



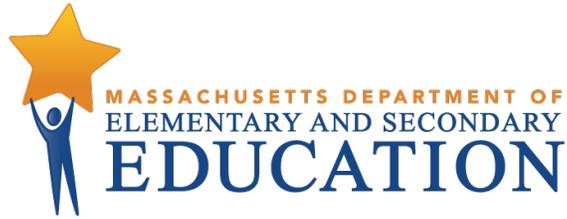
**ACCESS for ELLs
Computer- and Paper-Based Assessments
for Students in Grades 1–12,

plus Kindergarten ACCESS and Alternate ACCESS
for ELLs**

Principal’s Pre-Administration Manual

Tasks to Be Completed in Fall 2017

September 2017



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeff Wulfson
Acting Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.

We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2017 Massachusetts Department of Elementary and Secondary Education

Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



Purpose of This Manual

The *Principal's Pre-Administration Manual* is intended to support school administrators to prepare for and administer the ACCESS for ELLs tests, the state's English proficiency assessment. The policies and procedures for administering the statewide ACCESS tests in the 2017–2018 school year have been updated in this edition.

Massachusetts will administer the ACCESS for ELLs tests in January–February 2018 in order to measure the English language development skills of students who have been reported to the Department as English language learners in grades K–12. Massachusetts has been a member of the WIDA consortium since 2012, and has also adopted the consortium's WIDA English Language Development standards. The WIDA consortium introduced new computer-based (online) and paper-based ACCESS tests in the 2015–2016 school year that are based on those standards.

With increasing numbers of English language learners entering our public schools every day, providing quality instruction and assessment becomes even more critical. As English learners strengthen their English skills, they are likely to become more successful academically. Therefore, it is important to teach those skills as rapidly and efficiently as possible. The focus on academic language in the WIDA English Language Development (ELD) standards and in the ACCESS for ELLs tests is intended to accelerate the learning of core academic subject matter by ELL students.

Thank you for participating in this vital component of the statewide assessment system and for the work you perform in your schools with English learners.

Table of Contents

Important Contact Information and Resources	1
Important Information about Online Accounts and Passwords	2
Testing Schedule and Administration Deadlines	2
Tasks for the Principal and/or ACCESS for ELLs Test Coordinator to complete prior to and during the 2017-2018 ACCESS for ELLs test administration	3
1. Identify appropriate staff for the roles of District and School ACCESS Test Coordinator and Technology Coordinator.	3
2. Ensure that ELL students in each school are reported accurately in the district’s October 2017 SIMS submission.	3
3. Identify ELL students who will participate in testing.	3
4. Determine if your school will administer paper-based and/or computer-based ACCESS for ELLs assessments.	4
5. If administering paper-based tests, assign students to appropriate test tiers.	6
6. Order the school’s test materials between October 23 and November 10.....	7
7. Authorize individuals in the school or program to serve as test administrators... ..	7
8. Test Coordinator and Test Administrator Training and Certification.....	7
9. Set up WIDA Personal Accounts.....	8
10. Ensure that test administrators are trained and certified.	8
11. Identify and plan to provide accessibility tools and accommodations.	8
12. Set up WIDA AMS Accounts.....	10
13. Provide opportunities to view the Test Demonstration Tutorial and take Practice Tests.....	10
14. Plan the logistics of test administration at your school.....	10
15. Assign testing spaces to ELL students.	12
16. Students who transfer to and from a Massachusetts school during testing	12
17. Students who arrive in a Massachusetts school during testing	13
18. Instructions for reporting an irregularity on the ACCESS for ELLs Assessment	13
19. Pre-Reporting Data Validation Window (after testing)	13
AVAILABLE RESOURCES.....	13
APPENDIX: Request for Permission to Administer ACCESS for ELLs Test to a Student in an Alternate Setting.....	14

Important Contact Information and Resources

Test Administration Information and Online Services

DRC Help Desk:

Hours: 7:00 a.m.–9:00 p.m., Monday–Friday

Email: WIDA@datarecognitioncorp.com

Telephone: 855-787-9615

Fax: 763-268-3007

WIDA Standards and Test Administrator Training

WIDA Help Desk:

Hours: 9:00 a.m.–6:00 p.m., Monday–Friday, July to November
8:00 a.m.–8:00 p.m., Monday–Friday, December to June

Web: www.wida.us

Email: help@wida.us

Telephone: 866-276-7735

Fax: 608-263-3733

Policy Information

MA Department of Elementary and Secondary Education Student Assessment Services Office

Web: www.doe.mass.edu/mcas/access

Email: access@doe.mass.edu

Telephone: 781-338-3625

Fax: 781-338-3630

Questions regarding Student Information Management System (SIMS) data should be directed to the [district's SIMS contact](#). Select **SIMS Contact** from the Function menu, and click **Get Results**.

