



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

**plus Kindergarten ACCESS for ELLs and
Alternate ACCESS for ELLs**

Principal’s Pre-Administration Manual

Tasks to Be Completed in 2019-2020

Fall 2019



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley, Commissioner

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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 2019–2020 school year have been updated in this edition.

Massachusetts will administer the ACCESS for ELLs tests in January–February 2020 in order to measure the English language development skills of students who have been reported to the Department as English learners in grades K–12. Massachusetts has been a member of the WIDA consortium since 2012 and has adopted the consortium's WIDA English Language Development (ELD) standards. The WIDA consortium introduced new computer-based (online) and paper-based ACCESS tests in the 2015–2016 school year that are based on the WIDA ELD standards.

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

Contact Information and Resources	1
Important Information about Online Accounts and Passwords	2
Testing Schedule and Administration Deadlines	3
Tasks for the Principal and/or ACCESS for ELLs Test Coordinator to complete prior to and during the 2019-2020 ACCESS for ELLs test administration	4
1. Identify appropriate staff for the roles of District and School ACCESS for ELLs Test Coordinator and Educational Technology Director.....	4
2. Ensure that EL students in each school are reported accurately in the district’s October 2019 SIMS submission.	4
3. Identify EL students who will participate in testing.....	4
4. Determine which students will require a paper-based test as an accommodation.	5
5. Students with disabilities or first-year ELs taking the <u>paper-based</u> test will be assigned test tiers according to the guidelines below.....	5
6. Principal or ACCESS for ELLs Test Coordinator orders the school’s additional test materials between January 2 and 31, 2020, including materials for students taking	6
7. Principal or ACCESS for ELLs 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.....	7
8. ACCESS for ELLs Test Coordinator and Test Administrator Training and Certification.....	7
9. Set up WIDA Personal Account.....	7
10. Set up WIDA AMS Accounts.....	8
11. Ensure that Test Administrators are Trained and have met the requirements.....	8
12. Identify and plan to provide universal tools to all EL students, and accommodations to students with disabilities, according to their IEPs and 504 plans.....	8
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 EL students.....	11
16. Procedures for students who transfer to and from a Massachusetts school during testing.....	12
17. Participation by students who arrive in a Massachusetts school during testing.....	12
18. Any irregularities that occur during the ACCESS for ELLs test administration must be reported on the Department’s Service Now portal	12
19. Pre-Reporting Data Validation Window (after testing)	12
20. Post-Reporting Data Validation (after testing)	13
AVAILABLE RESOURCES.....	13

Contact Information and Resources

Test Administration Information and Online Services

Data Recognition Corporation (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: wida.wisc.edu

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 learners (ELs)** should be directed to the Office of Language Acquisition at el@doe.mass.edu or 781-338-3584.

Important Information about Online Accounts and Passwords

Type of Account	Purpose	Who Should Have This Account?	How Login Information Is Provided
WIDA personal account https://wida.wisc.edu/	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	District and school staff who are identifying, instructing, and testing EL students	Instructions for creating an account are available here , or contact the WIDA Help Desk at 866-276-7735 for assistance.
WIDA Assessment Management System (WIDA AMS)	To order additional ACCESS for ELLs test materials, online test setup and administration, data validation, and reporting	School and District ACCESS for ELLs Test Coordinators; Educational Technology Directors	Additional test materials may be ordered after pre-ordered materials have been received by the school on or about January 2, 2020, and before January 31, 2020

Testing Schedule and Administration Deadlines

	Test administrators complete online training and obtain necessary certifications, where applicable.	October 2019–January 2020
<i>Before Testing</i>	Order test materials	New for 2020: ACCESS test materials will automatically be pre-ordered for schools based on October 2019 SIMS
	Online test set-up	December 5, 2019–January 31, 2020
	Receive test materials	January 2 and 3, 2020
	Order additional materials, if necessary	January 2–January 31, 2020
<i>Test Administration</i>	Administer ACCESS for ELLs tests	January 6–February 7, 2020
<i>After Testing</i>	Schedule UPS pickup of testing materials	February 6, 2020
	Deadline for UPS pickup	February 7, 2020
<i>Before Results are Reported</i>	Pre-reporting data validation	March 23–March 27, 2020
<i>Results Reported</i>	Reports and data files available in AMS	May 15, 2020
	Results reported to schools and districts (printed)	May 26, 2020
<i>After Results are Reported</i>	Post-reporting data validation by schools	May 26–June 3, 2020
	Updated results posted electronically in AMS	June 17, 2020

Tasks for the Principal and/or ACCESS for ELLs Test Coordinator to complete prior to and during the 2019–2020 ACCESS test administration

1. **Identify appropriate staff for the roles of District and School ACCESS for ELLs Test Coordinator and Educational Technology Director** and update any inaccurate or outdated school contact information on [ESE District Profiles](#). Those 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 for ELLs 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 [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 preparation for their roles.

