Student Assessment Resource Guide for English Learners

ACAP
Alabama Comprehensive Assessment Program

Developed by Student Assessment
August 2022

This manual is produced by Student Assessment. Any questions should be directed to Student Assessment at: studentassessment@alsde.edu or (334) 694-4817

Revision History

The revision history of this manual provides users with a quick way to view **major** additions, revisions, or changes. Minor changes such as formatting or updating are not listed.

YEAR	PAGE	DESCRIPTION OF CHANGE
2021	All applicable pages	Added *WIDA Screener for Kindergarten* and removed WIDA MODEL and WIDA W-APT.
2021	All applicable pages	Removed English learner (EL) and added multilingual learner (ML)
2021	All applicable pages	Changed the name of the manual to *Student Assessment Resource Guide for Multilingual Learners*.
2021	Section 11	Removed all of the ML assessments accommodations checklists. These will now be housed in the *Accessibility Supports and Accommodations Policy (*ASAP*) Manual.*
2021	All Forms/Pages	Updated all applicable forms and pages to include *WIDA Screener for Kindergarten*.
2021	Pages 91-113	Added the *WIDA Screener Online and WIDA Screener for Kindergarten Handbook.* This will be the permanent location for this manual.
2021	Page 88	*Alternate ACCESS for ELLs Student Verification Form* replaced with revised form.
2021	All applicable pages	Removed multilingual learner (ML) and replaced with English learner (EL).
2021	Page 16	Revised wording to reflect the screener must be completed within the 30 day or 10 day timeline.
2022	Pages 90-91	Added the EL Paraprofessional Memorandum.
2022	All applicable pages	Added the most current forms with changes. Updated the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* Pages 92-114.
2022	Naming Convention	Changed System Test Coordinator to District Test Coordinator.
2022	Page 23	Added Guidance on Misidentification of English learners.
2022	Page 54	Added additional information pertaining to score reports.
2022	All applicable pages	Updated graphics

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General Information

Section

Purpose of the *Student Assessment Resource Guide for English Learners*

The purpose of the *Student Assessment Resource Guide for English Learners* is to present a systematic approach, in terms of assessment, from the identification process of English learners (EL)s to the time the student attains English language proficiency and is no longer identified as an EL. All documents pertaining to EL students are included in Section 11. Educators who are responsible for administering the *WIDA Screener for Kindergarten*, *WIDA Screener Online*, *ACCESS for ELLs*, and/or the *Alternate ACCESS for ELLs* will benefit from this guide.

Terminology

ACAP	Alabama Comprehensive Assessment Program
ACCESS	*ACCESS for ELLs*
Alternate ACCESS	*Alternate ACCESS for ELLs*
ASAP	*Accessibility Supports and Accommodations Policy* Manual
DRC	Data Recognition Corporation
DLL	Dual Language Learner
EL	English learner
ELD	English Language Development
ELP	English Language Proficiency
ESL	English as a Second Language
EL 1	First year EL
EL 2	Second year and beyond EL
EL 6	English Learner Waived Services
FEL 1	Former EL year one of monitoring
FEL 2	Former EL year two of monitoring
FEL 3	Former EL year three of monitoring
FEL 4	Former EL year four of monitoring
FEL	Former EL (no longer being monitored/included in the EL subgroup for accountability)
HLS	Home Language Survey
I-ELP	Individual English Language Plan
IEP	Individualized Education Program
LEA	Local Education Agency
NOMPHLOTE	National Origin of Minority whose Primary Home Language is Other Than
Screener	*WIDA Screener for Kindergarten* and *WIDA Screener Online*
SIFE	Students with Interrupted Formal Education
SIS	Student Information System

Alabama Comprehensive Assessment Program Information

It is the policy and expectation of the Alabama State Department of Education (ALSDE) that **all** students, regardless of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability be provided an opportunity to participate in the *Alabama Comprehensive Assessment Program* (ACAP).

State Board of Education, State Department of Education, Administrative Code 290-4-2- .01:
***All students must be provided the opportunity to participate in the state testing program*.**

The ACAP consists of the following assessments:

Alabama Comprehensive Assessment Program		
Assessment	**Grades**	**Subjects**
ACCESS for ELLs	K-12	Reading, Listening, Speaking, Writing
Alternate ACCESS for ELLs	1-12	Reading, Listening, Speaking, Writing
ACAP Summative	2-8	English Language Arts, Math
	4,6,8	Science
ACAP Alternate	2-8, 10,11	English Language Arts, Math
	4,6,8,10,11	Science
PreACT	10	Reading, English, Math, Science
ACT with Writing	11	Reading, English, Writing, Math, Science
ACT WorkKeys (Optional)	12	Workplace Documents, Applied Math, Graphic Literacy
National Assessment of Educational Progress	4,8,12	Selected Schools Only

Student Assessment Manuals

Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration

With the rise in the State's EL population, it is important that all educators are adequately informed on the policies and procedures set forth by the ALSDE in order to provide meaningful experiences that will enhance the education of Alabama's ELs. The *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* (Integrity Handbook), developed by Student Assessment, provides detailed information regarding the roles and responsibilities of testing staff, test administration training, test security policies and requirements, and state policy. Also included are forms used in test administration and forms needed for training testing staff. This document is rich in information and is a valuable resource for educators. Any educator who will participate in the administration of any state assessment, including each of the EL screeners, must be trained on each specific role identified in the Integrity Handbook for which they will participate, including participation in Test Security Training.

Accessibility Supports and Accommodations Policy Manual

The *Accessibility Supports and Accommodations Policy* (ASAP) Manual is a valuable resource that details how to select and use accessibility supports and/or accommodations on state assessments. This manual is intended to be used by educators who serve students with *Individualized Education Programs* (IEP)s, Section 504 Plans, or *Individual English Language Plans* (IELP)s. The ASAP Manual houses the *Accessibility Supports and Accommodations Tables*, which list every available support on each of the state assessments. The *Accessibility Supports and Accommodations Tables* are crucial in the development of each of these plans to ensure that only eligible supports are identified for state assessments. The ASAP Manual also contains the *Testing Supports Form* and the *Use of Accessibility Supports and/or Accommodations on State Assessments* form which are both used to document supports provided to students on state assessments.

Assessments for English Learners

Alabama is a member of the WIDA Consortium of States and administers the following assessments for ELs.

- The *ACCESS for ELLs* assessment is the state's English language proficiency assessment and was administered for the first time in 2005. Since that time, the State's EL population has increasingly grown year after year.

- This assessment is administered to EL students in grades K-12 until a composite score of 4.8 is achieved. At this point, students will be reclassified as Former English Learner (FEL) year 1 and will be monitored for 4 years.

- The *Alternate ACCESS for ELLs*, the State's alternate English language proficiency assessment, was administered for the first time in 2013. This assessment is for those EL students in grades 1-12 with significant cognitive disabilities who participate on the *ACAP Alternate* assessment. Students taking this assessment will not attain English language proficiency and will remain on this assessment until Grade 12. There is an opportunity for these students to exit the program if certain scores are achieved each year. **See Section 11 for the *Alternate ACCESS for ELLs Exit Criteria.***

- *WIDA Screener for Kindergarten* is the State's identification assessment for potential ELs. It is administered to students in Pre-K 4 programs, during the registration process for kindergarten, and to any potential EL student entering kindergarten for the first time. It is also used to screen potential EL students in the first semester of first grade.

- *WIDA Screener Online* is the State's EL identification assessment for potential ELs. This screener is administered to students in the second semester of Grade 1 through Grade 12.

WIDA and DRC
TWO Separate Websites for Educators

There is often confusion over these two web sites. Educators need access to both and will use each of them for very different functions. The information below will help educators determine which web site is needed and for what purpose.

What Will I Find on the WIDA Website?

wida.wisc.edu

TRAINING COURSES, RESOURCES, SCORING FOR *WIDA SCREENER FOR KINDERGARTEN*

The WIDA website contains multiple resources, rich in information, which are useful to educators and families of ELs. The WIDA website is also the location for the **required annual training** for every educator who will administer any of the English language assessments and screeners. The following information is located on the WIDA website:

- *WIDA Screener Online* Resources
- *WIDA Screener for Kindergarten* Resources
- *ACCESS for ELLs* Online
- *Alternate ACCESS for ELLs* Resources
- Scoring Calculator for *WIDA Screener for Kindergarten*
- *ACCESS for ELLs* Webinars/Q & A Sessions
- WIDA Standards and CAN-DO Descriptors
- WIDA Professional Learning Resources and E-Learning Modules
- Online Training Modules for all EL assessments and screeners
- WIDA Research
- Educator and Family Resources
- Technology Coordinator Resources
- Test Administrator Manuals for ALL EL Assessments
- Account Creator
- Account Management and Training Status

Creating WIDA Accounts

District Test Coordinators (DTC)s and/or EL Coordinators have been granted permissions that allow for the following:

- **Create user accounts**
- **Assign permissions**
- **View training history and scores**

Upon login to

(*WIDA Secure Portal)*, Coordinators are able to select the

(Manage) tab and then "Manage Users" to create accounts, assign permissions, or search current users scoring history.

Viewing Training and Quiz Scores

DTCs and/or EL Coordinators are able to view the training history of educators in order to confirm that training has taken place. Without this confirmation, no one should administer any English language assessment.

Coordinators will follow the steps above and select "Certification Report" to view certifications and dates of completion. Additionally, all users can be exported into an excel file for easier viewing.

This is helpful for making sure educators have completed and passed the quizzes annually.

In some cases, a passing score of 80% or above is the requirement. Additionally, educators must complete all of the coursework in order to be certified.

Login credentials are required in order to access portions of the website. For access to this website, contact the DTC or Student Assessment for details.

Contact Information: help@wida.us – Help Desk - 866-276-7735

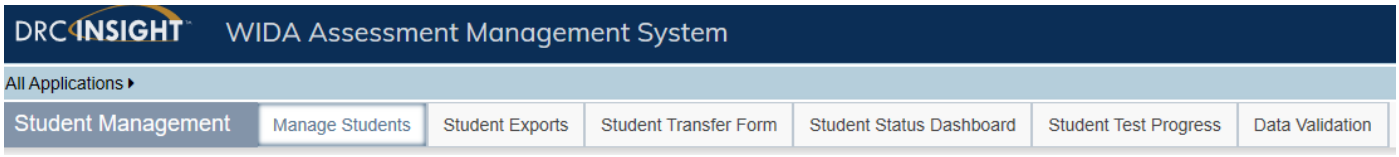
What Will I Find on Data Recognition Corporation (DRC) Website?

www.wida-ams.us

THE TEST MANAGEMENT PORTAL

DRC **manages** the State's English language assessments through the DRC WIDA-AMS website. This website supports the preparation, management, and administration of the *ACCESS for ELLs* suite of assessments that includes *ACCESS for ELLs and WIDA Screener Online.* Educators gain access and are given permissions by the DTC or, in some cases, the EL Coordinator. The following information is located in the DRC portal:

- Test demos, sample items, and test practice (no login credentials required)
- Test materials ordering/processing
- *WIDA Screener Online* test guidance/scoring
- User set up and permissions
- Student Management: Add students, track students' test sessions, edit test sessions
- Test management
- Scoring the Writing and Speaking domains of the *WIDA Screener Online*
- Student Transfer Form
- Test results
- Data Validation
- Testing software downloads
- On Demand report delivery of *ACCESS for ELLs* and *Alternate ACCESS for ELLs* in 47 different languages



Coordinators must assign the "educator scoring" permission and validate that the Writing and Speaking quizzes were completed and passed. Directions on how to do this are located in the WIDA Screener Online Handbook located in the Documents section of this manual.

Login credentials are required to access this portal. Contact the DTC or Student Assessment for details.

Contact Information: wida@datarecognitioncorp.com
Help Desk - 855-787-9615

Definition of an English Learner

In Alabama, the definition of an English learner is taken from federal regulations: Under the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA), the law uses the term English learner (EL) to refer to students whose primary language is other than English and whose level of English proficiency is progressing to the level needed to participate effectively in United States mainstream classrooms. Previously, the terms "limited English proficient" (LEP) and "English language learner" (ELL) have been used.

Under ESSA, an English learner means an individual –

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who was not born in the United States, or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Definition of an English Learner with Significant Cognitive Disabilities

English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Program and Individual English Language Plan, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

The Identification Process

Section

Identification of an English Learner

ELs must be identified at the time of enrollment through a Home Language Survey (HLS) administered during the enrollment/registration process. The HLS is a requirement for every student entering schools in Alabama. If the HLS indicates the use of a language other than English by the student or any individual in the home, the student is considered a potential EL, and a screener must be used to determine the student's English language proficiency level.

Potential ELs who enroll during the summer or the first day of school must be assessed for English language proficiency **within 30 days of enrollment**.

Potential ELs who enroll after the first day of school must be assessed for English language proficiency **within 10 days of enrollment**.

When all responses on the HLS indicate that English is the only language used by the student and the individuals in the home, then the student is considered an English-only speaker without the need for EL services.

EL Procedural Flowchart

Home Language Survey

Must be completed for all students during the enrollment process.

Screening must be done within *30 days of enrollment for students who enroll in the summer or on the **first day** of school.

Screening must be done within **10 days of enrollment for students who enroll **after** the first day of school.

A language Other Than English is denoted.

Primary Language is English.

Administer the *WIDA Screener for Kindergarten* for kindergarten students through first semester of Grade 1.

Administer the *WIDA Screener Online* for students in second semester of Grade 1 through Grade 12.

STOP

Not eligible for EL services.

If student qualifies, convene an EL Committee meeting, and develop an Individual English Language Plan (I-ELP).

If student scores proficient **STOP** not eligible for EL services.

Student will participate on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* until such time the student demonstrates English proficiency (4.8 composite) on *ACCESS for ELLs* or meets the *Alternate ACCESS for ELLs Exit Criteria* for *Alternate ACCESS for ELLs*.

*** 30 days = 30 full days**
****10 days = 10 working days**

Screening Potential EL Students

The only two assessments used in Alabama for screening potential EL students are the following:

- ***WIDA Screener for Kindergarten***
  For students in Pre-K 4 - first semester of Grade 1: In this context, Pre-K 4 refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance for the first time.

- ***WIDA Screener Online***
  For students in the second semester of Grade 1 through Grade 12.

Test Administrators must be qualified to administer these state-approved screening instruments.

Qualified Test Administrators –

1. May be part-time or full-time employees of the district.

2. Must be certificated or hold the qualifications of an Instructional Paraprofessional as outlined in **the memorandum titled, *Paraprofessional Qualifications for those Working with Students Receiving Special Education Services*, FY17-2077, dated August 25, 2017, and located on the ALSDE website. The information in this memorandum also applies to Instructional Paraprofessionals who serve EL students.** This memorandum is located in **Section 11 of this manual**.

3. **Instructional Paraprofessionals can be used for the screening instruments ONLY.**

4. Must complete (with a score of 80% or above if applicable) the required WIDA online training courses **annually** for the screening assessment for which they are responsible and provide proof of certification to either the DTC or EL Coordinator.

5. Must complete test security training provided by Student Assessment on the ***WIDA Screener for Kindergarten and WIDA Screener Online Handbook*** via recorded webinar or through either the DTC or EL Coordinator.

Alabama Screening Assessments

The only assessments used for identification for potential EL students are the *WIDA Screener for Kindergarten* and the *WIDA Screener Online.* In very rare cases, *WIDA Screener Paper* is also available with ALSDE permission only.

WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test used for identifying potential EL students. This assessment **MUST BE USED** for students who enter kindergarten for the first time. It is administered through the first semester of Grade 1 and is free to all users. Test materials and the Scoring Calculator are available at: **wida.wisc.edu** and login credentials are required. **Annual online training at wida.wisc.edu is required** in order to administer this assessment.

In addition, Test Administrators must complete the training provided by Student Assessment, which includes training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*. This training includes the required Test Security training. All forms in the handbook must be signed upon completion of training and returned to the DTC or EL Coordinator, if directed.

Test materials may be printed off and laminated for reuse or purchased from the WIDA Store for a minimal fee.

WIDA Screener Online

WIDA Screener Online is available through the Data Recognition Corporation (DRC) portal at www.wida-ams.us. This assessment **MUST BE USED** for screening students in the second semester of Grade 1 through Grade 12 and is free to all users. Login credentials are required. **Annual online training at wida.wisc.edu is required** in order to administer this assessment. In addition, Test Administrators must complete the training provided by Student Assessment, which includes training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* which also includes Test Security Training. All forms in the handbook must be signed upon completion of training and returned to the DTC or EL Coordinator, if directed. Contact your DTC for login credentials for the online training.