Questions regarding **RETELL, WIDA standards training, and the identification, services, and reclassification of English language learner (ELL) students** should be directed to the Office of English Language Acquisition and Academic Achievement (ell@doe.mass.edu or 781-338-3584).

Important Information about Online Accounts and Passwords

Type of Account	Purpose	Who Has Access	How Login Information Is Provided
ACCESS for ELLs personal account (www.wida.us)	To access the ACCESS test administrator training modules, certification quizzes, Kindergarten WIDA ACCESS Placement Test (W-APT) test, WIDA Screener, and other secure WIDA materials	Districts and schools	Instructions are available on the Department's Web Page ; or contact the WIDA Help Desk at 866-276-7735 for assistance.
WIDA Assessment Management System	To order ACCESS for ELLs test materials, online test setup and administration, data validation, and reporting	ACCESS Test Coordinators	DRC will send an email to schools prior to October 23, 2017.

Testing Schedule and Administration Deadlines

	Test administrators complete online training and obtain necessary certifications, where applicable.	October 2, 2017–February 2, 2018
<i>Before Testing</i>	Order test materials	October 23–November 10, 2017
	Online test set-up	December 11, 2017–February 7, 2018
	Receive test materials	January 2, 2018
	Order additional materials, if necessary	January 2–January 31, 2018
<i>Test Administration</i>	Administer ACCESS for ELLs tests	January 4–February 7, 2018
<i>After Testing</i>	Schedule UPS pickup	February 8, 2018
	Deadline for UPS pickup	February 9, 2018
<i>Before Results are Reported</i>	Data Validation	TBD
<i>Results Reported</i>	Reports sent to schools and districts	TBD
	Results posted electronically	TBD

Tasks for the Principal and/or ACCESS for ELLs Test Coordinator to complete prior to and during the 2017–2018 ACCESS test administration

1. **Identify appropriate staff for the roles of District and School ACCESS Test Coordinator and Technology Coordinator** and update any inaccurate or outdated school contact information on ESE District Profiles.

These designations should be communicated to your [District Directory Administrator](#) who should update your ESE District Profile. **MCAS test sites, adult education programs, out-of-state schools, and SEIS-DYS programs** should submit updates (along with your District and School Code) to the Department via email to diradmin@doe.mass.edu. *The Department has a [quick reference guide](#) for Directory Administration.* The Department will use your school's email addresses to send important, time-sensitive updates throughout the school year. The responsibilities of each ACCESS test role are described below.

ACCESS Test Coordinators (either the principal or designee) will be responsible for:

- the overall coordination of ACCESS test administration activities in the school or district;
- assisting in setting up additional user accounts in the new WIDA Assessment Management System (WIDA AMS) for test administrators;
- becoming familiar with the web-based training course(s) for [computer-based](#) and/or [paper-based](#) testing;
- updating student information in WIDA AMS prior to computer-based testing; and
- ensuring that test administrators and technology coordinators have completed the necessary WIDA training courses and appropriate certification for their roles.

ACCESS Technology Coordinators will be responsible for:

- system set-up for students taking the computer-based and paper-based tests;
- complete the [Technology Readiness Checklist](#);
- review the Technology User Guide; and
- resolve local systems issues in collaboration with Data Recognition Corporation (DRC), the ACCESS for ELLs test contractor.

2. **Ensure that ELL students in each school are reported accurately in the district's October 2017 SIMS submission.**

Districts should review their data before submitting the October SIMS report and confirm that:

- each ELL student has a SASID.
- each ELL student is reported in SIMS.
- each student who has exited ELL status is *no longer* reported in SIMS as an ELL.