ACCESS Technology Coordinators (Educational Technology Directors) will be responsible for:

- system set-up for students taking the computer-based test;
- completing the [COS-SD Technology Readiness Checklist for WIDA Online Assessments](#);
- reviewing the [COS-SD Technology User Guide](#); and
- resolving local systems issues in collaboration with Data Recognition Corporation (DRC), the ACCESS for ELLs test contractor.

2. **Ensure that EL students in each school are reported accurately in the district's October 2019 SIMS submission.**

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

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

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 EL students who will participate in testing.**

EL 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 EL **must participate** in ACCESS for ELLs testing or the Alternate ACCESS for ELLs for their grade, as follows:

- students who were reported as EL in October 2019 SIMS, and
- students who enroll in school after the October 2019 SIMS submission and prior to January 31, 2020 who will be reported as EL in the March 2020 SIMS.

Foreign Exchange Students

Foreign exchange students who are coded as #11 under DOE013 “Reason for Enrollment” in SIMS **must participate** in an ACCESS for ELLs test, if they are determined to be an English learner.

A very small number of EL 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

- EL students reported as EL in October 2019 SIMS who have **exited EL status** before the beginning of the testing window (i.e., before January 6, 2020). **Note:** The EL designation for students who exit EL status prior to testing **must be removed** in the district’s March 2020 SIMS submission.
- If a student meets the criteria to receive the ELA read-aloud “special access” accommodation and this is already listed in the student’s IEP or 504 plan, the student must take the Listening, Speaking, and Writing tests. The school *may*, at their discretion, administer the Reading test to the student without the accommodation so the student can receive an overall score and proficiency level.
- EL 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.
- EL students whose primary disability is reported as “Sensory: Vision Impairment or Blind” and who take the Braille version of the Reading and the Writing tests (in UEB) are *not* required to take the Listening and Speaking tests, due to the use of complex graphics on those subdomain tests.
- EL students in grades 1–12 with significant cognitive disabilities (*not* EL students in kindergarten) should participate in the Alternate ACCESS for ELLs.
 - **EL students with significant cognitive disabilities may participate in the Alternate ACCESS for ELLs only if they are also designated for the MCAS-Alt; or if they are reported in grades 1, 2, 9, 11, or 12 and would most likely take the MCAS-Alt if it were offered in those grades.**
- **All first-year ELs MUST participate in ACCESS for ELLs.**

4. Determine which students will require a paper-based test as an accommodation.

The Massachusetts Department of Elementary and Secondary Education expects virtually all Massachusetts students to take computer-based ACCESS tests. IEP teams or 504 coordinators must determine whether an EL student with a disability is able to take the online test (with or without a handwriting booklet), or would require a paper-based test as an accommodation, and list this information in the student’s IEP or 504 plan. EL educators familiar with the student must also determine if a first-year EL (i.e., a student who was first reported as EL in the October 2019 SIMS) requires either the online test (with or without a handwriting booklet) or a paper-based test. The Kindergarten and Alternate ACCESS for ELLs tests will continue to be offered as paper-based assessments. Additional information, as well as [technology requirements and readiness checklists](#) are available on the WIDA website.

5. Students with disabilities or first-year ELs taking the paper-based test will be assigned test tiers according to the guidelines below.

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 the results of the Listening and Reading tests, which must be taken first. There are no testing tiers for Kindergarten or Alternate ACCESS for ELLs.

For grades 1–12, ACCESS for ELLs **paper-based** test forms are divided into **two tiers in each grade-level cluster**: Tier A and Tier B/ C, each assessing students at different levels of English language proficiency in that grade cluster. Tier A will be pre-ordered for first-year ELs, Tier B/C will be pre-ordered for students who took the paper-based assessment in 2018-2019 and do not have an IEP indicating a paper-based assessment should be administered in 2019-2020. Schools can order a different testing tier than was pre-ordered for a student during the additional test ordering window (January 2-31, 2020). See below for guidelines on tier selection.