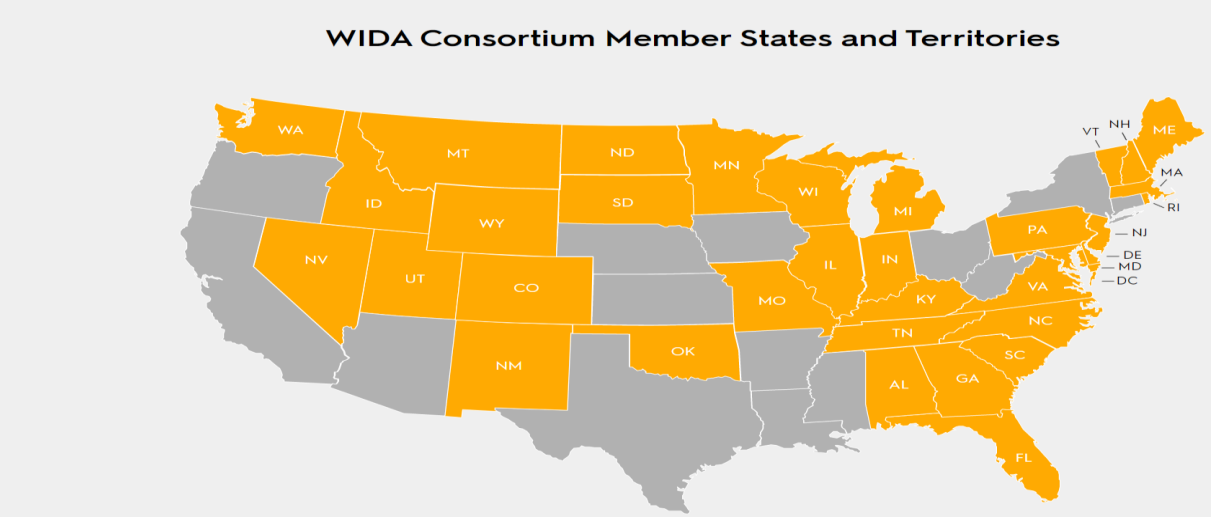
WIDA Screener Paper **(ALSDE approval required)** is available for those students who are unable to meaningfully access the *WIDA Screener Online* even with accommodations. **Annual online training is required** in order to be able to administer this assessment. There is a cost for this assessment, and that cost lies with the Local Education Agency (LEA). Contact Student Assessment at: studentassessment@alsde.edu for additional guidance for the use of the paper screener.

Potential EL Student Enrolls in a District from a WIDA State

After the school has administered the HLS, the next step is to screen the student to determine if the student meets the criteria for designation as an EL. Before screening, consider the following:

- It is incumbent upon the receiving district to contact the state from which the student came to determine EL status. If the student was determined to be eligible for services **within the past calendar year** by meeting Alabama eligibility requirements (see qualifying scores in this section) for either of the screeners, and there are records to substantiate this, the school must accept the records of eligibility and place the student accordingly. **In this case, there is no reason to screen the student.**

- If the school is not able to get this information from the sending state in order to meet the deadline for screening, the school must proceed with screening the student. Student Assessment is available to help in making contact with WIDA states if the school/district is unsuccessful in getting the needed documentation.



Alaska, Hawaii, Northern Mariana Islands, U.S. Virgin Islands, Bureau of Indian Education, Department of Defense Education Activity

Screening Potential ELs with Disabilities

Accommodations are allowed for potential EL students with disabilities on the *WIDA Screener for Kindergarten* and *WIDA Screener Online*. Potential EL students who have a current IEP or Section 504 Plan may be eligible for those accommodations. If accommodations in the IEP or Section 504 Plan are the same as the accommodations listed in the *WIDA Screener Online Accommodation Selection Checklist for Students with an IEP/Section 504 Plan* or the *WIDA Screener for Kindergarten Checklist for Students with an IEP/Section 504 Plan*, those accommodations may be provided when administering either of these screeners. The checklists are located in the ***Accessibility Supports and Accommodations Policy*** **(ASAP) manual which is published by Student Assessment.**

Alabama State Department of Education
Alternate Screening Checklist

The *Alternate Screening Checklist* is to be used for those potential EL students who cannot participate meaningfully on the *WIDA Screener for Kindergarten or WIDA Screener Online,* even with accommodations. The *Alternate Screening Checklist* is for **severely cognitively disabled** students and not intended for those students with disabilities who can participate with the use of accessibility supports and/or accommodations. This checklist provides educators with a mechanism to ensure that students with profound disabilities can be identified and provided the services they need. The *Alternate Screening Checklist* is located in **Section 11 of this manual.**

Additionally, educators may listen to a recorded webinar at: Alternate Screening Checklist Recorded Webinar.

Provisional Identification Plan for Potential English Learner Students
(Who Enroll During Extended School Closures)
Grades K-12

In an effort to assist LEAs in the identification of potential ELs **during a time of extended school closures and/or during a time when remote learning is an option for the LEA,** the ***Provisional Identification Plan for Potential English Learner Students*** will be implemented.

This plan is intended to guide school staff who have been assigned the responsibility of identifying potential ELs to gather enough information from the parents, guardians, and students to be able to make a **provisional determination** of placement so that ELs may receive language support services.

This plan does not negate the administration of the state's screening assessments (i.e., *WIDA Screener for Kindergarten, WIDA Screener Online*). When school resumes, ELs who were either identified or not identified as EL will be administered these formal screening assessments. For students who have selected the remote learning option and are attending school virtually, the LEA must determine a date, time, and location that is suitable for the student and allows for a safe process in which to administer the formal screening instrument.

ELs who have been provisionally identified **will be coded** in PowerSchool. Documentation from this provisional plan must be submitted to the DTC or the EL Coordinator and kept on file until the formal screening assessment is administered once the student returns to school.

The *Provisional Identification Plan for Potential English Learner Students* is located in **Section 11 of this manual.**

Additionally, educators may listen to a recorded webinar at: Provisional Identification Plan Recorded Webinar.

Potential Pre-K English Learners

Potential ELs in a Pre-K 4 program must be screened and, if found eligible, must also receive English as a Second Language (ESL) services. Schools must use the *WIDA Screener for Kindergarten* as a screening instrument.

NOTE: **Pre-K 4 refers to students who are participating in the kindergarten registration period and enrolling in kindergarten for the first time**. Pre-K in this context refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance.

Potential EL students will be administered only the Listening and Speaking domains (Oral Language) of the *WIDA Screener for Kindergarten*.

Detailed information can be found in the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* located in **Section 11 of this manual.**

Qualifying Scores for Potential ELs

WIDA Screener for Kindergarten or WIDA Screener Online

WIDA SCREENER FOR KINDERGARTEN			
GRADE	**REQUIRED DOMAINS**	**QUALIFIES STUDENT AS EL**	**DOES NOT QUALIFY STUDENT AS EL**
Pre-K4 Pre-registration period for kindergarten entry through 1st semester of Grade 1	Listening Speaking	**4.0 and below Oral Language Score**	**4.5 or higher Oral Language Score**
WIDA SCREENER ONLINE			
GRADE	**REQUIRED DOMAINS**	**QUALIFIES STUDENT AS EL**	**DOES NOT QUALIFY STUDENT AS EL**
2nd semester of Grade 1 through Grade 12	Reading, Listening, Writing, Speaking	**4.5 and below**	**5.0 or higher**

NOTE: In cases where students score too high and do not qualify for services (NOMPHLOTE) but are experiencing difficulty with language in the classroom, it may be necessary to reassess the student. It is permissible to readminister the initial screener to the student, with the parent/guardian(s) permission, in order to determine if the student does qualify to receive services.

Misidentification of an EL

There may be some instances where misidentification of an EL can occur. For example, the HLS may be misinterpreted by parent/guardian(s) or by the educator reviewing the information, which could lead to misidentification. This same misinterpretation is possible as educators review initial screening assessment scores, also resulting in misidentification. If it is suspected that a student has been inaccurately identified as an EL, contact ALSDE EL Administrator, Maria Franco via email at: maria.franco@alsde.edu or by phone at: (334) 694-4922 for guidance.

Parent Waiver of Direct Language Assistance Services

Some parents of students identified as ELs may choose to waive Supplemental Title III Language Assistance services for their child. However, this does not negate the responsibility of the LEA to provide language support under the Office for Civil Rights law. The LEA must find alternate means of providing the student with support for language development and proficiency outside of the structured ESL classes that may include pull out or push in services. Parents who choose to waive services must do so in writing on an annual basis, and the LEA must maintain the written documentation.

Students who will not receive formal language services must still participate on the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* in order to determine the student's level of English acquisition and to provide educators with valuable information attained from test scores so that appropriate supports may be provided. ELs whose parent/guardian(s) have chosen to waive services will still be eligible for the appropriate EL accommodations on state assessments.

Although parent/guardian(s) may choose to waive Supplemental Title III Language Assistance services for formal language assistance, the student will be identified and coded as an EL in PowerSchool and will continue to be coded as EL until the student attains a 4.8 composite score on *ACCESS for ELLs* or an alternate score on *Alternate ACCESS for ELLs*.

General Questions:

1. If a parent waives Supplemental Title III Language Assistance services is the LEA responsible for developing an I-ELP and serving the student?

   A meeting with the parent/guardian(s) is **required** to explain the screener scores, why the student qualified for services, what services are available to the student had those services not been waived, how the student will be supported in the classroom, and why participation on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* cannot be waived and is federally required. The I-ELP will denote these decisions. The I-ELP will be reviewed annually with the parents/guardian(s)' request for attendance. If the parent/guardian(s) refuse to attend, the I-ELP will remain in place until the student demonstrates English proficiency, which is a 4.8 composite score on *ACCESS for ELLs*. Refer to the *Alternate ACCESS for ELLs Exit Criteria* located in **Section 11 of this manual** for exit criteria for this assessment**.**

2. Are accessibility supports and/or accommodations allowed on state assessments for students whose parents/guardians waived Supplemental Title III Language Assistance services?

   Any student who is identified as an EL student is eligible for accessibility supports and/or accommodations on state assessments as long as the EL student is receiving those allowable accommodations in the classroom on a regular basis. The exception to this rule of prior practice in the classroom is for the Spanish form of the test, which is currently allowed for *ACAP Summative* and *ACT WorkKeys* assessments. Students for whom it is determined would perform best on a Spanish form of the test will be allowed to have that Spanish form **without prior practice**.

3. If a parent/guardian waives Supplemental Title III Language Assistance services, does the student still have to take *ACCESS for ELLs* or *Alternate ACCESS for ELLs*?

   Yes, even if the parent/guardian waives services, the EL student must participate on the EL assessments. This is a federal requirement.

4. Can students who have exited and are being monitored be rescreened?

   After students have exited the EL program with a 4.8 or higher composite score, LEAs must monitor for academic progress. Former English Learners (FEL 1, FEL 2, FEL 3, FEL 4, FEL) can be rescreened if it is found they are struggling academically and it is suspected this is due to language issues. If an EL student in monitoring status is not progressing as expected and monitoring suggests a language need, the LEA should rescreen the student to see if the student qualifies for services. The parent/guardian(s) must be notified.

5. Do 13-year EL students have to take *ACCESS for ELLs* or *Alternate ACCESS for ELLs*?

   No. It is not necessary to test these students.

6. Is it possible to rescreen a student who scored too high to qualify for services (NOMPHLOTE) if the student is having difficulty with the content on classroom assignments/tests and it is thought to be due to language acquisition?

   Yes. At any time an educator feels a student is exhibiting signs of difficulty related to language acquisition, it is permissible to rescreen the student to see if services are warranted.

Administration of EL Assessments

Section

Assessments for English Learners

In order to determine if ELs are progressing toward the attainment of the English language, *ACCESS for ELLs* and *Alternate ACCESS for ELLs* are administered annually to all EL students in Grades K-12, including those whose parents/guardians have waived services. Students who have attained English language proficiency and are coded as FEL-1, FEL-2, FEL-3, FEL-4, or FEL **WILL NOT** take either of these assessments.

ACCESS for ELLs Online

ACCESS for ELLs Online is a semi-adaptive test, meaning students are challenged to demonstrate their English language abilities as they move through each of the four domains. *ACCESS for ELLs* online is administered to students in Grades 1-12. Students taking *ACCESS for ELLs* online must first take the Reading and Listening tests, as their performance on these tests determines the **tiered** form of the Writing and Speaking tests they will take.

As students take the Reading and Listening tests, the test engine is scoring each folder within the test. Based on their performance in an individual folder, the test engine will determine the next appropriate folder. The test engine tracks the performance of the students for Reading and Listening and immediately determines the tier placement for Speaking and Writing. The Speaking and Writing tests are not adaptive, and students will complete all tasks.

The following tiers may be determined:

Speaking Tiers	Writing Tiers
Pre- A	A
A	B/C
B/C	

The Pre-A tier is generally for those students who are in the beginning stages of English language development. Newly arrived EL students may be placed into Pre-A. Students placed into Pre-A will be provided with more supports during testing and will be given a more simplified version of the Speaking test practice. These students must test in a different session than students who are assigned a Tier A or B/C form of the test.

Alabama requires all LEAs to use the online format. However, if an EL student has a disability or unique situation that prohibits him/her from meaningfully accessing the online test, the paper test may be administered. **The paper test requires ALSDE approval.** Refer to the *ACCESS for ELLs Paper Request Form* located in **Section 11 of this manual.**

Kindergarten ACCESS for ELLs

Kindergarten ACCESS for ELLs is a paper-based test individually administered to kindergarten students in a game-like, interactive format. Students are assessed in the four domains of Listening, Reading, Speaking, and Writing. Students are tested until they reach their performance ceiling for a given part. Within each section, the tasks increase in difficulty, targeting WIDA English language proficiency levels.

The test is administered individually and scored by the Test Administrator. These scored tests are sent to the vendor, DRC, for processing into score reports. *Kindergarten ACCESS for ELLs* scores and score reports are provided in the same format as those for *ACCESS for ELLs Online.*

District Test Coordinators will place orders for kindergarten kits prior to the opening of the test window. The kits contain a storyboard, cards, and test booklet. Since the cards may be used repeatedly, WIDA allows laminating them or using tape to cover them. Test Administrators who will be administering this test for the first time are encouraged to practice with the kit, under the supervision of the Building Test Coordinator.

ACCESS for ELLs Paper

ACCESS for ELLs Paper is a paper-based, semi-adaptive test administered to students in Grades 1-12. The Reading, Listening, and Writing tests are scored by trained raters. The Speaking test is locally scored by a trained Test Administrator. *ACCESS for ELLs* Paper is administered in three sessions. Listening and Reading are the first session, Writing is the second session, and Speaking is the third session.

ALSDE approval is required for any student to take the paper form of the test. Districts who administer a paper form of the test without ALSDE approval will be required to pay for the cost of the test, and the students' scores will be invalidated.

Tier selection must be made prior to ordering the paper form of the test.

Proficiency Level				
1—Entering	2—Emerging	3—Developing	4—Expanding	5—Bridging
Tier A				
	Tier B/C			

Tier A is most appropriate for ELLs who	Tier B/C is most appropriate for ELLs who
• Have arrived in the U.S. or entered school in the U.S. within the current academic school year without previous English instruction • Currently receive literacy instruction **only** in a language other than English • Have recently tested at a beginner level of English language proficiency	• Have social language proficiency and are beginning to approach or have acquired academic language proficiency in English • Have acquired some literacy in English or are approaching grade level literacy in English • Will likely meet the state's exit criteria for support services by the end of the current academic year

Students will typically need to be placed into Tier B/C. There is a better opportunity for the student to demonstrate what they know and can do at this level. If there is a chance that the student may be able to exit, place the student in Tier B/C.

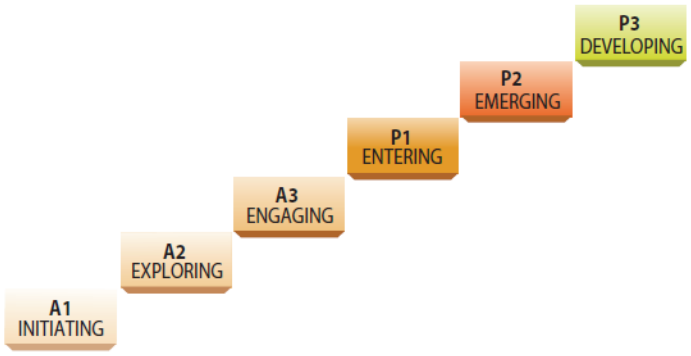
Students placed in Tier A will not have the opportunity to demonstrate proficiency past a level 2. Newly arrived and young ELs will probably need to be placed in Tier A.

Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is a paper-based test that is individually administered and designed specifically for those EL students with the most significant cognitive disabilities who, due to their disabilities, would be unable to meaningfully participate on the *ACCESS for ELLs* assessment. *Alternate ACCESS for ELLs* meets the U.S. Federal requirements under the *Individuals with Disabilities Education Act* (IDEA) and the *Every Student Succeeds Act* (ESSA), for monitoring and reporting ELs' progress toward English language proficiency.

EL students will be tested on the same four domains as students participating on *ACCESS for ELLs* – Reading, Listening, Speaking, and Writing. Test scores can be used to guide instruction and monitor progress. All domains are scored by the Test Administrator.

The alternate proficiency levels for *Alternate ACCESS for ELLs* are different from proficiency levels for *ACCESS for ELLs.* Alternate proficiency levels were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELs who have significant cognitive disabilities and would give these students a chance to demonstrate progress. Students taking *Alternate ACCESS for ELLs* will not have an opportunity to demonstrate English language proficiency as determined by the ALSDE since this assessment uses alternate proficiency levels:



ALSDE approval is required for any student to take the *Alternate ACCESS for ELLs* test. Districts who administer this test without ALSDE approval will be required to pay for the cost of the test, and the students' scores will be invalidated.

Refer to the *Alternate ACCESS for ELLs Student Verification and Approval* form located in **Section 11 of this manual.**

Participation on the *Alternate ACCESS for ELLs*

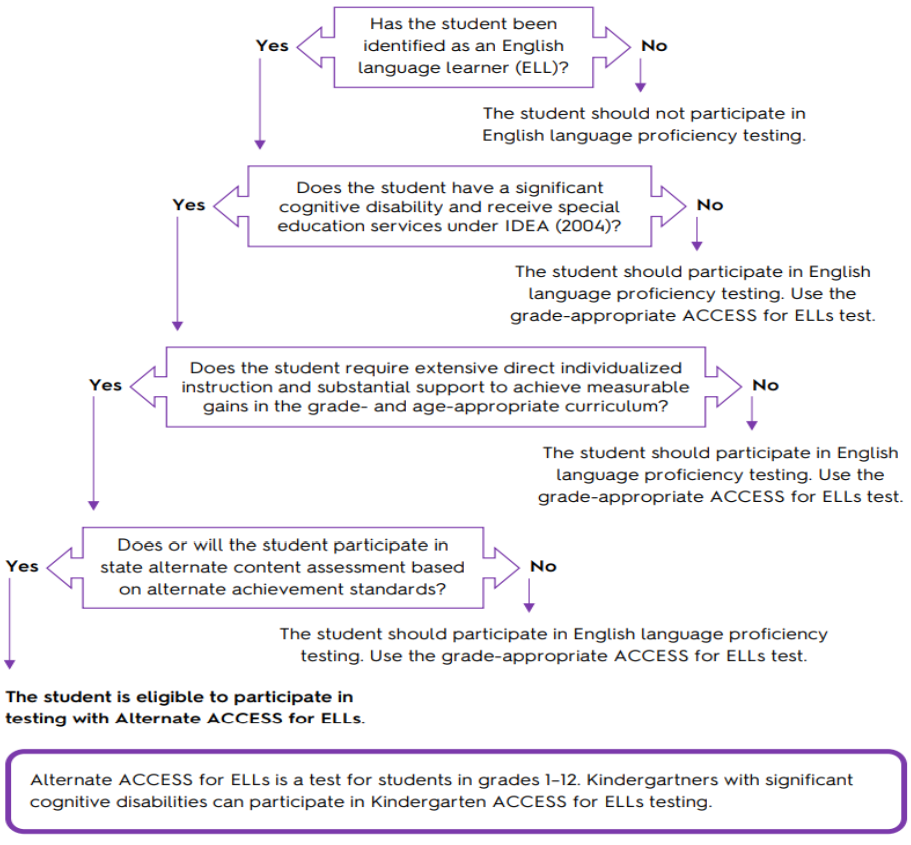
IEP and I-ELP committees must communicate to determine if *Alternate ACCESS for ELLs* is the best assessment for an EL student to demonstrate their understanding of the English language. The EL student must be a student who meets the definition of an ***English Learner with Significant Cognitive Disabilities*:**

> *English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that* ***significantly limit*** *their intellectual functioning and adaptive behavior as documented in their Individualized Education Program and Individual English Language Plan, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.*

State requirements for participation include:

1. Meeting the *Definition of an English Learner with Significant Cognitive Disabilities*
2. IQ score of 55 and below
3. Participation on the *ACAP Alternate* assessment and the *Alabama Alternate Achievement Standards*

Alternate ACCESS for ELLs Participation Decision Tree



NOTE: EL students participating on *Alternate ACCESS for ELLs* must also be working on Alabama *Alternate Achievement Standards* and, if applicable, participating on the *ACAP Alternate.*

Testing Foreign Exchange Students

Under the *Elementary and Secondary Education Act* (ESEA), a foreign exchange student is not exempt from any Title I or Title III required assessment, specifically the English language proficiency assessment, and will be included in the state's accountability for the district. Foreign exchange students will also participate on any of the state's content assessments.

The District will provide a HLS to any foreign exchange student who enrolls in school. If the foreign exchange student has a language other than English identified on the HLS, the foreign exchange student will be administered the *WIDA Screener for Kindergarten or WIDA Screener Online.* If the foreign exchange student receives a score that qualifies the student as a EL, the student will be considered an EL and will be eligible for services.

Testing ELs in Private Schools

Private schools may choose to test their EL students using *ACCESS for ELLs* or *Alternate ACCESS for ELLs*. **The cost of assessing these students lies with the private school. The State will not incur this cost**. If a private school desires to test their students, the school will develop a contract with DRC directly.

Private schools may also screen their students using the *WIDA Screener for Kindergarten or WIDA Screener Online.* **The cost will be incurred by the school**. If a private school desires to screen their students, the school will develop a contract with DRC directly.

To get more information about testing students in private schools, contact Student Assessment. For information regarding the screening and/or provision of language services to private schools, contact the Alabama Reading Initiative (ARI).

Testing ELs in Charter Schools

Charter schools, like regular schools, are required to screen and test EL students using any of the screening instruments. EL students must also participate on either the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments. Assessment results will be included in all accountability calculations.

Screening of Charter School EL students must take place within 30 days after the first day of enrollment and within 10 days if enrolled after the first day of school.

Test Administrators must adhere to all requirements for training purposes and be trained on test administration procedures and test security procedures.

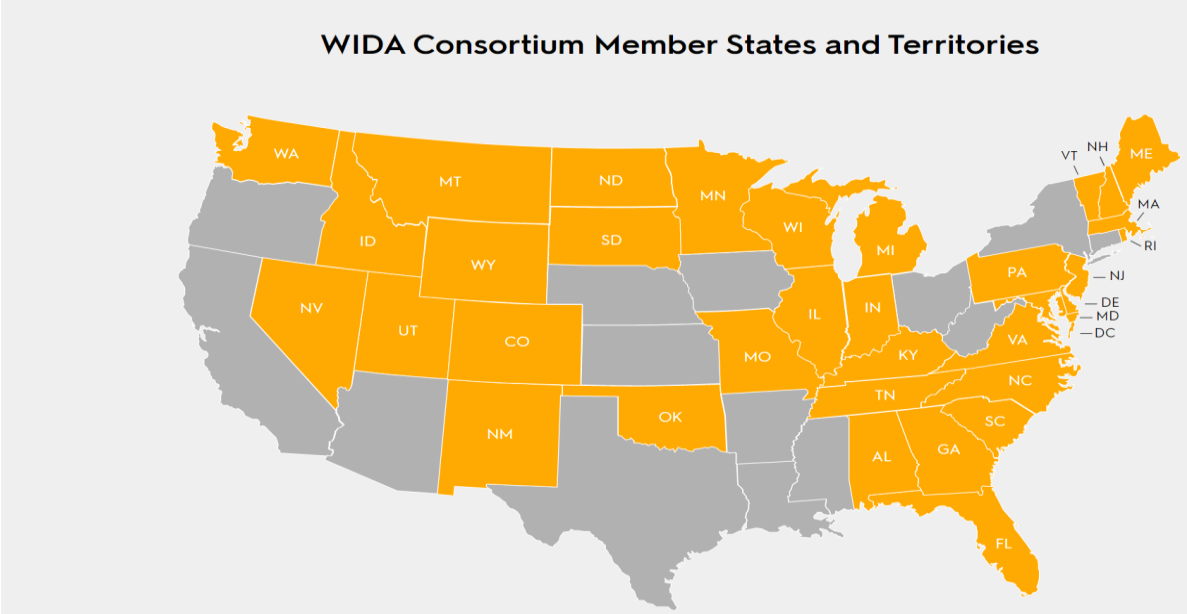
Testing ELs in Virtual Schools

Virtual Schools, like regular schools, are required to screen and test EL students using any of the screening instruments and the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments. EL students who participate in any of the assessments will be included in all accountability calculations for the district.

Screening of Virtual School EL students must take place within 30 days after the first day of enrollment and within 10 days if enrolled after the first day of school.

Test Administrators must adhere to all requirements for training purposes and be trained on test administration procedures and test security procedures.

Testing ELs from Other Districts and States



Alaska, Hawaii, Northern Mariana Islands, U.S. Virgin Islands, Bureau of Indian Education, Department of Defense Education Activity

EL Transfers from One District to Another District within the State

If an EL student transfers from one district to another district within the state, **it is incumbent upon the receiving district to make contact with the sending district to determine the student's testing status.** If an EL student tests in the receiving district, but has tested earlier in the sending district, the latter of the tests will be invalidated.

CAUTION: DO NOT TEST THE STUDENT UNTIL TESTING STATUS HAS BEEN CONFIRMED!!
If this cannot be accomplished, contact Student Assessment. **It is a violation of state policy to test students twice!**

EL Enrolls in a District from a WIDA State

Before testing a new student, consider the following:

If an EL student from another WIDA state enrolls in a district, it is incumbent on the receiving district to contact the sending state to determine the student's EL status. If there is documentation that indicates the student received a 4.8 composite score on *ACCESS for ELLs*, this will be accepted by Alabama. **Students who enroll from a WIDA state that has a lower exit criteria than 4.8 must be screened to determine eligibility.**

Contact Student Assessment for further guidance on testing students from out of state.

Exit Criteria and Reclassification

Section

Exit Criteria for *ACCESS for ELLs*

Alabama has determined that EL students who achieve a **4.8 composite score on *ACCESS for ELLs* are considered to be English language proficient.** These students will exit the program and will no longer receive English language support services. At such time, an EL student has exited, the student will be classified as an FEL-1 and will be monitored for four years. For additional information on monitoring exited EL students, refer to the ***Monitoring EL Students Who Exit*** in Section 4 of this manual.

Students who have exited may continue to receive the same EL accommodations on state assessments as they did while they were classified as an EL 1 or EL 2. They may continue to receive these EL accommodations as long as they are being provided regularly in the classroom and are determined to be necessary for the student to be able to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the student will no longer receive EL accommodations.

Alternate Exit Criteria for *Alternate ACCESS for ELLs*

EL students who participate on *Alternate ACCESS for ELLs* will not attain a numerical score as with the *ACCESS for ELLs* assessment. Instead, Alternate English Language Proficiency (ELP) levels are used to determine the student's level of English language proficiency. It is unlikely, based on the students' severe cognitive disabilities, that an EL student participating on *Alternate ACCESS for ELLs* will ever demonstrate a solid command of the English language to the extent that the student would be considered English language proficient. The *Alternate ACCESS for ELLs* was not designed for that purpose and does not allow for a student to score high enough to demonstrate proficiency.

The United States Department of Education has allowed states to develop their own exit criteria for students participating on *Alternate ACCESS for ELLs*. IEP Teams and I-ELP committees should meet to discuss the student's scores on the assessment, progress or lack of progress, and current level of understanding and responding to the English language. Based on this information a decision regarding whether or not the student should exit from English language services should be made. The *Alternate ACCESS for ELLs Exit Criteria* is located in **Section 11 of this manual.**

Monitoring EL Students Who Exit

EL students who attain a 4.8 composite score on *ACCESS for ELLs* or who meet the *Alternate Exit Criteria* are exited from the English as a Second Language Services and placed on monitoring status for four academic years. During this monitoring phase, general education classroom teachers and EL teachers must communicate regularly – preferably once every 9 weeks – to ensure students are functioning in the mainstream without EL support.

If an EL student is not progressing academically as expected and monitoring suggests a persistent language need, the EL Committee must reconvene and determine if the student needs to be re-tested with the *WIDA Screener Online* test. If the student scores below 5.0, the team *may* consider returning the student to EL 2 status and begin providing English language supports. The student will then take *ACCESS for ELLs or Alternate ACCESS for ELLs* at such time the test is administered.

If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-ELP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

CODES

FEL-1	Former English Learner First Year of Monitoring
FEL-2	Former English Learner Second Year of Monitoring
FEL-3	Former English Learner Third Year of Monitoring
FEL-4	Former English Learner Fourth Year of Monitoring
FEL	Former English Learner

Upon successful completion of four years of monitoring, ELs are classified as FEL.

Training

Section

Training Requirements

Every educator who will administer the *WIDA Screener for Kindergarten, WIDA Screener Online, ACCESS for ELLs,* or *Alternate ACCESS for ELLs* must meet the following criteria:

1. Must complete all applicable online training modules and quizzes **annually** at: wida.wisc.edu.
2. Must attend Test Security/Test Administration training provided by the DTC/EL Coordinator or Student Assessment **annually.**

DTCs are responsible for ensuring that annual **Test Security** training is provided, which includes the following:

- *Test Security Policy*
- *Security and Confidentiality Statement for Administering and Reporting Student Data on the Website*
- *Alabama Ethics in Test Administration*
- *Alabama State Department of Education Digital Device Policy for ACAP Testing*
- *Suggested Guidelines for Search and Seizure of Digital Devices Seized During the Administration of a Secure Test*
- All applicable Oaths

Additionally, DTCs must also ensure that any educator who will administer either the *WIDA Screener for Kindergarten, WIDA Screener Online, ACCESS for ELLs,* or *Alternate ACCESS for ELLs* receives test administration training provided by Student Assessment via recorded webinars. Test Administration training prepares educators to administer the EL assessments and screeners and should be provided 3-4 weeks before testing. The *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* includes test administration and test security training specific only to the screeners. The *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* is located in **Section 11 of this manual**. **This training is required for anyone who will administer either of the screeners. It is the responsibility of the DTC to ensure that the training has been completed and the appropriate forms signed and submitted to the DTC.**

All required documents must be signed and kept on file by the DTC. If monitored, it is expected that the *District/School Report of Training* form with signatures of attendees during face-face or virtual trainings will be available for review. Additionally the signed documentation that training was attended (certificate of training forms) must also be available. **DTCs must be able to provide certificates of completion of the WIDA online training modules** to indicate that educators have passed the applicable courses. This may be in the form of a copy of the certification(s), an excel file, or access to the WIDA portal in order to verify scores.

Annual Retraining

DTCs and/or EL Coordinators will be responsible for ensuring that Test Administrators for any of the assessments, including the *WIDA Screener for Kindergarten* and *WIDA Screener Online* have completed the online training modules **each year**.

Any educator who will administer any of the following assessments for EL students:

- *WIDA Screener for Kindergarten*
- *WIDA Screener Online*
- *ACCESS for ELLs Paper/Online*
- *Kindergarten ACCESS for ELLs*
- *Alternate ACCESS for ELLs*

must **ANNUALLY** complete the online training modules for the test(s) they will administer during the year. Completion of training is good for one full year, so educators need to be aware of when they choose to complete the modules/quizzes. The *WIDA Annual Training Verification Form* must be completed each year. The DTC will complete the form and keep on file. Test Administrators should also keep a copy.

For ease of monitoring this requirement, training should be done at the same time each year for each district. For example, educators who complete training on May 1 would be qualified to screen/test students up until May 1 of the following year. **Districts will make the decision** as to when educators should complete the online training modules/quizzes. It is suggested that a training window be identified to ensure there is ample time to complete this required training.