Questions regarding SIMS submissions should be directed to the district's [SIMS contact](#). The district SIMS contact can also provide assistance if your district's SIMS report has already been submitted.

3. **Identify ELL students who will participate in testing.**

ELL students must be assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. Students in grades K–12 who are identified as ELL/LEP **must participate** in ACCESS for ELLs testing or the Alternate ACCESS for ELLs for their grade, as follows:

- students who were reported as ELL/LEP in October 2017 SIMS
AND
- students who enroll in school after the October 2017 SIMS submission and prior to January

26, 2018 who will be reported as ELL/LEP in the March 2018 SIMS.

Foreign Exchange Students

Foreign exchange students who are coded as #11 under “Reason for Enrollment” in SIMS **must participate** in ACCESS for ELL tests, if they are determined to be an ELL.

A very small number of ELL students are *not* required to participate in ACCESS for ELLs tests, as described below:

Students Not Required to Participate in Some or All of the ACCESS for ELLs test

- ELL students reported as LEP in October 2017 SIMS who have **exited LEP (ELL) status** before the beginning of the testing window (i.e., before January 4, 2018). **Note:** The “LEP” designation for students who exit ELL status prior to testing **must be removed** in the district’s March 2018 SIMS submission.
- If a student meets the criteria to receive the ELA read-aloud special access/nonstandard accommodation and this is already listed in the IEP or 504 plan, the student must take Listening, Speaking, and Writing, but *not the* Reading test. The school *may* administer the Reading test to the student, at their discretion, to receive an overall score and proficiency level.
- ELL students whose primary disability is reported as “Sensory:Hard of Hearing or Deaf” must take the Reading and Writing tests, but *not* the Listening and Speaking tests, if they are unable to listen and/or respond verbally to test items.
- ELL students whose primary disability is reported as “Sensory: Vision Impairment or Blind” must take the Braille version of the Reading and the Writing tests, but *not* the Listening and Speaking tests, if they are unable to view test items.
- Only ELL students in grades 1–12 with significant disabilities participate in the Alternate ACCESS for ELLs—not ELL students in kindergarten.
- ELL students with significant cognitive disabilities who are designated for MCAS-Alt, or are in grades 1, 2, 9, 11, or 12 and would most likely take the MCAS-Alt based on the severity of their disability, will not take standard ACCESS tests, but participate instead in the **Alternate ACCESS for ELLs**.
- **First-year ELLs MUST participate in ACCESS for ELLs!**

4. Determine if your school will administer paper-based and/or computer-based ACCESS for ELLs assessments.

For the 2017–2018 school year, schools will again have the option to administer the ACCESS for ELLs assessments to students in grades 1–12 as a computer-based or paper-based assessment, or use a combination of both. Paper-based versions of ACCESS 2.0 will be available as an accommodation in schools administering the computer-based tests; and paper-based versions of the Kindergarten and Alternate ACCESS for ELLs tests will continue to be administered to all students. [Additional information](#) and [technology requirements and readiness checklists](#) are available on the WIDA website.

By the 2019 test administration, the Massachusetts Department of Elementary and Secondary Education expects that virtually all Massachusetts students will take computer-based ACCESS tests. Therefore, schools are encouraged to administer computer-based tests to at least a portion of their students in January-February 2018 in order to make an effective transition over the next year.

A comparison of ACCESS computer- and paper-based test formats, and other important information, is provided in the tables below.