For each student taking a paper-based test, select the testing 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, select the appropriate tier based on the student's overall (composite) proficiency level on the 2019 ACCESS for ELLs test, if the student received an overall score. If the appropriate testing tier was not received by the school, then the school can order a different testing tier during the additional materials ordering window. Additional suggested criteria for tier selection are as follows:

Tier A is appropriate for beginning ELs 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/C is appropriate for *most* EL 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
- are approaching grade-level proficiency in literacy and academic language in the core content areas
- will likely meet the exit criteria for 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 Screener
- scores on other English language assessments used by the district
- written observations by staff working closely with the student

6. Principal or ACCESS for ELLs Test Coordinator orders the school's additional test materials between January 2 and 31, 2020, including materials for students taking:

- ACCESS for ELLs tests, either online (for each grade) and/or paper (for each grade and tier), if additional materials are needed beyond the overage already received (See "Students Not Required to Participate in Some or All of the ACCESS for ELLs Test" on page 5 of this document)
- Alternate ACCESS for ELLs (for ELs with significant cognitive disabilities) who did not receive the Alternate ACCESS for ELLs in 2018-2019. The Alternate ACCESS for ELLs is not available for students in Kindergarten.
- Braille for students who did not take the Braille test last year and require it this year. Unified English Braille (UEB) is the only Braille test format available. Braille tests are not available for students in Kindergarten.

On or about December 26, 2019, DRC will send an email reminder to the test coordinator regarding the opening of the additional materials ordering window.

Additional test materials may be ordered during the Additional Materials Ordering window between January 2 and January 31, 2020. Contrary to instructions provided in WIDA manuals, additional materials are ordered directly by each **school**, rather than by the district. To the extent possible, each school should combine their additional materials requests into a single order. **Materials should not be transferred between sites.**

- 7. Principal or ACCESS for ELLs 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, Test Administrators should be education professionals employed by the district, such as teachers, administrators, or related service providers. Individuals *prohibited* from being Test Administrators include individuals not employed by the district and anyone who has not completed the relevant training and certification. Accommodations may be administered by test proctors, provided they receive training prior to test administration and are under the direct supervision of a Test Administrator. The [Test Administration Manual](#) (available in the WIDA Download Library after logging in) describes the responsibilities of Test Administrators. The ACCESS for ELLs Test Coordinator will determine which tests will be administered by each Test Administrator.

- 8. ACCESS for ELLs Test Coordinator and Test Administrator Training and Certification**

In order to be authorized to administer the 2020 ACCESS for ELLs tests, all Test Administrators and ACCESS for ELLs Test Coordinators must complete the [online training course\(s\)](#) (available after logging in the WIDA Secure Portal) for the assessments they will administer. Trainings are listed below and must be completed prior to 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 and pass with a score of 80% or higher.

- Online Grades 1-12 Administration Quiz
- Paper Grades 1-12 Administration Quiz
- Speaking Quiz (Grades 1-5 and/or Grades 6-12)
- Kindergarten Quiz
- Alternate ACCESS for ELLs Quiz

Recertification is required **every two years** for all quizzes.

Educational Technology Directors (Technology Coordinators) must view the training materials and complete the [COS-SD Technology Readiness Checklist for WIDA Online Assessments](#), located in the WIDA Download Library.

- 9. Set up a WIDA Personal Account.**

Those with WIDA personal accounts will be able to access training courses and test administration materials. District ACCESS for ELLs Test Coordinators can set up WIDA Personal Accounts for others in their district, according to instructions posted [here](#). New District ACCESS for ELLs Test Coordinators should contact the WIDA Client Services Center at 866-276-7735 or help@wida.us for assistance in setting up their new WIDA personal account. **WIDA personal accounts set up previously are still active.**