DTCs are able to view certificates to confirm that annual retraining has been completed. Refer to Section 1 for information on how to view certifications. Alabama does not require that annual retraining be completed within WIDA's school term. Annual training runs from Month/Year through Month/Year (for example: April 2021 – April 2022). WIDA's school term is irrelevant. Therefore, any educator who completes the online training modules during the previous year school term is not required to retake the quizzes when WIDA's school term begins, as long as the training is completed within a year's time.

Online training on the WIDA website, though required, does not exclude educators from attending test administration and test security training provided by Student Assessment.

The *WIDA Annual Training Verification Form* is located in **Section 11 of this manual and is also located in the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook.***

ELs and State Assessments

Section

ELs Participation on State Assessments

All EL students must participate in the ACAP for accountability purposes. EL students in Grades K-12 will participate on the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* until such time the student exits the program and enters the 4-year monitoring phase. EL students who are in their first 12 months of enrollment in a United States (U.S.) school are required to take the math and science (if applicable) test(s) for the *ACAP Summative* assessment. Flexibility is granted for the Reading/Language Arts tests **ONLY. There is no flexibility for participation on ACT assessments. All ACT assessments must be taken.**

ELs in Their First Twelve Months of Enrollment in a U.S. School

For recently arrived ELs who have been **enrolled in a U.S. school for less than 12 months** ESSA allows the following flexibility:

A. Exempt a recently-arrived EL from **one administration** of the Reading/Language Arts assessment (these students must take the math and, if applicable, the science assessments).

B. Exclude their results on the math and science assessments for the purpose of accountability (achievement). Participation on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* will count towards participation.

C. Include their achievement results for all content tests in years two and beyond.

These students will take the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessment, and the reading score from either of these tests will be used for accountability.

If an EL student in their first twelve months of enrollment in a U.S. school **chooses** to participate on the *ACAP Summative* or *ACAP Alternate* reading test, the score for that reading test **will not** be included for the purpose of accountability. These students will be counted as participants toward meeting the 95% participation requirement for accountability purposes.

NOTE:

There is no form that must be used to document if a first year EL student uses the flexibility and does not participate in the Reading/Language Arts assessment of *ACAP Summative* or *ACAP Alternate*. For the purpose of accountability, students identified as LEP 1 (EL 1) will have their *ACCESS for ELLs* or *Alternate ACCESS for ELLs* reading scores used to document participation in the assessment.

Decision Chart
for English Learner Students in Their First 12 Months of Enrollment in U.S. Schools

This Decision Chart lists the state assessments for which the EL student in his/her first 12 months of enrollment must participate.

Use the chart below to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools on state assessments. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Student Assessment at: (334) 694-4817.

Grades 2-8	Grade 10	Grade 11	Grade 12
ACAP Summative	***Pre ACT***	***ACT with Writing***	***WorkKeys***
Mathematics Science Grades 4, 6, 8 only	Mathematics Science Reading English	Mathematics Science Reading English Writing	Applied Math Graphic Literacy Workplace Documents

- Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and English language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and English language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and English language arts.

- All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in *ACCESS for ELLs,* the state-administered English language proficiency test, or *Alternate ACCESS for ELLs*.

- EL students who participate in *Alternate ACCESS for ELLs* must also be assessed on the *ACAP Alternate.* Contact Student Assessment for guidance for EL students in their first 12 months of enrollment in U.S. schools who are also participating on the *ACAP Alternate.*

Assessments are subject to change.

Flexibility is not extended to ELs in their first 12 months of enrollment for any of the ACT assessments.

Accessibility Supports and/or Accommodations on State and EL Assessments

Section

ELs with Disabilities and the Provision of Special Education Services

There is often great uncertainty regarding the referral of EL students for Special Education Services. EL students who are determined eligible for special education services have the right to the same individualized special education services as other students with disabilities. The *Individuals with Disabilities Education Act of 2004* (Public Law 108-446) requires that state and local education agencies ensure that students are assessed in all areas related to the suspected disability prior to determining eligibility. The materials and procedures used to assess a non-English speaking student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education – rather than measuring the student's English language skills.

Care should be taken to ensure that the lack of English proficiency is not the basis for a referral for Special Education Services. The *Alabama Administrative Code (290-8-9.04)(1)(e)* states that in order for an EL student to be deemed eligible, the Eligibility Committee (I-ELP Committee/IEP Team) must determine that **the disability is not the result of learning English as a second language** and that the disability exists in the child's native language and is not the result of learning English as a second language. A child may not be determined to be eligible for special education services if the determinant factor is the child's lack of instruction in reading, math, or lack of English proficiency. The IEP Team should consider the language needs of the student as those needs relate to the student's IEP.

Parent/Guardian(s) participation is required at all IEP/I-ELP meetings, and to ensure full participation of the parent/guardian(s), supports may need to be provided so that the parent/guardian(s) understand what is being discussed. This may also be necessary for parent/guardian(s) of students who are *National Origin of Minority Whose Primary Home Language is Other Than English* (**NOMPHLOTE**). These supports must include an Interpreter for oral communication and written communication in the parent/guardian(s) native language.

ELs with Disabilities and Accessibility Supports and/or Accommodations on State Assessments

EL students with disabilities must be provided appropriate accessibility supports and/or accommodations on all state assessments, including all assessments for EL students. Decisions regarding appropriate accessibility supports and/or accommodations must be made on an individual basis by the IEP Team and the I-ELP Committee. These decisions must ensure the supports provided are effective for meeting the unique individual needs of the EL student. When considering accommodations for EL students, it is important to focus on the effectiveness of each accommodation for each individual student. Not only does an EL students' English language proficiency influence accommodation effectiveness, but so do other factors, including their literacy development in English, their native language, grade, age, affective needs, and time in United States schools. Keep in mind that the purpose of accommodations is not to improve EL students' rate of passing assessments, but to allow a more accurate demonstration of their knowledge of the content being assessed.

All students who have been **identified** as an EL student may receive accommodations even if they do not participate in the district's English learner program or receive ESL services or English Language Development (ELD) services.

FELs may receive any of the allowable EL accommodations on the state assessments as long as they are used regularly in the classroom and are written into an I-ELP for the student.

Schools should monitor how EL students in the classroom benefit from English learner-specific supports when determining accommodations for assessments. Selected accessibility supports and/or accommodations for the classroom and on state tests must be documented in the student's IEP and I-ELP.

Accessibility supports and/or accommodations provided on assessments must mirror what the student receives in the classroom on a regular basis. Additionally, The *Every Student Succeeds Act* (ESSA) stipulates the following:

> *English learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic areas, until such students have achieved English language proficiency*.

The ALSDE, in order to meet this federal requirement, has waived prior practice of the math and science tests in Spanish on the *ACAP Summative* and all parts of the *ACT WorkKeys* assessment for those students for whom the I-ELP team has determined would benefit from a Spanish form of the test.

EL students who **have not been diagnosed with a learning disability and have only an I-ELP** are eligible for all of the accessibility supports and allowable EL accommodations as dictated by each assessment. Refer to the *ASAP Manual* and supporting documentation for each specific assessment for further information on accessibility supports and accommodations for each of the state's assessments.

EL Accommodations on State Assessments

ACAP Summative	*ACAP Alternate*	*ACT with Writing*	*ACT WorkKeys*	*PreACT*
English/Native Language Word-to-Word Glossary	English/Native Language Word-to-Word Glossary	Bilingual Word-to-Word Glossary or Dictionary	Bilingual Word-to-Word Glossary/Dictionary	Bilingual Word-to-Word Glossary/Dictionary
Spanish Human Reader for Math/Science	Translated Directions	Translated Directions	Spanish Test	Translated Directions
English Human Reader for Math/Science		Extended Time	Translated Directions	Extended Time
Spanish Text-to-Speech Headphones for Math/Science			Extended Time	
English Text-to-Speech Headphones for Math/Science				
Translated Directions				
Stacked Spanish for Math/Science				
Extended Time				

English/Native Language Word-to-Word Glossary: Must be word-to-word with no definitions, pictures, synonyms, antonyms, sentences, or phrases. May be a paper book or an electronic device, but the electronic glossary must **NOT BE ABLE TO CONNECT TO THE INTERNET.** The DTC/EL Coordinator must confirm that any dictionary/glossary used meets this requirement. Test scores **WILL BE INVALIDATED** if students are found to be using an inappropriate dictionary. **NOTE**: All ACT assessments require a paper book only. No electronic glossaries are allowed.

The ALSDE uses the ***ACT-Authorized Bilingual Word-to-Word Dictionaries*** list:
http://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf

Translated Directions: **ONLY directions** may be translated by a Native Language Interpreter who has been trained on test security and test administration procedures. Refer to the *ACAP Integrity Handbook for Test Administration* for further guidance on the use of a Native Language Interpreter.

Translation of the Test: The test items and questions are written in both English and Spanish and are presented in a stacked format (Spanish form on top and English form on the bottom). This type of accommodation is used on the *ACAP Summative*. It is only available for EL students in Grades 2-8 for Mathematics and Grades 4, 6, and 8 for Science.

Spanish Test: EL students taking the *ACT WorkKeys* assessment may receive the Spanish Test accommodation for all three of the tests. **NO ACT approval required.**

Extended Time: Available for all EL students on all state assessments.

Spanish/English Human Reader for Math and Science: Available to all EL students who are receiving a Spanish/English read aloud accommodation in the classroom on a regular basis.

Spanish/English Text-to-Speech for Math and Science: Available to all EL students who are receiving a read aloud accommodation in Spanish/English in the classroom on a regular basis.

Guidance for Educators on the Selection of Spanish Accommodations

There are several accommodations that EL students have available to them on state assessments. These include the option to have the assessments administered in Spanish. It is important to note that not all EL students will benefit from this accommodation. There are many EL students who would experience just as much difficulty on the Spanish form of the test as they would on the English form. Therefore, it is important that educators/case managers evaluate each student carefully to determine if a Spanish form of the test would be beneficial. The information above should be used to help make this decision. Also, if the student is not receiving Spanish text in the classroom on a regular basis, it would not be wise to provide the student with Spanish text on test day.

Student Assessment developed the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish* to assist educators in making the best determination for each individual EL student. Prior to providing the accommodations of *Stacked Spanish Translation of the Test* or *Spanish Text- to-Speech,* educators are encouraged to follow the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish.*

Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish

The *Every Student Succeeds Act* (ESSA) stipulates the following:

> *English Learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency*.

English Learner (EL) students have the opportunity to take the Mathematics and Science tests (if applicable) of the *ACAP Summative* and all parts of *ACT WorkKeys* in Spanish, until the EL student attains English language proficiency. Alabama has defined English language proficiency as a 4.8 composite score on *ACCESS for ELLs*.

The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's Individual English Language Plan (I-ELP); therefore, **this is not an administrative decision**. The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:

- Is the student literate in Spanish? Not all students who speak Spanish fluently have a strong command of the written language. Without strong literacy in the Spanish language, students will likely not benefit from this form of the assessment.

- Is there enough evidence to indicate the Spanish form of the assessment is most likely to yield accurate data?

EL students who will be administered the Spanish form of the assessments are not required to have prior practice of this accommodation on classroom assessments or tests. This accommodation is available to any EL student, for whom the EL Committee feels is in the best interest of the student, as documented in the I-ELP.

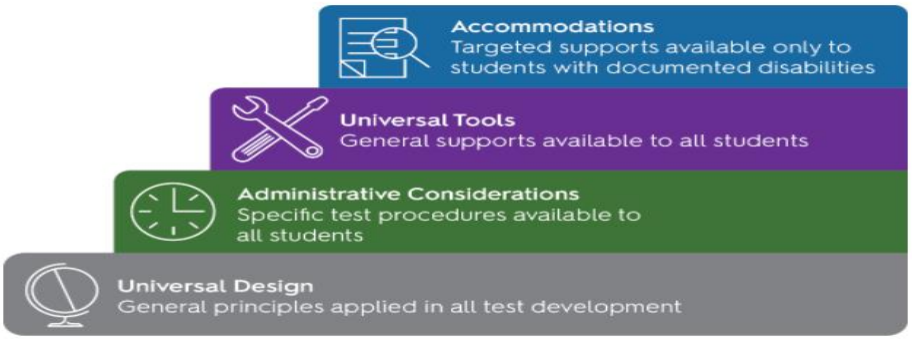
Accommodations on *ACCESS for ELLs* and *Alternate ACCESS for ELLs*

Accommodations are allowed on *ACCESS for ELLs* and *Alternate ACCESS for ELLs* for EL students with an IEP/504 Plan. Decisions regarding these accommodations must be made by both the IEP Teams and I-ELP committees. An I-ELP alone does not qualify a student for accommodations.

There are **no EL accommodations** for *ACCESS for ELLs* or *Alternate ACCESS for ELLs*. These assessments are for the purpose of determining a student's level of English proficiency, so the "traditional" EL accommodations would not be appropriate.

Levels of Support on EL Assessments

ACCESS for ELLs and Alternate ACCESS for ELLs



ACCESS for ELLs and *Alternate ACCESS for ELLs* incorporate **Universal Design** principles in order to provide greater accessibility for all ELs. This includes multiple modalities, test items include prompts with animations and graphics, embedded scaffolding, chunking, and modeling.

Universal Design Principles are the bedrock of the *ACCESS for ELLs* and *Alternate ACCESS for ELLs* assessments. This process encourages the use of graphic support, scaffolding, and thematic grouping of items to make it easier for all learners to engage with test content and show what they know and can do.

Administrative Considerations (Available to all EL students) are comprised of individual administration procedures that provide flexibility for all students. Administrative Considerations do not change what the test is designed to measure or the way the scores will be interpreted. Administrative Considerations must be selected prior to the test.

Universal Tools (Available to all EL students) are available to all students in order to address their individual accessibility needs. These supports may be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessments. **NOTE: These supports should not be allowed unless they are being used with success in the classroom.**

Accommodations (IEP/Section 504 Plan required) are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability on any of the EL assessments. These changes allow students to effectively demonstrate their knowledge and skills while generating valid assessment results. Accommodations Checklists for all EL assessments are located in the ASAP Manual.

The *WIDA Accessibility and Accommodations Manual* is available in the **Resources** section in the WIDA Secure Portal and is a valuable resource that contains detailed information regarding each of **the allowable accommodations.**

NOTE: The *WIDA Accessibility and Accommodations Manual* contains specific information pertaining to Scribing and Transcribing Guidance. Please refer also to ALSDE's policies for Scribing and Transcribing. For more information on this guidance and for those accommodations that require ALSDE approval, contact Student Assessment.

Students Unable to Participate on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* Due to a Disability that Prohibits Meaningful Participation

"Less Than Four Domains Exemption"

EL students with disabilities are often unable to access the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments even with the appropriate accommodations supports. For example, some EL students may be non-verbal, blind, or deaf or hard of hearing. There may be very unique circumstances that would prohibit a meaningful testing experience for these students.