Comparison of Computer- and Paper-Based ACCESS for ELLs Tests

Test Domain or Feature	Computer-based test	Paper-based test
Listening	Students hear Listening passages through headphones on the computer.	Test administrator plays the listening passages on a CD.
	Students select responses on the computer screen.	Students select response from multiple-choice options on paper.
	Student responses are scored electronically.	Answer sheets are hand-scored centrally.
Reading	Students read passages and questions on the computer screen.	Students read passages and questions on the paper test.
	Students select responses on the computer screen.	Students select multiple-choice responses on paper.
	Student responses are electronically scored.	Answer sheets are hand-scored centrally.
Speaking	Students speak in response to audio and visual prompts on the computer; requires a headset for each student. 3-5 students tested per test administrator.	Students speak in response to pre-recorded questions played on a CD; students tested individually
	Expected responses are modeled for students.	Expected responses are modeled for students.
	Student responses are computer-recorded and scored centrally.	Local test administrators score their own students during test administration (requires training and certification).
Writing	Writing prompts will be shown on the computer screen in grades 4-12.	Test booklet contains writing prompts.
	Expected responses are modeled by computer, as appropriate	Expected responses are modeled in test booklet.
	Handwritten for students in grades 1-3; students in grades 4-12 may either keyboard or hand-write responses.	Students hand-write all responses.
Grades and Grade Clusters	1, 2-3, 4-5, 6-8, 9-12	1, 2, 3, 4-5, 6-8, 9-12
Training and Certification of Test Coordinators and Administrators	Training requirements differ for computer-based and paper-based tests. See #8 on the following pages.	
Accommodations and Universal Accessibility Tools	Many built-in supports and accessibility tools allowed for all students, including non-disabled; other accommodations allowed only for students with disabilities	Expanded list of accessibility tools allowed for all students, including non-disabled; other accommodations allowed only for students with disabilities.

	Principals may approve changes in test setting, group size, and timing/scheduling of tests.	Principals may approve changes in test setting, group size, and timing/scheduling of tests.
Test Preparation	Video tutorials; sample and practice test items available using online test platform	Video tutorials; Paper-based sample and practice test items available
Test Administration	No tier selection needed. Multiple grades and tiers can be tested together. Speaking test group size guidelines are described on page 5.	Tiers must be selected for each student before ordering test materials. Administer test sessions by grade and tier. Speaking test administered individually.
Test Timing	Recommended testing times are provided. <i>All</i> students may have up to 50 percent additional time beyond the recommended time to complete a test. Extended time (until the end of a school day) is allowed only for ELLs with a disability and should be added to the IEP or 504 plan of affected students.	

5. If administering paper-based tests, assign students to appropriate test tiers.

Selection of test tiers must be completed before the ACCESS for ELLs tests are ordered in late October–early November.

Note: Tier selection is not required for students taking the computer-based tests. Those students will be assigned to the appropriate testing tier based on results of the Listening and Reading tests. There are also no testing tiers for the Kindergarten or Alternate ACCESS for ELLs.

For grades 1–12, ACCESS for ELLs **paper-based** test forms are divided into **three tiers in each grade-level cluster**: Tier A, Tier B, and Tier C, each assessing students at a different level of English language proficiency in that grade cluster. For each student taking a paper-based test, select the test tier that best matches each student’s proficiency level, based on the criteria described below.

Criteria for Tier selection

If the student is taking the paper-based test, tier selection should be based on the student’s overall (composite) proficiency level on the 2017 ACCESS for ELLs test, if the student received an overall score. Additional suggested criteria for tier selection are as follows:

Tier A is appropriate for beginning ELLs who:

- enrolled in schools in the U.S. during the current academic school year without previous instruction in English
- have low-level English literacy skills or currently receive literacy instruction **ONLY** in their native language

Tier B is appropriate for *most* ELL students who:

- have social language proficiency and some, but not extensive, academic language proficiency in English
- have acquired some literacy in English though have not yet reached grade level literacy

Tier C is appropriate for students who are close to exiting ELL status and who:

- are approaching grade-level proficiency in literacy and academic language in the core content areas
- will likely meet the exit criteria for support services by the end of the academic year

The following criteria may also be considered in determining a student’s test tier:

- scores from the WIDA ACCESS Placement Test (W-APT), WIDA Screener, or MODEL, described above
- scores on other English language assessments used by the district
- written observations by staff working closely with the student

Test questions in each tier overlap somewhat, with Tier A targeting ACCESS for ELLs proficiency levels 1-3; Tier B levels 2-4; and Tier C levels 3-5.

“Capping” of Scores for Students Taking Paper-based Tier A and Tier B tests

Students who take Tier A or Tier B tests in Listening and Reading will not receive language proficiency levels above 4.0 for Tier A, or above 5.0 for Tier B, in these two domains. Therefore, students who take a Tier A or Tier B test are less likely to receive a Comprehension composite score or an Overall score above proficiency level 4.0 or 5.0, respectively.