10. Set up WIDA AMS Accounts.

WIDA Assessment Management System (AMS) Accounts will be required to order additional 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 District ACCESS for ELLs Test Coordinator, including creating accounts for Educational Technology Directors and School ACCESS for ELLs Test Coordinators. School ACCESS for ELLs Test Coordinators can create accounts for Test Administrators, as needed. Instructions for managing account users are available in the [WIDA AMS User Guide](#) found in the WIDA Secure Portal Download library (log-in required). Updates to the role of District ACCESS for ELLs Test Coordinator must be reflected in [ESE School and District Profiles](#) before contacting the DRC_Help Desk at 855-787-9615 or WIDA@DataRecognitionCorp.com 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 are still active for 2019–2020.**

11. Ensure that Test Administrators are trained and have met the certification requirements.

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 have a WIDA personal account ([instructions for creating an account are posted on the Department’s website](#)). New Principals and District ACCESS for ELLs Test Coordinators may contact the WIDA Help Desk at 866-276-7735 or help@wida.us for assistance in setting up their WIDA personal accounts and receiving district level permissions. The Department will not provide this function.

12. Identify and plan to provide *universal tools* to all EL students, and *accommodations* to students with disabilities, according to their 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 ELs with disabilities.

Accommodations, accessibility tools, and test administration considerations are summarized below and described in detail in the ACCESS for ELLs [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 ELs 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 (LP)
- Braille (BR)
- Scribe (SR)
- Word processor or similar keyboarding device used to respond to test items (WD)
- Student responds using a recording device, which is played back and transcribed by the student (RD)
- Extended Speaking test response time (ES)*
- Extended testing time within the school day (ET)
- Test may be administered in a non-school setting (NS)

* Accommodations will be pre-selected for students based on accommodations used last year. Accommodations may be added or changed in WIDA AMS anytime before test tickets are printed.

Braille Reading and Writing Tests

EL 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/C.

The test will be provided in **Unified English Braille** (UEB) for students in grades 1–12.

If the student will participate in the Braille tests,

- UEB tests will be ordered by the Department for students who took the UEB test in the previous year.

- If the student will dictate responses or uses 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 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

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](#) that correspond with 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.

Scheduling Considerations	
Online 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 (35 minutes), Writing (65 minutes), and Speaking (30 minutes). • Test domains should not be combined into 	<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 (45 minutes), Writing (65 minutes), and Speaking (35 minutes). • Listening and Reading tests may be

Scheduling Considerations	
<p>one test session. However, more than one domain may be tested on the same day, with a break between tests.</p> <ul style="list-style-type: none"> Plan for extended time, especially for ELs with disabilities, up to the end of the school day, as needed. Students in different grade clusters or testing tiers may be tested together. 	<p>administered either separately, or together in one session of approximately 100 minutes to be completed on the same day, with a break between tests.</p> <ul style="list-style-type: none"> Plan for extended time, especially for ELs 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 53 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:	
<p>Kindergarten Test</p> <ul style="list-style-type: none"> The test will be individually administered and should take approximately 45-60 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. <p>Alternate ACCESS for ELLs</p> <ul style="list-style-type: none"> 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. 	

Requests to test in an **alternate setting** must be submitted using the Department’s [Service Now portal](#).

15. Assign testing spaces to EL students.

For online 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 EL 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 typical-size 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 the page above:

- 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 EL 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 for reporting a student who transfers, is provided on the [Department's web page](#).

17. Participation by EL 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 EL 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 or B/C). The final day to order additional paper-based testing materials will be January 31, 2020.

18. Any irregularities that occur during the ACCESS for ELLs test administration must be reported on the Department's [Service Now portal](#).

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

Between March 23–March 27, 2020, 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](#).

20. Post-Reporting Data Validation (after testing)

After ACCESS for ELLs results have been received by the school on May 26, schools will be requested to verify and update their student demographics in the WIDA Assessment Management System for any student whose results are missing or has been affected by a demographic error. The User Guide and training modules for this task will be available on the [WIDA website](#). The Department will review requests for Test Booklet Searches and Scoring Appeals, but not accept requests for demographic data corrections during this period. Test Booklet Search requests and Scoring Appeals will be submitted on the Department's [Service Now portal](#). The post-reporting data validation window is May 26–June 3, 2020.

AVAILABLE RESOURCES

Resources to support educators, parents, and others who work with EL 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 \(Massachusetts\)](#)
- [WIDA English Language Development Standards](#)
- [ACCESS for ELLs Interpretive Guide for Score Reports](#)
- [Massachusetts State-specific Information on the WIDA Website](#)