[The Every Student Succeeds Act (ESSA)] requires that:

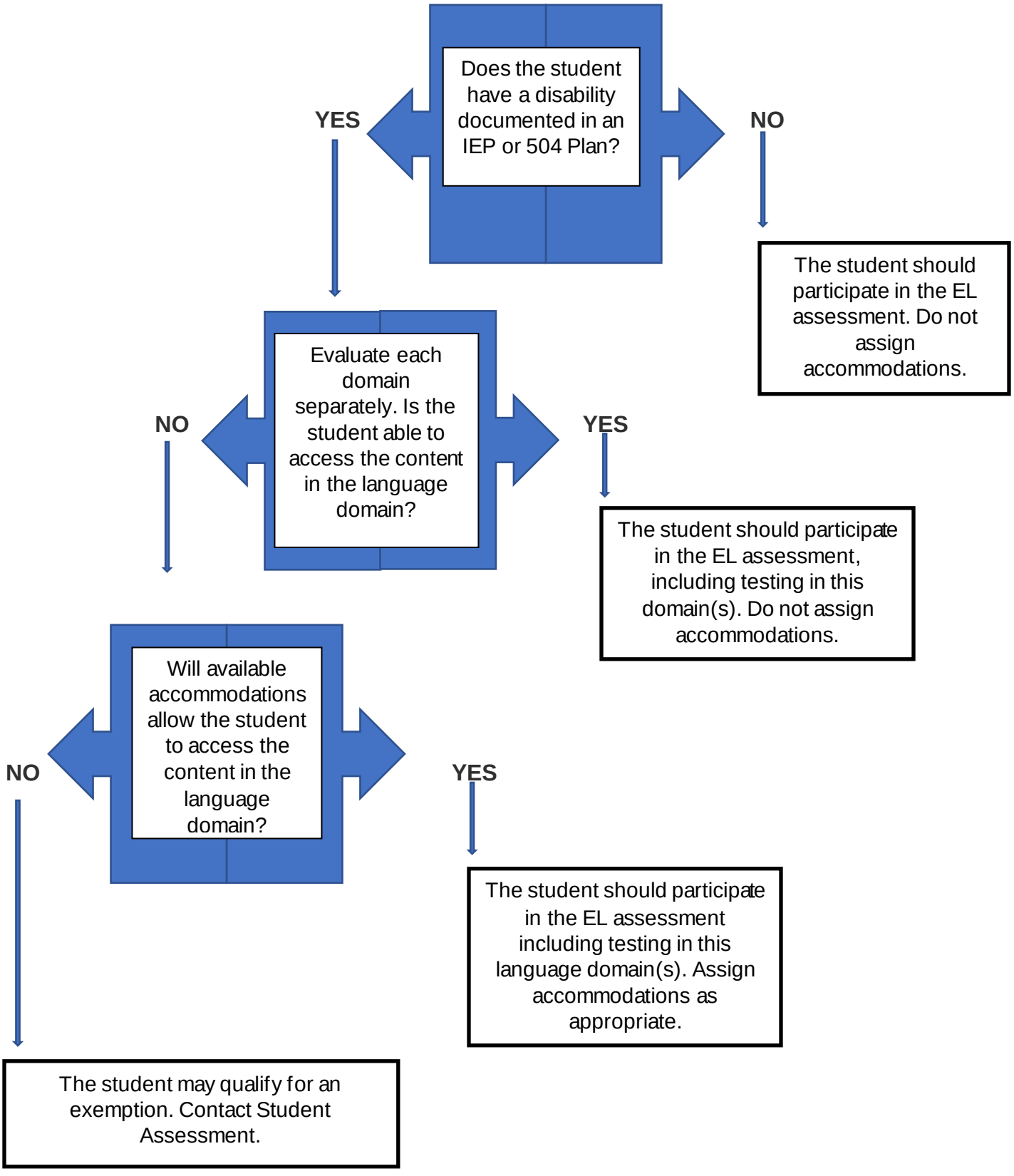
> *a state provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student's ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).*

In an effort to prevent these students from having to attempt a test that would ultimately provide little if any valuable data, WIDA has developed an exemption policy. For EL students for whom a disability such as blindness, deafness, or lack of speech would prevent full participation on either of the assessments, an exemption from one or more domains may be appropriate. **NOTE: Students cannot be exempt from all four domains. At least two domains must be administered.**

The ***Less Than Four Domains Exemption*** allows EL students, for whom participation on one or more domains is unattainable, to be exempt from the domain(s) for which participation is prohibitive. **Refer to the Domain Exemption Decision Tree on the following page.**

This exemption requires ALSDE approval. The *English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or Alternate ACCESS for ELLs* form is located in **Section 11 of this manual.**

Domain Exemption Tree



Data Validation

Section

Data Validation Process

Data Validation is the process of reviewing student test records **to identify errors in demographic data** and make corrections before score reports are produced. The Data Validation process is designed to identify student demographics, accommodations, and test records that could potentially contain errors. It provides the LEA the opportunity to correct the errors before the final reports are loaded into the WIDA DRC portal.

During the LEA Data Validation process, LEAs will be able to make real-time demographic corrections in WIDA AMS to individual student demographics. For example, if a District/School label was adhered to a test booklet, but demographic information was not bubbled or bubbled incorrectly, this corrected information could be edited during the LEA Data Validation process. **Actual student test data is not validated** – nor is it available for view. The process is vital, in that student demographic information that has been entered incorrectly and does not match up exactly with the State's demographic information could result in a student's scores being reported incorrectly or not being reported at all.

Typically, Data Validation is completed by the DTC but this is not a requirement. DTCs have the right to assign this responsibility to the EL Coordinator or EL Lead Teacher for the district. However, it is the DTC who is responsible for the process being completed.

Alabama has a Data Validation Pre-Reporting window each year. This is the only time the process can take place**. Failure to perform the process will inevitably result in erroneous student test data that cannot be changed.** It is incumbent upon the DTC to ensure that this process is performed with the utmost scrutiny. If any errors are found AFTER the window closes, there is absolutely **NO RECOURSE** for corrections.

Once the LEA completes the process, the data is considered FINAL. The state receives the FINAL data file, which is then used to calculate EL Growth.

Data Validation Training

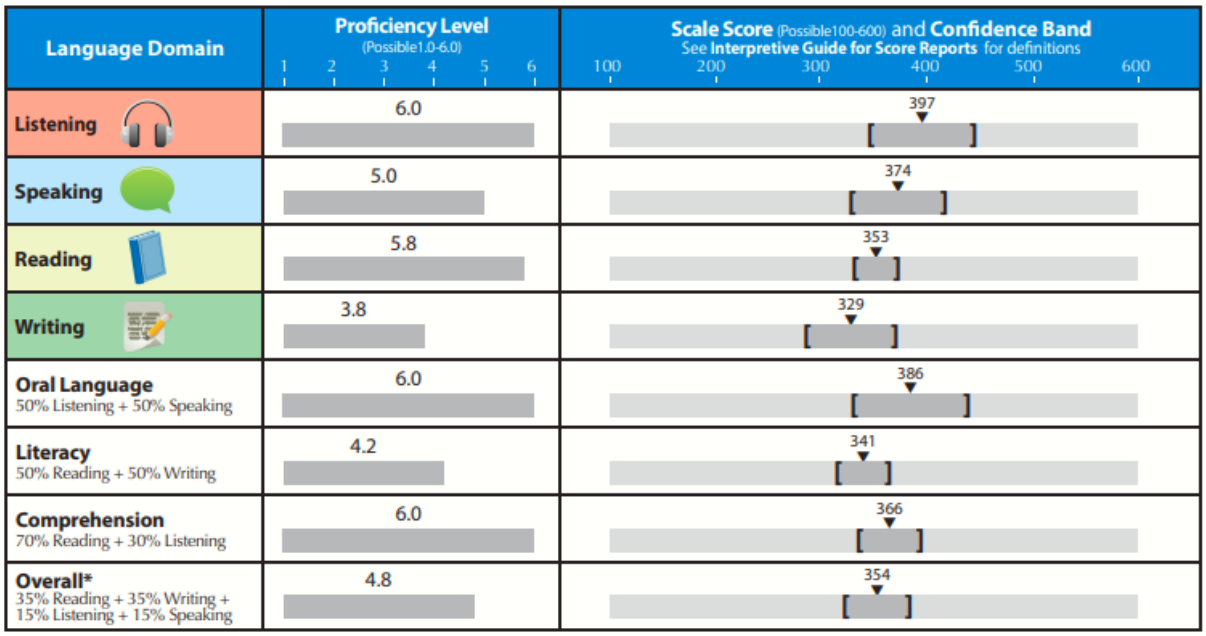
WIDA provides training webinars each year to help those responsible for validating the data to navigate the process correctly. These training webinars will be announced via a WIDA generated email. Additionally, DRC developed the *WIDA AMS Data Validation Supplement* located in Resources section on the WIDA website. Student Assessment also provides training on the Data Validation process.

Scoring and Reporting

Section

ACCESS for ELLs and *Alternate ACCESS for ELLs* Score Reports

EL students will receive an Individual Score Report (ISR) that contains detailed information about a student's performance on each section of the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessment. The ISR provides a snapshot of how well the student understands and can produce the language needed to access academic content and succeed in school. The ISR shows both a **proficiency level** and **scale score** for each of the four domains of Listening, Reading, Writing, and Speaking.



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

Types of Score Reports

Score reports are available for view in the WIDA AMS portal for both *ACCESS for ELLs* and *Alternate ACCESS for ELLs*. Score reports are made available by DRC in the DRC INSIGHT Portal based upon the State's testing calendar. DRC will also mail printed reports to each district. Reports can also be printed from the portal in the 47 different languages.

Report	Description
Individual Student Report (ISR), Parent Score Report Guide, and the Parent Letter	The **Individual Student Report** contains detailed information about the performance of a single student for Grades K-12 for *ACCESS for ELLs* and Grades 1 through 12 for *Alternate ACCESS for ELLs*. This report includes scale scores and language proficiency levels for each language domain. The ISR is available in 47 different languages through WIDA AMS: **www.wida-ams.us**. The translated report should accompany (not replace) the official report in English. The **Parent Score Report Guide** is available in 16 languages for students taking *ACCESS for ELLs* and/or *Alternate ACCESS for ELLs* and should accompany the ISR. The **Parent Score Report Guide** is available at **wida.wisc.edu** in the Resource Library. The **Parent Letter** is available in 47 languages and is meant to accompany the *ACCESS for ELLs* and/or *Alternate ACCESS for ELLs* score reports as an explanation for parents and guardians. The letters are editable so schools can personalize some of the information. The Parent Letter is available at **wida.wisc.edu** in the Resource Library.
Student Roster Report	The **Student Roster Report** contains information on a group of students within a single school and grade. It provides scale scores and language proficiency levels for individual students on each language domain and four composites by school, grade, student, and grade level cluster. This report is useful when looking for patterns in student performance.
School Frequency Report	The **School Frequency Report** provides information about the number and percent of tested students to attain each proficiency level for each language domain and four composites within one school and grade. No students are identified on this report.
District Frequency Report	The **District Frequency Report** contains information about the number of students and percent of total tested students at each proficiency level for each language domain and four composites by proficiency levels for grades within a district. No students are identified on this report.

ACCESS for ELLs Score Reporting

The *ACCESS for ELLs* Score Reports provide a detailed report of a single student's performance, including Proficiency Level and Scale Scores for each language domain and four composite areas. Test scores can be used to:

- Monitor student progress annually (using scores from two years or more).
- Guide IEP teams in making determinations about the types of language acquisition supports the student needs.
- Inform classroom instruction.
- Guide the decision-making process.

Proficiency Levels

Proficiency levels are interpretive scores. In other words, they are based on - but separate from - Scale Scores. The Proficiency Level Score describes the student's performance in terms of the six WIDA English Language Proficiency Levels.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	**Emerging**	**Developing**	**Expanding**	**Bridging**	**Reaching**

The Proficiency Level Score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal reflects how far the student has progressed within that level. For example, a student with a score of a 2.7 is at proficiency level 2 and is over halfway toward achieving proficiency level 3. Additionally, each ISR explains the proficiency level the student achieved in terms of what the student can do using English.

Proficiency levels can be used:

- to make comparisons across domains,
- with the WIDA Can Do Descriptors to develop a student-specific English language skill profile, and
- as one of multiple criteria to determine a student's eligibility for English language support services.

Caution should be used when comparing proficiency level scores across grades. Proficiency Level Scores are grade and domain specific. In other words, they translate differently at each grade level.

Scale Scores

Scale Scores precisely track student growth over time and across grade levels. Because Scale Scores take into account differences in item difficulty, they place all students on a single continuum that stretches from kindergarten through Grade 12. In addition, scale scores allow you to compare student performance across grades, within each domain, with more granularity than you will see with proficiency levels. For example, you can track a student's reading ability from grade to grade.

Scale Scores are not Raw Scores. A Raw Score is simply the number of correct responses a student provides. Raw Scores are not reported for *ACCESS for ELLs* because they do not provide a meaningful measure of student performance.

Scale Scores can be used:

- To make comparisons across grade levels, but NOT ACROSS DOMAINS. A Scale Score in listening is not the same as a Scale Score in Reading.
- To monitor student growth over time within a domain.

Composite Scores

In addition to Proficiency Level Scores and Scale Scores for each domain, students also receive a Proficiency Level Score and a Scale Score for different combinations of the domains. These Composite Scores are Oral Language, Literacy, Comprehension, and Overall.

Composite scores are comprised of:

- **Oral Language** (50% Listening+50% Speaking)
- **Literacy** (50% Reading+50% Writing)
- **Comprehension** (70% Reading+30 Listening)

Overall Score (Composite Score) is comprised of:

(35% Reading+35% Writing+15% Listening+15% Speaking)

Proficiency Level Scores are always calculated from Scale Scores. For example, the Reading and Writing Scale Scores are averaged to create a Literacy Scale Score. The Literacy Scale Score is then associated with a Literacy Proficiency Level.

Composite Scores demand careful consideration. Students with identical Composite Scores might have very different profiles in terms of oral language and literacy development. One student may have a very high Speaking score and another student may have a very high Reading score, but because a high score on one domain can inflate a Composite Score, a student's individual performance on each domain is more informative than a single Composite Score.

Students rarely acquire proficiency across all domains at the same time. Often, oral language skills such as listening and speaking develop faster than literacy skills such as writing and reading. At the same time, receptive language skills such as listening and reading often develop faster than productive language skills such as speaking and writing. Writing typically takes the longest to develop.

Every student's growth will be different. Younger students tend to make progress more quickly than older students and those at a more advanced proficiency level. Students with strong literacy backgrounds in a home language are likely to acquire literacy in English at a faster pace than a student with lower levels of home language literacy.

Interpretation of Student Scores

- *ACCESS for ELLs* scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge.

- The *ACCESS for ELLs* assessment and score reports are not designed or intended to provide any meaningful information about an individual educator's skills or performance. School- and district-wide trends are more meaningful as a means to evaluate long-term program impacts than as a method to evaluate any one individual or draw conclusions about any particular group of students.

- WIDA recommends using *ACCESS for ELLs* scores as one of multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, in-class assessments, and educator insights are all valuable evidence that can help you understand a student's English language proficiency and development.

Alternate ACCESS for ELLs Score Reporting

Alternate ACCESS for ELLs score reports provide score information for eight categories: four domains and four composite scores (Oral Language, Literacy, Comprehension, Overall). *Alternate ACCESS for ELLs* scores have many potential uses, from determining the placement of individual students to guiding instruction. Test scores can be used to:

- Monitor student progress annually (using scores from two years or more).
- Guide IEP teams in making determinations about the types of language acquisition supports the student needs.
- Inform classroom instruction.
- Guide the decision-making process.

Proficiency Levels

Proficiency Level Scores provide an interpretation of scale scores. Proficiency levels on *Alternate ACCESS for ELLs* range from A1 – P3 and are unique from other ACCESS assessments. A student who scores a P1 on the *Alternate ACCESS for ELLs* is not necessarily at the entering level on the *ACCESS for ELLs Online* or *Paper* assessments. The Proficiency Level Scores describe the student's performance in terms of the six WIDA Alternate English Language Proficiency Levels:

Proficiency Level Scores can be used:

- To make comparisons across domains
- To develop a student specific English language skills profile
- As one of multiple criteria to determine a student's eligibility for English language support services.

Scale Scores

Scale Scores allow educators to track student growth over time and across grades. Because Scale Scores take into account differences in item difficulty, they place all students on a single continuum that stretches from Grade 1 through Grade 12.

Scale Scores can be used:

- To monitor student growth over time within a domain, but not across domains. A Scale Score of 931 in Reading is not the same as a Scale Score of 931 in Speaking.
- To monitor students or groups of students' performances across grades and within each domain over time.

Composite Scores

In addition to Proficiency Level Scores and Scale Scores for each domain, students also receive a Proficiency Level Score and a Scale Score for different combinations of the domains. These Composite Scores are Oral Language, Literacy, Comprehension, and Overall.

Composite Scores are comprised of:

- **Oral Language** (50% Listening+50% Speaking)
- **Literacy** (50% Reading+50% Writing)
- **Comprehension** (70% Reading+30 Listening)

Overall Score (Composite Score) is comprised of:

(35% Reading+35% Writing+15% Listening+15% Speaking)

Composite Scores, just like with *ACCESS for ELLs* Composite Scores, demand careful consideration. An Overall Score, for example, can helpfully summarize student performance. However, students with identical Overall Scores might have very different profiles in terms of their oral language and literacy development, as well as with their disabilities. Because a high score in one domain can inflate a composite score, a student's individual performance in each domain is more informative than a single Composite Score.

Interpretation of Student Scores

Alternate ACCESS for ELLs scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge, and they do not provide information about a student's disability. Both Proficiency Level Scores and Scale Scores show growth. However, Scale Scores are more nuanced and provide a more sensitive measure of language development.