6. Principal or Test Coordinator orders school’s test materials between October 23 and November 10, including materials for:

- ACCESS for ELLs tests – online (for each grade) and/or paper (for each grade and tier) (See “Students Not Required to Participate in Some or All of the ACCESS for ELLs test” on page 4 of this document)
- Alternate ACCESS for ELLs (for ELLs with significant cognitive disabilities)

On or about October 16, 2017, DRC will send an email reminder to the test coordinator regarding the opening of the materials ordering window.

7. Principal or Test Coordinator authorizes individuals in the school or program to serve as ACCESS test administrators, and informs test administrators of the training and certification requirements.

Who may serve as an ACCESS Test Administrator?

To the extent possible, for **paper-based** administration, test administrators should be licensed classroom teachers working in the school. If necessary, other education professionals, such as administrators and related service providers employed by the district, may also be authorized to serve as test administrators. For **computer-based** administration, test proctors are not required to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the direct supervision of a test administrator. Individuals *prohibited* from being test administrators include individuals not employed by the district and anyone who has not completed the relevant training and certification. The [Test Administration Manual](#) describes the responsibilities of test administrators. The test coordinator will determine which tests will be administered by each test administrator.

8. Test Coordinator and Test Administrator Training and Certification

In order to be authorized to administer the 2018 ACCESS for ELLs tests, all test administrators must complete the online training course(s) listed below between October 2017 and the start of testing (preferably, as close as possible to the time of testing). Where applicable, they must take certification quizzes for the tests they will administer, as described below.

Required ACCESS Test Administrator Training and Certification

Computer-Based Testing	Paper-Based Testing
------------------------	---------------------

<p>All Test Coordinators and Test Administrators (including those administering ACCESS for the first time and with prior experience) must view the online training modules for <i>computer-based (online) testing</i>, and pass the Online Administration Quiz with a score of 80% or above.</p> <p>Technology Coordinators must view the training materials and complete the checklist for Technology Coordinators, located in WIDA Assessment Management System (WIDA AMS), the online administrative portal.</p>	<p>All Test Coordinators and Test Administrators, including those with prior experience and those administering ACCESS for the first time, must view the online training modules and pass the Online Administration Quiz with a score of 80% or above for any of the following assessments that will be administered:</p> <ul style="list-style-type: none"> – <i>Group Test Administration</i> (Listening, Reading, and Writing) – <i>Speaking</i> – <i>Kindergarten</i> – <i>Alternate ACCESS for ELLs</i>
---	---

9. Set up WIDA Personal Accounts

Prospective test administrator must set up a **WIDA personal account** to access the training courses. WIDA accounts set up previously are still active. Educators who wish to set up an account may do so by following the instructions posted on the [Department’s website](#). Contact WIDA Help at 866-276-7735 or help@wida.us for assistance in setting up or accessing a WIDA personal account.

10. Ensure that test administrators are trained and have met the certification standard.

Test coordinators should ensure that a sufficient number of test administrators are trained and certified to administer the ACCESS tests. Principals can monitor the progress of their staff toward meeting the training requirements and view the names of individuals online who have completed training modules and certification quizzes. To view this information, principals must create a personal account (instructions for creating an account are posted on the [Department’s website](#)). New principals and ELL directors may contact the Department at access@doe.mass.edu to request access to the District View, after setting up their personal accounts.

11. Identify and plan to provide universal *tools* to all ELL students, and *accommodations* to students with disabilities according to IEPs and 504 plans.

ACCESS for ELLs allows the use of the following different categories of supports for students taking ACCESS tests:

- *universal tools* available to all students;
- *test administration considerations* available to *all* students, at the discretion of the principal (or designee); and
- *accommodations* available *only* to ELLs with disabilities.

Accommodations, accessibility tools, and test administration considerations are summarized below and described in detail in the [Accessibility and Accommodations Supplement](#).

Universal Tools available for all students:

- Audio aids
- Color contrast
- Color overlay
- Highlighters, colored pencils, or crayons

- Keyboard navigation
- Line guide or tracking tool
- Low-vision aids, or magnification devices
- Sticky notes
- Scratch paper

Administrative Considerations available to any student, at principal’s discretion:

- Adaptive and specialized equipment or furniture
- Alternative microphone
- Familiar test administrator
- Frequent or additional supervised breaks
- Individual or small group setting
- Monitor placement of responses in the test booklet or onscreen
- Participate in different testing format (paper vs. online)
- Read aloud to self
- Specific seating
- Short segments
- Verbal praise or tangible reinforcement for on task or appropriate behavior
- Verbally redirect student’s attention to the test (English or Native Language)

Accommodations for ELLs with disabilities who have the following listed in an IEP or 504 plan:

(Use the two-letter code in parentheses following the name of each accommodation listed below when entering accommodations data for the student.)

