities to interact with the test. At a student's request, scribes manipulate universal tools such as the notepad, line guide or color contrast setting. Scribes provide the same opportunity the student's peers have to process test items and plan responses, which may include writing outlines, plans, or drafts.

- At a student's request, scribes read a dictated response and the student dictates edits. Scribes make changes exactly as dictated by the student, even if a change is incorrect. Scribes must not cue the student to errors when reading the dictated response aloud.

- Students verbally instruct scribes, during or after initial dictation, to capitalize letters and include punctuation. For example, a student might say, "Capital S, she only paints with bold colors, semicolon, she does not like pastels, period." Or a student might say, "Could you read that last sentence back to me? Ok. Capitalize the first letter of the sentence and add a semicolon between 'colors' and 'she.'"

- The student must spell key words relevant to the content and non-English words the first time used. Scribes may remind students to spell these words. For example, scribes might ask, "How do you spell 'pastels?'" or "How do you spell 'niño?'" Scribes continue to use the provided spelling throughout the response and do not need to ask for spellings of grade-appropriate high frequency words like "the" or "and."

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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- Scribes may ask students to slow down or repeat a response. Scribes should not record vocalizations such as "um" or "ahh" that accompany a spoken response.

- Scribes may ask, "Are you finished?" or "Is there anything you want to add or delete?" Scribes must not coach students, influence responses, or suggest that students review responses.

- Scribes may answer procedural questions, such as, "Do I have to fill the entire space?" Scribes must not confirm answers, prompt students to fix mistakes, or answer content questions, such as "What does that word mean?"

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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Appendix D: Checklists

On the following pages you can find accommodations checklists for all WIDA assessments.

Always follow state-specific accessibility and accommodation policies for English language proficiency tests.
State guidance may vary from the recommendations in this document.

27

Accommodations: Kindergarten ACCESS for ELLs

WIDA™

Completed by:

_____

Student:

_____

District/School:

_____

Date:

_____

Student ID:

_____

Grade:

_____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Only available for grades 1–12.*	■	■	■	■
Extended Speaking test response time (ES): *Included in test design.*	■	■	■	■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Included in test design.*	■	■	■	■
Repeat In-Person Human Reader (RP): *Included in test design.*	■	■	■	■
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Order materials in advance.*				
Manual control of item audio (MC): *Included in test design.*	■	■	■	■
Repeat item audio (RA): *Included in test design.*	■	■	■	■
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■	■	
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	

Accommodations: ACCESS for ELLs Paper

WIDA™

Completed by:

_____

Student:

_____

District/School:

_____

Date:

_____

Student ID:

_____

Grade:

_____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Grades 1–12, order materials in advance.*			■	
Extended Speaking test response time (ES)	■	■		■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Read item text, graphics labels, and answer choices exactly as they appear.*		■		
Repeat In-Person Human Reader (RP): *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*		■		
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Order materials in advance.*				
Manual control of item audio (MC)		■		
Repeat item audio (RA)		■		
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■	■	
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	

Accommodations: ACCESS for ELLs Online

Completed by: Date:

_____   _____

Student: Student ID:

_____   _____

District/School: Grade:

_____   _____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Not available for the online format.*	■	■	■	■
Extended Speaking test response time (ES): *Pre-select in WIDA AMS.*	■	■		■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Read item text, graphics labels, and answer choices exactly as they appear.*		■		
Repeat In-Person Human Reader (RP): *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*		■		
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Order materials in advance.*	■	■	■	■
Manual control of item audio (MC): *Pre-select in WIDA AMS.*		■		
Repeat item audio (RA): *Pre-select in WIDA AMS.*		■		
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■	■	
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	

Accommodations: Alternate ACCESS for ELLs

Completed by:

_____

Student:

_____

District/School:

_____

Date:

_____

Student ID:

_____

Grade:

_____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Not available.*	■	■	■	■
Extended Speaking test response time (ES): *Included in test design.*	■	■	■	■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Included in test design.*	■	■	■	■
Repeat In-Person Human Reader (RP): *Included in test design.*	■	■	■	■
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Included in test design.*	■	■	■	■
Manual control of item audio (MC): *Included in test design.*	■	■	■	■
Repeat item audio (RA): *Included in test design.*	■	■	■	■
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■	■	
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	

Accommodations: WIDA Screener for Kindergarten

Completed by:

_____

Student:

_____

District/School:

_____

Date:

_____

Student ID:

_____

Grade:

_____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Only available for grades 1–12.*	■	■	■	■
Extended Speaking test response time (ES): *Included in test design.*	■	■	■	■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Included in test design.*	■	■	■	■
Repeat In-Person Human Reader (RP): *Included in test design.*	■	■	■	■
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Not available.*	■	■	■	■
Manual control of item audio (MC): *Included in test design.*	■	■	■	■
Repeat item audio (RA): *Included in test design.*	■	■	■	■
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■	■	
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	

Accommodations: WIDA Screener Paper

WIDA

Completed by:

_____

Student:

_____

District/School:

_____

Date:

_____

Student ID:

_____

Grade:

_____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Not available.*	■	■	■	■
Extended Speaking test response time (ES)	■	■		■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Read item text, graphics labels, and answer choices exactly as they appear.*		■		
Repeat In-Person Human Reader (RP): *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*		■		
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Not available.*	■	■	■	■
Manual control of item audio (MC): *Included in test design.*		■		
Repeat item audio (RA): *Included in test design.*		■		
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■	■	
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	

Accommodations: WIDA Screener Online

WIDA

Completed by:

_____

Student:

_____

District/School:

_____

Date:

_____

Student ID:

_____

Grade:

_____

Team Members:

_____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): *Not available.*	■	■	■	■
Extended Speaking test response time (ES): *Pre-select in WIDA AMS.*	■	■		■
Extended testing of a test domain over multiple days (EM): *Provide written request and evidence of need to state education agency.*				
In-Person Human Reader (IR): *Read item text, graphics labels, and answer choices exactly as they appear.*		■		
Repeat In-Person Human Reader (RP): *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*		■		
Interpreter signs test directions in ASL (SD): *Sign administration instructions, test directions, and practice items. Do not sign scored items.*				
Large Print (LP): *Not available.*	■	■	■	■
Manual control of item audio (MC): *Pre-select in WIDA AMS.*		■		
Repeat item audio (RA): *Pre-select in WIDA AMS.*		■		
Scribe (SR): *A trained adult records student responses during testing.*			■	
Student responds using a recording device, which is played back and transcribed by the student (RD): *Clear device after transcription.*	■	■		
Test may be administered in a non-school setting (NS): *Provide written request and evidence of need to state education agency.*				
Word processor or similar keyboarding device to respond to test items (WD): *Clear device after verbatim transcription.*			■	