Kindergarten ACCESS for ELLs Score Reporting

Kindergarten ACCESS for ELLs is designed with age-appropriate tasks that presume students are still developing full literacy skills. Because the kindergarten test does not assess advanced reading and writing skills, kindergartners cannot earn a Scale Score above 400, a Reading Proficiency Level above 5.0, or a Writing Proficiency Level above 4.5.

Highest possible proficiency levels on *Kindergarten ACCESS for ELLs*:
Listening: 6.0 Reading: 5.0 Speaking: 6.0 Writing: 4.5

Interpretation of Student Scores

As with the other WIDA assessments, *Kindergarten ACCESS for ELLs* scores provide information on a student's English proficiency. Scores do not measure a student's academic achievement or content knowledge. These scores should be used for instructional planning purposes.

Growth Calculations

Section

Alabama's ESSA Indicators
Interim Progress in Achieving English Language Proficiency

Interim Progress

For the purpose of accountability, interim progress refers to the annual increases in the percent of students making progress in learning English. Progress is calculated by using the scores from *ACCESS for ELLs.*

Growth Targets

Targets were established based on two years of statewide district data. The table below shows the percentage of EL students within a district that must make the progress target in order to meet the English Language Proficiency (ELP) indicator. Each year, the proportion of students in a district is expected to make progress in ELP gains.

Target Percentages

Progress Targets Based on Previous Year's Data	
YEAR	**TARGETS**
2017	**40%**
2018	**47.5%**
2019	**50%**
2020	**52%**
2021	**54%**
2022	**56%**
2023	**58%**

Example: In 2023, 58% of EL students in a district who participated in the *ACCESS for ELLs* assessment will need to meet/exceed their growth target in order to make the interim progress indicator.

Growth Calculations

Prior Year	Current Year
1.0	1.6
1.1	1.7
1.2	1.8
1.3	1.9
1.4	2.0
1.5	2.1
1.6	2.1
1.7	2.2
1.8	2.3
1.9	2.4
2.0	2.6
2.1	2.6
2.2	2.7
2.3	2.8
2.4	2.9
2.5	3.0
2.6	3.0
2.7	3.1
2.8	3.2
2.9	3.3
3.0	3.5
3.1	3.5
3.2	3.6
3.3	3.7
3.4	3.8
3.5	3.8
3.6	3.9
3.7	4.0
3.8	4.1
3.9	4.1
4.0	4.3
4.1	4.3
4.2	4.4
4.3	4.5
4.4	4.5
4.5	4.6
4.6	4.7
4.7	4.7
4.8	4.8

The overall goal of the EL student data in the annual accountability system is to identify actual growth of EL students, year-over-year, towards proficiency attainment. Therefore, the data loaded within the student assessment portal recognizes the annual growth of each student utilizing the student's ACCESS proficiency score from the previous year compared to the current year's score.

Growth is determined when the prior year's score on the *ACCESS for ELLs* assessment is compared to the current year's score to determine if there is growth. For example, using the table to the left: Prior year score was 3.1. In order to demonstrate growth, the current year's score must be a 3.5 or higher. If the student makes a 3.5, that student met the growth target and will be counted as showing growth in the accountability calculations. If the student made a 3.2, the student did not meet the growth target and will not be counted as making growth in the accountability calculations.

Since growth is determined based upon the prior year's score, students who do not have a score from the previous year will not receive a growth report. N/A will represent a non-score.

Currently, there is no growth requirement for *Alternate ACCESS for ELLs.*

Students' growth can be calculated even if the student moves to another district, as long as the SSID numbers match.

Documents

Section

Documents Section

1. *Alabama State Department of Education Alternate Screening Checklist*
2. *Alternate ACCESS for ELLs Exit Criteria*
3. *Provisional Identification Plan for Potential English Learner Students*
4. *WIDA Annual Training Verification Form*
5. *English Learner Student Unable to Participate on One of More Domains of ACCESS for ELLs or Alternate ACCESS for ELLs form*
6. *Language Code List*
7. *WIDA English Language Development Standards*
8. *ACCESS for ELLs Paper Request Form*
9. *Alternate ACCESS for ELLs Student Verification and Approval Form*
10. *Paraprofessional Qualifications Memorandum; FY17-2077*
11. *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*

Alabama State Department of Education
Alternate Screening Checklist

The purpose of the *Alternate Screening Checklist* is to assist educators and families in the decision-making process for those potential English learner (EL) students who cannot meaningfully access the *WIDA Screener for Kindergarten* or the *WIDA Screener Online (*or if applicable *WIDA Screener Paper).* These screening assessments may not be appropriate for some students with disabilities. Potential EL students who may benefit from the *Alternate Screening Checklist* are:

- Students who have an IEP that indicates a significant cognitive disability
- Students who do not have an IEP, but will be evaluated by Special Education staff

If a potential EL student does not have an IEP that indicates a significant cognitive disability but is considered to be a student who will require extensive supports, the Special Education and English as a Second Language (ESL) staff, in order to meet the 30-day deadline for screening potential EL students, or 10-day deadline if enrollment is after the first day of school, must have meaningful consultation to determine the possible use of the *Alternate Screening Checklist*. **This decision should be made, if there is agreement, that the student requires substantial supports and could not, even with accommodations, progress fully through any of the available screeners**.

If it is determined that the *Alternate Screening Checklist* is the most appropriate screening instrument, a team consisting of the following individuals must be convened to make the EL determination by utilizing the *Alternate Screening Checklist*:

- Person(s) with expertise in second language acquisition
- Special Education Teacher
- School Counselor
- Service Professionals
- Speech or Language Impairment Teacher (if applicable)
- General Education Teacher
- Native Language/Sign Language Interpreter (if applicable)
- Parents, guardians, and/or caregivers

It is important that a team-centered approach is used to guide the decision that will be made during this process.

Alabama's Definition of an English Learner with Significant Cognitive Disabilities

English learners with the **most** significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

Challenges in Identifying English Learners with Significant Cognitive Disabilities

Both language-and disability-related challenges exist in identifying students who are English learners with significant cognitive disabilities. Some of these students may not be able to access all domains on the WIDA Screener Online or WIDA Screener Paper. Therefore, when an educator uses a screener, providing accessibility features and accommodations is critical. Even with such accommodations, however, many students' intellectual disabilities may inhibit their abilities to complete the screener or acquisition of valid findings for each student. Given this limitation and to ensure states meet standards set in the 2004 Individuals with Disabilities Education Improvement Act, educators with knowledge of the student's language needs must serve on the student's IEP team (U.S. Department of Education, Office of English Language Acquisition, 2017, Ch. 6, p. 2). These experts are important assets in interpreting the student's screening results and in advising on additional criteria for determining the student status as an English learner. ***Screening tools should not be the sole source of information****.*

ALTELLA Brief No. 1 April 2018: https://altella.wceruw.org/pubs/ALTELLA_Brief-01_Definition_070218.pdf

Alternate Screening Checklist

Student Name: _____ **Date:**_____

System: _____ **School:**_____

Participants' Names	**Title / Position**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Team members need to consider each of the following questions related to identifying potential ELs and providing language- and disability-related services. Answering these questions will help ensure students receive optimal services. If some of the questions do not apply, indicate this in the space provided.

- **The Home Language Survey should also be utilized as a source of information.**
- **Information from this checklist will be used to develop the IEP and I-ELP.**

Check that each box has been addressed by the team:

Prior to the meeting:

☐ Has the team gathered information from the student, parent(s), guardian(s), caregiver(s), school records (if applicable) language assessments, and/or special education assessments, regarding the student's previous educational experiences? If yes, which data were collected?

_____
_____
_____
_____
_____

☐ Has the team reviewed the Home Language Survey to determine if a screener is needed? _____ YES _____ NO

☐ Has an interview been conducted with the parent(s), guardian(s), or caregiver(s) that would produce valuable information that could assist the team in making a placement decision? _____ YES _____ NO

If yes, what information was found to be useful?

_____
_____
_____

Questions for the parent(s)/guardian(s)/caregiver(s):

☐ What language, if any, (for example, Spanish, Chinese, English) does the student use to communicate at home?

_____
_____
_____
_____

☐ What language/communication system does the student use at home (i.e. spoken language, American Sign Language, gestures, communication device)?

_____

_____

☐ When using the student's communication system, can the student respond to simple commands spoken in English? _____ YES _____ NO In home language? _____ YES _____ NO

Additional information if available:

_____

_____

☐ What is the student's present level of performance at home as it pertains to language demands? Does the student understand words or phrases spoken or written in English? _____ YES _____ NO

In home language? _____ YES _____ NO

Additional information if available:

_____

_____

Questions for the team:

☐ Would language services/supports equip the student to succeed in the classroom, school, home, or community? _____ YES _____ NO

Additional information if available:

_____

_____

☐ Have the student's parent(s),guardian(s),caregiver(s) been included in the decision-making process regarding language-related needs and the services/supports that will be provided if the student is identified as an EL? _____ YES _____ NO

Additional information if available:

_____

_____

☐ Does the team feel that English language services are needed for this student? _____ YES _____ NO

Decision:

The Team has determined that the student will be identified as an EL and will receive Supplemental Title III Language Assistance services.

☐ **YES** ☐ **NO**

_____ _____

Signature of Parent, Guardian, Caregiver **Date**

Any student who qualifies as an EL based upon the use of the *Alternate Screening Checklist*, and does not currently have an IEP, must be evaluated for special education services.

Use the flowchart to determine the steps that should be taken during this process.

Does the student have an IEP?

NO → If a potential EL is suspected of having a disability (e.g. the parent states the child has a disability or documentation indicates a disability), Special Education and ESL professionals must have meaningful consultation to determine if the *Alternate Screener Checklist* should be used to determine EL status.

YES

Can the student access the *WIDA Screener for Kindergarten or the WIDA Screener Online* with accommodations and accessibility supports?

NO → If, after careful and thoughtful consultation between ESL and Special Education personnel, it is determined that the student is unable to complete any of the screener options, even with accommodations, then the *Alternate Screener Checklist* will be used, along with any available evidence (information from the Home Language Survey, academic records review, and other documentation that may be available).

YES

Proceed with the most appropriate screener. If the student is unable to complete all parts of the screener (student is deaf, hard-of-hearing, or visually impaired), contact Student Assessment for further guidance.

A meeting will be convened to include parent(s), guardian(s), and caregiver(s), along with any personnel who will be involved with the student and who can contribute to the decision-making process. It is important to include a translator if needed. At this time, the *Alternate Screening Checklist* will be completed and a determination regarding EL status will be made.

Key Factors

1. **Collaborate with the parents to understand the student's language use and disability needs in the home and community.**
2. **Identify varying language demands and use across multiple settings, including home, school, and community.**

Next Steps

1. **The team will consider all of the information gathered and determine if the student will be identified as an EL.**

Alternate ACCESS for ELLs Exit Criteria
for English Learners (EL)s in Grades 1-12

All Domains Taken?	
YES	**NO**
If the EL student achieves an overall composite score of **A1, A2, or A3*** <u>on three consecutive administrations of the test,</u> **OR** achieves an overall composite score of **P1 or P2*** <u>on two consecutive administrations of the test,</u> **AND** the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1, **THEN** the EL student will be monitored for four years and may continue to receive EL supports within the classroom.	If proficiency level scores on all domains taken remain consistent** <u>for three consecutive administrations of the test,</u> **AND** the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1, **THEN** the EL student will be monitored for four years and may continue to receive EL supports within the classroom.

If the above criteria are met, then the EL qualifies as English Proficient and will exit the program. The EL student will be reclassified as Former EL (FEL-1) and will no longer participate on *Alternate ACCESS for ELLs*. The student will continue to receive special education services and will continue to participate on the *ACAP Alternate.*

Proficiency Levels

The *Alternate ACCESS for ELLs English Language Proficiency* (ELP) levels were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELs who have significant cognitive disabilities, and thus would give those students a chance to demonstrate progress. The ELP levels defined for *Alternate ACCESS for ELLs* are:

A1:	**Initiating**	**P1:**	**Entering**
A2:	**Exploring**	**P2:**	**Emerging**
A3:	**Engaging**	**P3:**	**Developing**

* Proficiency level scores must be the same from year to year. For example, A1 for three years in a row.

** Consistent is defined as the exact same score, on the domains taken, for three years in a row.

Provisional Identification Plan for Potential English Learner Students

Who Enroll During Extended School Closures (Grades K-12)

During the time when Alabama schools are closed and continuity of services are being provided remotely, face-to-face screening of potential English learners (EL)s is not possible. In the event ELs enroll, and a language other than English has been indicated on the Home Language Survey (HLS), the following procedure will be used. This process does not replace the formal identification process when face-to-face screening is possible. It is simply to be used in order to meet the requirement of screening potential ELs upon enrollment. Once school resumes, and as soon as possible, formal screening with the *WIDA Screener for Kindergarten or WIDA Screener Online* must take place for any student who has been given provisional EL status.

1. Review the HLS:
   - Must be reviewed by an EL teacher/coordinator or other staff member assigned this responsibility.
   - If the HLS indicates a language other than English for any question, a family interview must be conducted to determine if the student is a potential EL.
   - The interview will be conducted by phone or (Zoom, skype, etc.).

2. Family Interview for Student Information:
   - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
   - May require an interpreter. Interpreter may be used to ask the questions below.

Family Interview for Student Information

Person(s) Interviewed:

_____

Interviewer/ Position:

_____

Interpreter (if applicable):

_____

Date: _____ **Phone Number:** _____ **Date of Birth:** _____

Student Name:

_____

Student's Current Grade Level: _____ **Student's Age:** _____

Student's Date of Entry into the United States (U.S.): _____ If student is born in the U.S., the date will be the Date of Birth.

Parent/Guardian Country of Origin: _____ **Student's Country of Origin:** _____

Does the student have: IEP _____ **I-ELP** _____ **504 Plan** _____

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement and supports.

Does the student have test scores from any English language proficiency test? _____

If yes, record those scores or obtain a copy of the score report.

Use the table below to determine as much as you can about the student's school history. Indicate if the student moved to another school, state, or country during the year.

Grade	City and State	School	Country	Primary Language of
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Family Interview for Household Information

1. Conduct Family Interview Questions for Parent/Guardian.
   - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
   - The interview will be conducted by phone (Zoom, skype etc.).

2. May require an interpreter.

Question	Always	Sometimes	Never	No Response
When at home, how often does the student **speak** a language other than English?				
When interacting with parents, guardians, caregivers, family members, how often does the student **hear** a language other than English?				
Within the last 12 months, when interacting with people **other than family**, how often did the student **hear** a language other than English?				
When interacting with siblings or other children in the home, how often does the student **hear** or **use** a language other than English?				

Interview Questions for Student (If appropriate)

1. Conduct Interview Questions for Student if possible.
    - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
    - Interview will be conducted by phone or (Zoom, skype, etc.).

2. Interview must be conducted in **ENGLISH ONLY**. Interpreter **will not ask the questions** to the student. The interpreter **may explain** to the parent and student that the student will be asked a series of questions in English and to do the best they can. **There are no right or wrong answers.**

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interaction.

Below are *examples* of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

Start with questions at low levels of difficulty and progress in difficulty from there. If no response, indicate on this document.

Stop at the level where the student has difficulty responding. If the student has difficulty responding at a level, then ask a question or two from a previous level to end on a positive note.

If the conversation leads the interviewer to believe that the student may likely become an EL, the student will be identified as a provisional EL and served as such, until the student is appropriately identified with the *WIDA Screener for Kindergarten or WIDA Screener Online.*

This document may be printed and used during the interview process or it may be used electronically to record the information. Keep a copy of this document or the electronic copy for your records and return to the DTC or ESL Coordinator.

Examples of Low-Level Questions	
What is your name?	
How old are you?	
Where do you live?	
Where were you born?	
What are some things you like to do?	
What is your favorite subject in school?	

Notes:

Examples of Moderate-Level Questions	
What do you like best about school?	
What kinds of food do you like?	
Tell me about your favorite sports, team, game, hobby, etc.	
What would you like to do when you grow up? Graduate from school?	

Notes:

Examples of High-Level Questions	
What is your favorite subject in school and why do you like that subject?	
Let's pretend that I am your friend and I do not like your favorite sport, team, game, hobby, etc. Tell me why I should like it.	
Describe a job you would like to have when you grow up/graduate from school. Tell me why you would like to have this job.	
Describe your favorite teacher, friend, or family member to me. Why is this person special?	