- Interpreter signs test directions in ASL (SD)
- Manual control of item audio (MC)*
- Repeat item audio (RA)*
- Human reader for items (HI)
- Human reader for response options (HR)
- Human reader for repeat of items (RI)
- Human reader for repeat of response options (RR)
- Large print version of test (LP)
- Braille (BR)
- Scribe (SR)
- Word processor or similar keyboarding device used to respond to test items (WD)
- Student responds using a recording device to record responses, which is played back and transcribed by the student (RD)
- Extended response time for Speaking test (ES)*

* Will require pre-selection at the time students are registered

Braille Reading and Writing Tests

ELL students whose primary disability is reported as “blind/visual impairment” will take either the *contracted* or *uncontracted* Braille version of the Reading and Writing tests, Tier B.

The test will be provided in **Unified English Braille** (UEB) for students in grades 1–3; and in **English Braille American Edition** (EBAE) for students in grades 4–12. (**Note:** In 2017–2018, UEB format will be used for students in grades 1–5; in 2018–2019, UEB will be used for students in grades 1-8; and in 2019–2020, UEB will be used for students in grades 1-12.)

If the student will participate in the Braille tests:

- Braille tests must be ordered by the school at the same time other test materials are ordered.
- If the student will dictate responses, or use a Braille note-taker or Braille writer to respond, his or her responses must be transcribed verbatim by a test administrator into a regular ACCESS for ELLs test booklet. For the Writing test, spelling, punctuation, and paragraph breaks must be dictated or noted by the student.
- Braille test materials must be returned with all other test materials.

The following supports may not be provided to any student on ACCESS tests:

- Signing the test to a student who is Deaf
- Reading aloud the Reading test to a student
- Electronic text reader (e.g., text-to-speech; Kurzweil 3000) for the Reading test
- Bilingual word-to-word dictionaries

12. Set up WIDA AMS Accounts

A **WIDA Assessment Management System (AMS) Account** will be required to order test materials; manage the addition, updating, and deletion of student names and information; manage the administration of online ACCESS tests; and view score reports.

ESE has already created initial accounts in WIDA AMS, one per district and school, based on the information listed in the ESE District Profiles. Additional accounts can be created by the school or district for appropriate staff. Instructions for managing users can be found in the [WIDA AMS User Guide](#). Updates to the role of District ACCESS Coordinator must be reflected in [ESE District Profiles](#) before contacting the Department at ACCESS@doe.mass.edu to create an initial account. All other accounts should be created and managed at the district or school level.

All accounts that were created last year have been carried over to this year. New account passwords will be provided shortly.

13. Provide opportunities for students to view the Test Demonstration Tutorial and take Practice Tests

Students should view [Test Demonstration videos](#) and have an opportunity to take either the **online Practice Tests** and/or [Sample Items](#) for the tests they will take. This will ensure that students are prepared to navigate the online testing platform and experience how the tests will function on their computers. Paper-based [Sample Items](#) are also available.

14. Plan the logistics of test administration at your school.

Information about scheduling the ACCESS test administration is provided on the following pages. It will be important to follow instructions about the timing and scheduling of each test.