Notes:

Parent Notification

The district must inform the parent/guardian(s) of the provisional status of the student as an EL **OR** if the student was **NOT IDENTIFIED** as an EL. Additionally, the parent/guardian(s) must be provided with a description of the provisional placement and EL services made available to their child. Services will be provided in a manner that is safe for both the student and the educator and in accordance with the LEA's guidance on remote learning.

Once schools have reopened for normal operations, districts will communicate to parents the results of the administration of the *WIDA Screener for Kindergarten or WIDA Screener Online*.

Additional Considerations

- If a **student is unable to complete the interview process** (e.g. because of a disability, inability to understand English, or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the following:
  - HLS
  - Family Interview Questions for Parent/Guardian
  - Academic records review, if possible
  - Test scores of any kind, if applicable

- If reasonable evidence of English proficiency cannot be established based on those sources, then the student should be provisionally identified as an EL and receive services until formal screening can be completed.

- Generally, a student who easily communicates at a "High Level" is not likely to qualify for EL status and should not be provisionally identified as an EL.

- The interviewer should consider:

  Under-Identification: students who **are most likely not English proficient** but ***seem* to be** (false positives). In this case, expectations should be set higher and questions modified in order to capture all that you can about the student's language skills, so as not to mis-identify.

- Regardless of whether a student is provisionally identified as an EL or not, the formal identification process must be completed once school resumes and face-to-face screening with the *WIDA Screener for Kindergarten or WIDA Screener Online* is possible. This also includes students who **were not provisionally identified.** All potential ELs, who were identified as a provisional EL or were not identified as a provisional EL, must be administered the *WIDA Screener for Kindergarten or WIDA Screener Online* as soon as possible.

- **The student will be identified in the student information system (SIS) even though the student has been provisionally identified.**

- The Local Education Agency **MUST ensure** that students who are given a provisional status assignment (identified as provisional EL or provisional non-EL) be documented by some means (e.g. records kept at the Central Office by the DTC or ESL Coordinator) so that once school resumes, all students can be formally screened with the *WIDA Screener for Kindergarten or WIDA Screener Online.*

Annual Training Verification Form: 2022-2023

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:

1. ***ACCESS FOR ELLS ONLINE AND PAPER****
2. ***ALTERNATE ACCESS FOR ELLS***
3. ***KINDERGARTEN ACCESS FOR ELLS***
4. ***WIDA SCREENER ONLINE***
5. ***WIDA SCREENER PAPER****
6. ***WIDA SCREENER FOR KINDERGARTEN***

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: YES ○

_____ _____

TEST ADMINISTRATOR PRINTED NAME **TEST ADMINISTRATOR SIGNATURE**

COURSES COMPLETED	COMPLETION DATE
○ *KINDERGARTEN ACCESS FOR ELLS: ADMINISTRATION AND SCORING*	
○ *ALTERNATE ACCESS FOR ELLS: ADMINISTRATION AND SCORING*	
○ *PAPER ACCESS FOR ELLS: ADMINISTRATION**	
○ *ONLINE ACCESS FOR ELLS: ADMINISTRATION*	
○ *SPEAKING FOR GRADES 1-5: SCORING PAPER ACCESS AND WIDA SCREENER*	
○ *SPEAKING FOR GRADES 6-12: SCORING PAPER ACCESS AND WIDA SCREENER*	
○ *WRITING FOR GRADES 1-5: SCORING WIDA SCREENER*	
○ *WRITING FOR GRADES 6-12: SCORING WIDA SCREENER*	
○ *WIDA SCREENER ONLINE: ADMINISTRATION*	
○ *WIDA SCREENER PAPER: ADMINISTRATION**	
○ *WIDA SCREENER FOR KINDERGARTEN: ADMINISTRATION AND SCORING*	

VERIFIED BY DISTRICT TEST COORDINATOR OR EL COORDINATOR ON (DATE): _____

_____

DISTRICT TEST COORDINATOR / EL COORDINATOR SIGNATURE

*ALSDE approval is required for *ACCESS for ELLs* paper and *WIDA Screener Paper*. Training should not be completed unless approval has been granted.

District Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training.

August 2022

English Learner Student Unable to Participate on One or More Domains of *ACCESS for ELLs* or *Alternate ACCESS for ELLs*

The Alabama State Department of Education (ALSDE) has established that an English Learner (EL) with disabilities, whose disability precludes participation on one or more domains of the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments, may be considered eligible for exemption from those domains.

EL students who are deaf (totally deaf, hard of hearing), visually impaired (totally blind, low vision or have not learned braille), or non-verbal would be considered as having a disability that precludes participation on one or more domains. Beyond these disabilities, the District Test Coordinator/EL Coordinator should seek guidance from the ALSDE.

Local Education Agencies seeking an exemption for a EL student from one or more domains must submit this form for ALSDE approval. Prior to submission, ensure that the IEP or 504 Plan is current and clearly indicates the disability that precludes participation.

LEA	Assessment	Disability
System: _____ School: _____	☐ *ACCESS for ELLs* ☐ *Alternate ACCESS for ELLs*	☐ Deaf ☐ Visually Impaired ☐ Non-Verbal
Student Name: _____		SSID: _____

Domains for Which an Exemption is Requested

No More Than Two Domains Can be Selected

Reading ☐	Listening ☐	Speaking ☐	Writing ☐

IEP/504 Plan specifies disability selected above.	☐ YES	☐ NO
Disability prohibits student from meaningfully accessing one or more domains.	☐ YES	☐ NO
Parent(s), Guardian(s), or Caretaker(s) have been included in this request.	☐ YES	☐ NO

District Test Coordinator Signature: _____ Date: _____

Principal Signature: _____ Date: _____

****

Approved for: Reading _____ Listening _____ Writing _____ Speaking _____

ALSDE Signature: _____ Date: _____

LANGUAGE CODE LIST

LANGUAGE	CODE		LANGUAGE	CODE
Abkhazian	abk		Bantu languages	bnt
Achinese	ace		Basa	bas
Acoli	ach		Bashkir	bak
Adangme	ada		Basque(B)	baq
Adyghe; Adygei	ady		Basque(T)	eus
Afar	aar		Batak languages	btk
Afrihili	afh		Beja; Bedawiyet	bej
Afrikaans	afr		Belarusian	bel
Afro-Asiatic languages	afa		Bemba	bem
Ainu	ain		Bengali	ben
Akan	aka		Berber languages	ber
Akkadian	akk		Bhojpuri	bho
Albanian(B)	alb		Bihari languages	bih
Albanian(T)	sqi		Bikol	bik
Aleut	ale		Bini; Edo	bin
Algonquian languages	alg		Bislama	bis
Altaic languages	tut		Blin; Bilin	byn
Amharic	amh		Blissymbols; Blissymbolics; Bliss	zbl
Angika	anp		Bokmal, Norwegian; Norwegian Bokmal	nob
Apache languages	apa		Bosnian	bos
Arabic	ara		Braj	bra
Aragonese	arg		Breton	bre
Arapaho	arp		Buginese	bug
Arawak	arw		Bulgarian	bul
Armenian(B)	arm		Buriat	bua
Armenian(T)	hye		Burmese(B)	bur
Aromanian; Arumanian; Macedo-Romanian	rup		Burmese(T)	mya
Artificial languages	art		Caddo	cad
Assamese	asm		Catalan; Valencian	cat
Asturian; Bable; Leonese; Asturleonese	ast		Caucasian languages	cau
Athapascan languages	ath		Cebuano	ceb
Australian languages	aus		Celtic languages	cel
Austronesian languages	map		Central American Indian languages	cai
Avaric	ava		Central Khmer	khm
Avestan	ave		Chagatai	chg
Awadhi	awa		Chamic languages	cmc
Aymara	aym		Chagatai	chg

Azerbaijani	aze		Chamic languages	cmc
Balinese	ban		Chamorro	cha
Baltic languages	bat		Chechen	che
Baluchi	bal		Cherokee	chr
Bambara	bam		Cheyenne	chy
Bamileke languages	bai		Chibcha	chb
Banda languages	bad		Chichewa; Chewa; Nyanja	nya
Chinese(B)	chi		English, Middle (100-1500)	enm
Chinese(T)	zho		English, Old (ca.450-1100)	ang
Chinook jargon	chn		Erzya	myv
Chipewyan; Dene Suline	chp		Esperanto	epo
Choctaw	cho		Estonian	est
Church Slavic; Old/Church Slavonic; Old Bulgarian	chu		Ewe	ewe
Chuukese	chk		Ewondo	ewo
Chuvash	chv		Fang	fan
Classical Syriac	syc		Fanti	fat
Classical/Old Newari; Classical Nepal Bhasa	nwc		Faroese	fao
Coptic	cop		Fijian	fij
Cornish	cor		Filipino; Pilipino	fil
Corsican	cos		Finnish	fin
Cree	cre		Finno-Ugrian languages	fiu
Creek	mus		Fon	fon
Creoles and pidgins	crp		French(B)	fre
Creoles and pidgins, English based	cpe		French(T)	fra
Creoles and pidgins, French-based	cpf		French, Middle (ca.1400-1600)	frm
Creoles and pidgins, Portuguese-based	cpp		French, Old (842-ca.1400)	fro
Crimean Tatar; Crimean Turkish	crh		Friulian	fur
Croatian	hrv		Fulah	ful
Cushitic languages	cus		Ga	gaa
Czech(B)	cze		Gaelic; Scottish Gaelic	gla
Czech(T)	ces		Galibi Carib	car
Dakota	dak		Galician	glg
Danish	dan		Ganda	lug
Dargwa	dar		Gayo	gay
Delaware	del		Gbaya	gba
Dinka	din		Geez	gez
Divehi; Dhivehi; Maldivian	div		Georgian(B)	geo
Dogri	doi		Georgian(T)	kat
Dogrib	dgr		German(B)	ger
Dravidian languages	dra		German(T)	deu
Duala	dua		German, Middle High (ca.1050-1500)	gmh
Dutch, Middle (ca.1050-1350)	dum		German, Old High (ca.750-1050)	goh

Dutch; Flemish(B)	dut		Germanic languages	gem
Dutch; Flemish(T)	nld		Gilbertese	gil
Dyula	dyu		Gondi	gon
Dzongkha	dzo		Gorontalo	gor
Eastern Frisian	frs		Gothic	got
Efik	efi		Grebo	grb
Egyptian (Ancient)	egy		Greek, Ancient (to 1453)	grc
Ekajuk	eka		Greek, Modern (1453-)(B)	gre
Elamite	elx		Greek, Modern (1453-)(T)	ell
English	eng		Guarani	grn
Gujarati	guj		Kalaallisut; Greenlandic	kal
Gwich'in	gwi		Kalmyk; Oirat	xal
Haida	hai		Kamba	kam
Haitian; Haitian Creole	hat		Kannada	kan
Hausa	hau		Kanuri	kau
Hawaiian	haw		Kara-Kalpak	kaa
Hebrew	heb		Karachay-Balkar	krc
Herero	her		Karelian	krl
Hiligaynon	hil		Karen languages	kar
Himachali languages; Western Pahari languages	him		Kashmiri	kas
Hindi	hin		Kashubian	csb
Hiri Motu	hmo		Kawi	kaw
Hittite	hit		Kazakh	kaz
Hmong; Mong	hmn		Khasi	kha
Hungarian	hun		Khoisan languages	khi
Hupa	hup		Khotanese; Sakan	kho
Iban	iba		Kikuyu; Gikuyu	kik
Icelandic(B)	ice		Kimbundu	kmb
Icelandic(T)	isl		Kinyarwanda	kin
Ido	ido		Kirghiz; Kyrgyz	kir
Igbo	ibo		Klingon; tlhIngan-Hol	tlh
Ijo languages	ijo		Komi	kom
Iloko	ilo		Kongo	kon
Inari Sami	smn		Konkani	kok
Indic languages	inc		Korean	kor
Indo-European languages	ine		Kosraean	kos
Indonesian	ind		Kpelle	kpe
Ingush	inh		Kru languages	kro
Interlingua (IALA)	ina		Kuanyama; Kwanyama	kua
Interlingue; Occidental	ile		Kumyk	kum
Inuktitut	iku		Kurdish	kur
Inupiaq	ipk		Kurukh	kru

Iranian languages	ira		Kutenai	kut
Irish	gle		Ladino	lad
Irish, Middle (900-1200)	mga		Lahnda	lah
Irish, Old (to 900)	sga		Lamba	lam
Iroquoian languages	iro		Land Dayak languages	day
Italian	ita		Lao	lao
Japanese	jpn		Latin	lat
Javanese	jav		Latvian	lav
Judeo-Arabic	jrb		Lezghian	lez
Judeo-Persian	jpr		Limburgan; Limburger; Limburgish	lim
Kabardian	kbd		Lingala	lin
Kabyle	kal		Lithuanian	lit
Kachin; Jingpho	kac		Lojban	jbo
Low German; Low Saxon; German, Low'Saxon, Low	nds		Mongolian	mon
Lower Sorbian	dsb		Montenegrin	cnr
Lozi	loz		Mossi	mos
Luba-Katanga	lub		Multiple languages	mul
Luba-Lulua	lua		Munda languages	mun
Luiseno	lui		N'Ko	nqo
Lule Sami	smj		Nahuatl languages	nah
Lunda	lun		Nauru	nau
Luo (Kenya and Tanzania)	luo		Navajo; Navaho	nav
Lushai	lus		Ndebele, North; North Ndebele	nde
Luxembourgish; Letzeburgesch	ltz		Ndebele, South; South Ndebele	nbl
Macedonian(B)	mac		Ndonga	ndo
Macedonian(T)	mkd		Neapolitan	nap
Madurese	mad		Nepal Bhasa; Newari	new
Magahi	mag		Nepali	nep
Maithili	mai		Nias	nia
Makasar	mak		Niger-Kordofanian languages	nic
Malagasy	mlg		Nilo-Saharan languages	ssa
Malay(B)	may		Niuean	niu
Malay(T)	msa		Nogai	nog
Malayalam	mal		Norse, Old	non
Maltese	mlt		North American Indian languages	nai
Manchu	mnc		Northern Frisian	frr
Mandar	mdr		Northern Sami	sme
Mandingo	man		Norwegian	nor
Manipuri	mni		Norwegian Nynorsk; Nynorsk, Norwegian	nno
Manobo languages	mno		Nubian languages	nub
Manx	glv		Nyamwezi	nym

Maori(B)	mao		Nyankole	nyn
Maori(T)	mri		Nyoro	nyo
Mapudungun; Mapuche	arn		Nzima	nzi
Marathi	mar		Occitan (post 1500)	oci
Mari	chm		Official Aramaic; Imperial Aramaic	arc
Marshallese	mah		Ojibwa	oji
Marwari	mwr		Oriya	ori
Masai	mas		Oromo	orm
Mayan languages	myn		Osage	osa
Mende	men		Ossetian; Ossetic	oss
Mi'kmaq; Micmac	mic		Otomian languages	oto
Minangkabau	min		Pahlavi	pal
Mirandese	mwl		Palauan	pau
Mohawk	moh		Pali	pli
Moksha	mdf		Pampanga; Kapampangan	pam
Mon-Khmer languages	mkh		Pangasinan	pag
Mongo	lol		Panjabi; Punjabi	pan
Papiamento	pap		Sicilian	scn
Papuan languages	paa		Sidamo	sid
Pedi; Sepedi; Northern Sotho	nso		Sign Languages	sgn
Persian(B)	per		Siksika	bla
Persian(T)	fas		Sindhi	snd
Persian, Old (ca.600-400 B.C.)	peo		Sinhala; Sinhalese	sin
Philippine languages	phi		Sino-Tibetan languages	sit
Phoenician	phn		Siouan languages	sio
Pohnpeian	pon		Skolt Sami	sms
Polish	pol		Slave (Athapascan)	den
Portuguese	por		Slavic languages	sla
Prakrit languages	pra		Slovak(B)	slo
Provencal, Old (to 1500);Occitan, Old (to 1500)	pro		Slovak(T)	slk
Pushto; Pashto	pus		Slovenian	slv
Quechua	que		Sogdian	sog
Rajasthani	raj		Somali	som
Rapanui	rap		Songhai languages	son
Rarotongan; Cook Islands Maori	rar		Soninke	snk
Romance languages	roa		Sorbian languages	wen
Romanian; Moldavian; Moldovan(B)	rum		Sotho, Southern	sot
Romanian; Moldavian; Moldovan(T)	ron		South American Indian languages	sai
Romansh	roh		Southern Altai	alt
Romany	rom		Southern Sami	sma
Rundi	run		Spanish; Castilian	spa
Russian	rus		Sranan Tongo	srn