Computer-Based Testing	Paper-Based Testing
<p>Scheduling Grades 1–12 Listening, Reading, and Writing Tests</p> <ul style="list-style-type: none"> Listening, Reading, and Writing tests may be administered in computer labs or in other rooms in the school in which the number of computers will accommodate the students being tested. Listening and Reading must be administered first, so that a tier can be generated by the WIDA AMS system for Writing and Speaking 	<p>Scheduling Grades 1–12 Listening, Reading, and Writing Tests</p> <ul style="list-style-type: none"> Listening, Reading, and Writing tests may be administered in groups of up to 22 students.
<ul style="list-style-type: none"> ACCESS for ELLs tests are untimed for all students. The following suggested testing times apply only to the time that students are working on the test and do not include set-up time, reading directions, or giving breaks to students between tests. Each ACCESS for ELLs test section for grades 1–12 is designed to be completed in group-administered sessions in the following time frames: Listening (40 minutes), Reading (50 minutes), Writing (65 minutes), and Speaking (30 minutes). Test domains should not be combined into one test session. However, more than one domain may be tested on the same day, with a break between tests. Plan for extended time, especially for ELLs with disabilities, up to the end of the school day, as needed. Students in different grade clusters or testing tiers may be tested together. 	<ul style="list-style-type: none"> ACCESS for ELLs tests are untimed for all students. The following suggested testing times apply only to the time that students are working on the test and do not include set-up time, reading directions, or giving breaks to students between tests. Each ACCESS for ELLs test section for grades 1–12 is designed to be completed in group-administered sessions in the following time frames: Listening (40 minutes), Reading (60 minutes), Writing (65 minutes), and Speaking (35 minutes). Listening and Reading tests may be administered either separately, or together in one session of approximately 100 minutes to be completed on the same day, with a break between tests. Plan for extended time, especially for ELLs with disabilities, up to the end of the school day, as needed. Students in different grade clusters or testing tiers may <i>not</i> be tested together.
<p>Scheduling Grades 1–12 Speaking Test</p> <ul style="list-style-type: none"> The test can be administered to 3-5 students per test administrator, according to the guidelines described on page 20 of the District and School Test Coordinator Manual ; the test should take up to 30 minutes per testing group. A headset is required for each student (headphone plus microphone) The Speaking test is divided into three different forms, Pre-A, A, and B/C. Students’ responses will be computer-recorded for scoring by the test contractor. 	<p>Scheduling Grades 1–12 Speaking Test</p> <ul style="list-style-type: none"> The test must be individually administered and should take approximately 15-35 minutes. Students will either take the Tier A or Tier B/C form. Students’ responses will be scored at the time of testing by the test administrator who has been trained and certified.

Paper-Based ONLY:

Kindergarten Test

- The test will be individually administered and should take approximately 45 minutes.
- All students take the same form of the test (no test tiers).
- Each component ends once the student reaches his or her limit and can go no further.
- Speaking and Listening are presented together, alternating between a listening and a speaking task.
- The test administrator scores each test question before moving to the next question.

Alternate ACCESS for ELLs

- All four sections (Reading, Writing, Listening, and Speaking) are individually administered in approximately 20-minute sections.
- All students in the same grade-level cluster take the same test (no test tiers).
- All sections are adaptive; test questions are presented until the student reaches his or her limit and can go no further.
- The test administrator scores each test question before moving to the next question.

15. Assign testing spaces to ELL students.

For computer- and paper-based testing:

The principal should designate testing spaces that are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Principals must ensure that each student assigned to a testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

Principals must identify appropriate testing spaces for ELL students with disabilities if they will require accommodations that change the test setting, presentation, or mode of response such that the student would be prevented from taking the test in a classroom with a large group.

For paper-based testing ONLY:

Principals should prepare for test administration according to the scheduling and group size guidance listed in task 14 on page 12:

- Group administration: Listening, Reading, and Writing tests (grades 1–12)
WIDA recommends a maximum of 22 students in each group, and one adult for every 10–12 students.
- Individual administration: Speaking test (grades 1–12)
- Individual administration: Kindergarten (all sections)
- Individual administration: Alternate ACCESS for ELLs (all sections)

While students are generally tested in their regular classrooms, the principal has the authority to schedule ELL students in testing spaces other than classrooms, as long as all requirements for testing conditions and security are met, as set forth in the *Test Administration Manuals* for the ACCESS and Alternate ACCESS for ELLs tests.

16. Procedures for students who transfer to and from a Massachusetts school during testing

When a student takes one or more sections of the ACCESS for ELLs test in one school, and then transfers to another school (either in the same or another district), the student should take **only the remaining test sections** in the new setting. The **student should not be required to retake any section of the test**. The procedure for assessing a student who transfers during testing, as well as the procedure for reporting a student who transfers, is provided in the [WIDA AMS User Guide](#).

17. Participation by students who arrive in a Massachusetts school during testing

Every effort should be made to test newly-arrived students before the end of the testing window. It is important to establish a baseline for the student's English language proficiency so the district can address the student's language needs appropriately, and the student's progress measured the following year.

If a newly-arrived student will be identified as an ELL in the district's March or June SIMS report, and the student attends a Massachusetts school during the ACCESS testing window, the student must participate in ACCESS testing. If the student is taking the paper-based ACCESS tests, he or she must be designated for a test tier (A, B, or C). The last day to order additional paper-based testing materials will be January 31, 2018.

18. Instructions for reporting an irregularity on the ACCESS for ELLs assessment (during testing)

When reporting an irregularity, please submit the following information on school letterhead:

- Your name, title, email address, and phone number
- Date
- School and district name
- School and district code
- Grade of student
- Date of the incident
- Name of test administrator
- Student's name, date of birth, and SASID (a 10-digit number beginning with 10)
- List of accommodations the student received, if applicable. If an accommodation was given in error, or if an accommodation was not given and should have been, include that information.
- A detailed description of the incident

Fax the irregularity report to 781-338-3630. Please do **not** send by email.

19. Pre-Reporting Data Validation Window (after testing)

In late March/early April (dates to be determined), schools will be requested by email to verify and update their student demographics in the WIDA Assessment Management System. The User Guide and training modules for this task will be available on the [WIDA website](#).

AVAILABLE RESOURCES

Resources to support educators, parents, and others who work with ELL students are listed below:

- [Department's ACCESS for ELLs Web Page](#)
- [ACCESS for ELLs Accessibility and Accommodations Supplement](#)
- [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners \(2016\)](#)
- [WIDA English Language Development Standards](#)
- [ACCESS for ELLs Interpretive Guide for Score Reports](#), under "Downloads and Products."
- [Massachusetts State-specific Information on the WIDA Website](#)

APPENDIX

Request for Permission to Administer ACCESS for ELLs Test to a Student in an Alternate Setting

Instructions: To request permission to test a student in an alternate setting for either computer-based or paper-based **ACCESS for ELLs** testing, complete and fax this completed request form to the Department's Student Assessment Services Unit at 781-338-3630. Requests should be submitted at least two weeks prior to testing. **If a school is requesting permission to administer a computer-based ACCESS test in the alternate setting, please contact the Department for special instructions.**

Responses will be sent via fax prior to the testing window. Please contact the Student Assessment Services Unit at 781-338-3625 with any questions. Retain this documentation on file for three years.

1. Contact Information		
Principal's Name: _____		
Telephone Number: _____	Fax Number: _____	
School: _____	District: _____	
2. Student Information		
First Name: _____	Middle Name: _____	Last Name: _____
SASID: _____	Grade: _____	
Reason the student is unable to test at school (e.g., medical, disciplinary, personal): _____		
Paper-Based Test Administration <input type="checkbox"/>		
Computer-Based Test Administration <input type="checkbox"/>		
3. Proposed Test Administrator		
First Name: _____	Last Name: _____	
Test administrator's position in the school or district: (See the ACCESS for ELLs manual for the policy on designating qualified test administrators.)		
Date of training and certification to administer ACCESS for ELLs tests: (See the <i>ACCESS for ELLs Test Administrator Manual</i> for information about training test administrators.)		
4. Proposed Test Administration Details		
The principal of the school must attach a separate sheet with details describing the following:		
<ul style="list-style-type: none">• the proposed alternate setting• plans for ensuring secure testing conditions and secure transport of test materials each day• procedures for materials to be returned to central locked storage at the school each day• proposed test administration dates, if the student will be participating in make-up sessions		
The principal of the school must sign below to acknowledge the following: All test materials will be kept secure as they are transported between the school and the alternate setting and during test administration.		
<ul style="list-style-type: none">• The test administration will follow all protocols described in the ACCESS for ELLs manual and the test administrator manual, including the prohibition of visitors from the testing environment.• The student's test materials will be returned along with test materials for all other students according to instructions in the ACCESS for ELLs manual.		
Principal's Signature _____ Date _____		
5. Approval/Denial of Request – For Department Use Only		
(This section will be completed and returned to your school prior to testing.)		
Check one: This request has been approved. <input type="checkbox"/> OR This request has been denied. <input type="checkbox"/>		
Department of Elementary and Secondary Education Staffperson Name and Position: Signature _____ Date _____		