Salishan languages	sal		Standard Moroccan Tamazight	zgh
Samaritan Aramaic	sam		Sukuma	suk
Sami languages	smi		Sumerian	sux
Samoan	smo		Sundanese	sun
Sandawe	sad		Susu	sus
Sango	sag		Swahili	swa
Sanskrit	san		Swati	ssw
Santali	sat		Swedish	swe
Sardinian	srd		Swiss German; Alemannic; Alsatian	gsw
Sasak	sas		Ugaritic	uga
Scots	sco		Uighur; Uyghur	uig
Selkup	sel		Ukrainian	ukr
Semitic languages	sem		Umbundu	umb
Serbian	srp		~~Uncoded languages~~ NOT AVAILABLE FOR USE	~~mis~~
Serer	srr		~~Undetermined~~ NOT AVAILABLE FOR USE	~~und~~
Shan	shn		Upper Sorbian	hsb
Shona	sna		Urdu	urd
Sichuan Yi; Nuosu	scn		Uzbek	uzb
Syriac	syr		Vai	vai
Tereno	ter		Venda	ven
Tetum	tet		Vietnamese	vie
Thai	tha		Volapuk	vol
Tibetan (B)	tib		Votic	vot
Tibetan (T)	bod		Wakashan languages	wak
Tigre	tig		Walloon	wln
Tigrinya	tir		Waray	war
Time	tem		Washo	was
Tiv	tiv		Welsh(B)	wel
Tlingit	tli		Welsh(T)	cym
Tok Pisin	tpi		Western Frisian	fry
Tokelau	tkl		Wolaitta; Wolaytta	wal
Tonga (Nyasa)	tog		Wolof	wol
Tonga (Tonga Islands)	ton		Xhosa	xho
Tsimshian	tsi		Yakut	sah
Tsonga	tso		Yao	yao
Tswana	tsn		Yapese	yap
Tumbuka	tum		Yiddish	yid
Tupi Languages	tup		Yoruba	yor
Turkish	tur		Yupik languages	ypk
Turkish, Ottoman (1500-1928)	ota		Zande languages	znd
Turkmen	tuk		Zapotec	zap

Tuvalu	tvl		Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	zza
Tuvinian	tyv		Zenaga	zen
Tagalog	tgl		Zhuang; Chuang	zha
Tahitian	tah		Zulu	zul
Tai languages	tai			
Tajik	tgk			
Tamashek	Tmh			
Tamil	Tam			
Tatar	Tat			
Telugu	Tel			
Twi	Twi			
Udmurt	Udm			

August 2022

ACCESS FOR ELLS (Grades 1-12)
Paper Request Form

English learner (EL) students participating in the *ACCESS for ELLs* assessment in Grades 1-12 are required to take the test online. However, there may be unique situations that dictate the student must take the paper form of the test. Those unique situations are:

1. The student has a disability that prohibits participation through an online platform. This disability is documented in the IEP/504 Plan.
2. The student has arrived within a few days of testing and has never been exposed to a computer/keyboard. As a result of this late arrival, there is no time to adequately prepare the student for the online platform.

STUDENT INFORMATION:

STUDENT NAME: _____ GRADE: _____

SSID: _____ DOB: _____

DISTRICT: _____ SCHOOL: _____

REASON FOR REQUEST:

- ☐ IEP specifies instruction and assessment are paper-pencil only.
- ☐ 504 Plan specifies instruction and assessment are paper-pencil only.
- ☐ Student arrived within a few days of the testing date and time does not allow for adequate preparation for the online platform.
- ☐ The student has a unique situation that is not listed above. Indicate in detail below:

_____

_____

ASSURANCES:

Assurances by Principal:	Y	N	If no, add comment(s):
1. Did a team convene to discuss this request?			
2. Does the student/parent agree with this request?			
3. I certify that this student cannot participate in the computer-based assessment, even with designated supports and/or accommodations, during the test window.			
4. I understand this student will not have access to any of the accessibility features that are **only** available in the online platform.			

I certify that the information contained within this request is complete and accurate.

Principal's Name: _____ Principal's Signature: _____

District Test Coordinator's Name: _____ District Test Coordinator's Signature: _____

DECISION:

- ☐ Paper-pencil approved: **All four domains must be taken on paper**.
- ☐ Paper-pencil denied – Reason:

_____

ALSDE Signature: _____ Date: _____

NOTE: Form must contain all required signatures for approval.

August 2022

Alternate ACCESS for ELLs

Student Verification and Approval Form

2022-2023

Alternate ACCESS for ELLs is designed for English learners with the most significant cognitive disabilities who participate, or will likely participate, on the *ACAP Alternate*. These students must also be participating on the *Alabama Alternate Achievement Standards*. This information is documented in the student's IEP by the selection of the box on the Profile Page that states: *Has the IEP Team determined the student meets the participation criteria for the ACAP Alternate Assessment and will be taught the alternate achievement standards?* This box must be checked "**YES**" in order for a student to be approved for *Alternate ACCESS for ELLs*.

An ***Alternate ACCESS for ELLs Student Verification and Approval Form*** must be completed for each student who will participate on the *Alternate ACCESS for ELLs* assessment.

Student Name: _____

SSID: _____

District: _____

ALL of the assurances below MUST be checked in order to get approval.

- ○ The student, whose name is listed above, currently participates on *Alabama Alternate Achievement Standards* and/or the *ACAP Alternate Assessment*.
- ○ The student, whose name is listed above, meets the criteria for participation on the *Alternate ACCESS for ELLs* assessment (see paragraph above).
- ○ The student's IEP has been verified by the District Test Coordinator and/or the ESL Coordinator.

My signature below indicates that I have confirmed the student listed on this form meets the criteria above and is eligible to take the *Alternate ACCESS for ELLs* assessment.

If all assurances are not marked, the form will be returned.

_____ _____

District Test Coordinator's Name District Test Coordinator's Signature

_____

Date Submitted

ALSDE USE ONLY:

	YES	NO
Student is approved to participate on the *Alternate ACCESS for ELLs*.	○	○

_____

_____

ALSDE Signature: _____ Date_____

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Michael Sentance, J.D., LL.M.
State Superintendent of Education

Alabama State Board of Education

Governor Kay Ivey
President

Jackie Zeigler
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District VII

Mary Scott Hunter, J.D.
District VIII

Michael Sentance, J.D., LL.M.
Secretary and
Executive Officer

August 25, 2017

M E M O R A N D U M

TO: City and County Superintendents of Education

FROM: Michael Sentance
State Superintendent of Education

RE: Paraprofessional Qualifications for those Working with Students Receiving Special Education Services

Section 1111(g)(2)(M) of the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act* (ESSA), requires each State to have "professional standards for paraprofessionals working in a program supported with funds under [Title I, Part A]." In addition, the Federal Register §300.156(a)(b)(1)(iii) states that "the State Education Agency (SEA) must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills necessary to serve children with disabilities." It also "allows paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part, to be used to assist in the provision of special education and related services under this part to children with disabilities." In order to be consistent with the requirements of these laws, the Special Education Services Section has established the following requirements for all paraprofessionals working with students who are *Individuals with Disabilities Education Act* (IDEA) eligible:

In order to be employed as an Instructional Paraprofessional, an individual must obtain a secondary school diploma or its recognized equivalent and one of the following qualifications:

- Successful completion of at least two years (48 semester hours) of study at an institution of higher education, or
- An Associate's Degree documented on an official transcript from an accredited institution of higher education, or
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in, instructing reading, writing, and mathematics.

In 2004, the Alabama State Department of Education approved the *WorkKeys Assessment* to meet the requirement outlined in bullet 3 on the previous page. Currently, the requirements are a minimum of Level 3 scores on the following tests: Applied Math, Work Place Documents, and Business Writing. Previously, the required tests were Applied Mathematics, Reading, and Writing.

In order to be employed as a Personal Care Paraprofessional (those not providing any instructional support), an individual must meet the following qualifications: Secondary school diploma or its recognized equivalent.

If a person provides both instructional support and non-instructional support, the higher of the options must apply.

For further information regarding paraprofessionals, please contact Mrs. Cindy Augustine at caugustine@alsde.edu or Mrs. Susan Goldthwaite at sgoldthwaite@alsde.edu or you may reach them at 334-242-8114.

MS/CA/BJ

cc: High School Principals
Special Education Coordinators
School Guidance Counselors
Curriculum Supervisors
Dr. Barbara J. Cooper
Mrs. Shavon H. Cummings
Ms. Crystal Richardson

FY17-2077

WIDA SCREENER FOR KINDERGARTEN

AND

WIDA SCREENER ONLINE

HANDBOOK

2022-2023

ACAP
Alabama Comprehensive Assessment Program

Alabama State Department of Education
Student Assessment

Overview

WIDA Screener for Kindergarten and *WIDA Screener Online* are English language proficiency assessments given to incoming students whose Home Language Survey indicates a language other than English. The purpose of these assessments is to help educators make decisions about whether a student is a candidate for English language support services and will be identified as a English learner (EL).

Important Information

- *WIDA Screener for Kindergarten* and *WIDA Screener Online* are secure tests, and materials must be kept under lock and key when not in use.
- *WIDA Screener for Kindergarten* is a paper and pencil test administered to students who are in Pre-K4 and in the enrollment period for kindergarten through the first semester of the first grade.
- *WIDA Screener Online* comes in both paper and online versions. The online version is free. There is a cost for the paper version. Alabama will administer the online version only. If you encounter unique situations that warrant consideration of the paper version, contact Student Assessment.
- wida.wisc.edu: is the site used for the required online training. Test Administrators must complete all required courses and any applicable quizzes by scoring 80% or above **annually**. In addition, District Test Coordinators (DTCs) can create accounts, monitor completion of training (view scores) and print materials needed for testing. Educators will also use this site to calculate scores and print score reports for *WIDA Screener for Kindergarten* using the Score Calculator.
- www.wida-ams.us: is the portal for adding students, adding users, assigning permissions, and scoring and viewing reports for *WIDA Screener Online*. Test Administrators who have administered *ACCESS for ELLs* are already in this portal. However, educators who will score *WIDA Screener Online* must have the "Educator Scoring" permission and their Speaking and Writing credentials validated before scoring can take place (more information about this is in the following pages).
- *Central Office Service* (COS) Device is a secure testing browser that must be installed prior to testing students on *WIDA Screener Online*.

Pre-assessment

Roles and Responsibilities

DTCs are responsible for the following:

- Ensuring that all Test Administrators have completed and passed the online training courses for *WIDA Screener for Kindergarten and/or WIDA Screener Online*.
- Assigning permissions in WIDA AMS, including "Educator Scoring" permissions, and verifying the Speaking and Writing certifications.
- Providing Test Security Training for both *WIDA Screener Online* and/or *WIDA Screener for Kindergarten*.
- Ensuring that all computers are installed with the COS secure browser before *WIDA Screener Online* can be administered.

The DTC has the option of assigning these responsibilities to another person, such as the EL Coordinator, as long as the DTC has full faith and confidence that these responsibilities will be handled appropriately.

Test Administrators are responsible for the following:

- Completing the required online training courses, passing the Speaking, and Writing quizzes for *WIDA Screener Online* – **ANNUALLY.**
- Attending training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook*.
- Attending Test Security training on the Test Administrator Responsibilities for *WIDA Screener for Kindergarten* and/or *WIDA Screener Online* and signing all four test security documents including the *Test Administrator Oath for WIDA Screener for Kindergarten and WIDA Screener Online*.
- Administering and scoring the *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.
- Keeping all used and unused materials under lock and key when not in use.
- Shredding test tickets (*WIDA Screener Online*) and any identifiable information immediately after scoring.

Online Training

wida.wisc.edu

Online training is required before any Test Administrator can administer the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. Training takes between 3-5 hours. It can be done over multiple days, and quizzes may be taken as many times as it takes to achieve an 80%. Certifications must be verified by the DTC or EL Coordinator either by logging in to the WIDA website and viewing the scores **or** the Test Administrator may choose to give a copy of the certifications to the DTC or EL Coordinator. The *Annual Verification of Training Form* must be completed by the DTC and the Test Administrator annually.

IMPORTANT: For *WIDA Screener Online* - If a Test Administrator has already completed *Speaking for Grades 1-5: Scoring Paper ACCESS and WIDA Screener* or *Speaking for Grades 6-12: Scoring Paper ACCESS and WIDA Screener*, and passed the quizzes, then the Test Administrator is already certified to score the Speaking domain for *WIDA Screener Online*.

Test Security

All test materials for *WIDA Screener for Kindergarten* and *WIDA Screener Online* are considered secure test materials. Therefore, it is important to take the appropriate measures to maintain confidentiality and security at all times. All users of the WIDA website will be prompted to read and sign a Non-Disclosure Agreement upon their **first** log-in. Use of WIDA AMS and the COS test engine are also subject to the terms of use outlined in WIDA AMS. Users will also be prompted to agree to the test security policy upon **first** log-in.

All used/unused test materials, including Writing Test Booklets, Student Response Booklets, Test Administrator's Scripts, picture cards, test tickets, and Writing Prompts, must be kept under lock and key. Test Administrators should have a secure (lock and key) closet or cabinet that has been identified for the storage of these materials for each school in which they will be administering *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.

In order to maintain test security, Test Administrators must ensure that:

- Online test content does not remain open or unattended on screens before or after testing.
- Any printed test materials are treated as secure materials and should never be left unattended before or after testing.
- No specific information about the content of the test is shared with students or their families prior to or after testing.
- All personal login information is secure, and test tickets, scratch paper, and rosters are shredded immediately after scoring is complete.
- All secure materials are kept under lock and key.

Assigning Educator Scoring Permission and Verification of Speaking and Writing Credentials for *WIDA Screener Online*

The Educator Scoring permission and the verification of completion of the Speaking and Writing modules must be checked in the DRC portal in order for the Test Administrator to be able to view and score the screener passages.

The Speaking and Writing domains of *WIDA Screener Online* are locally scored by Test Administrators in WIDA AMS. Access to the WIDA AMS scoring functionality is controlled using the permission "Educator Scoring." This permission is automatically given to all users with District level permission. Those with District Level permission can assign the "Educator Scoring" permission to educators who will administer and score *WIDA Screener Online*.

1. Log on to www.wida-ams.us
2. On the home page select:
    a. All Applications
    b. User Management
    c. User Administration page appears
    d. Select Screener-Alabama under Administration
    e. Type the first and last name
    f. Select Find User (blue tab)
    g. Select the View/Edit icon with the pencil and paper
    h. Find the Screener-Alabama line and select View/Edit icon
    i. Select the permission, Educator Scoring and then the blue arrow pointing to the right. The permission will move over to Assigned Permissions
    j. Select the Close tab
    k. Select the Profile tab next to the Users tab
    l. Select the icon of the clipboard
    m. Check the boxes for Speaking and Writing (only if you have verified certificates!)

Test Administration for *WIDA Screener for Kindergarten*

WIDA Screener for Kindergarten is a pencil and paper individually administered test that helps educators identify potential EL students. It should be administered to students in Pre-K 4 who are in the process of registering for kindergarten enrollment through first semester of first grade.

Test materials can be purchased from the WIDA Store for a reasonable price or printed locally in black and white or in color from the wida.wisc.edu website in the secure portal. It is also permissible to laminate the reusable test materials. Consumable test materials that will need to be printed are the Score Sheets and the Response Booklet for Writing (if applicable). These should be printed out ahead of time and stored under lock and key until ready for use.

Scoring for the *WIDA Screener for Kindergarten* is done by the Test Administrator by using the Score Calculator located in the training course at wida.wisc.edu. Score reports can also be printed from the Score Calculator page.

Interpretation of Scores

The proficiency level for students taking *WIDA Screener for Kindergarten* is 4.5 and above on Listening and Speaking (Oral Language). A student who scores 4.0 and below should be considered for English language support services.

NOTE: Students taking *WIDA Screener for Kindergarten* will only take the Listening and Speaking domains (Oral Language).

Test Administration for *WIDA Screener Online*

WIDA Screener Online is administered in the same way as *ACCESS for ELLs*. Test Administrators must have login credentials for www.wida-ams.us and the Educator Scoring permission in order to score the Speaking and Writing tests. The COS secure browser must be installed on all devices in order to begin testing students. Information on COS can be found in the Download Library under Technology Coordinator COS-SD located at: wida.wisc.edu.

Scripted instructions for administering *WIDA Screener Online* to students in Grades 1-12 are found in the Test Administrator's Script located within the online training module and can be downloaded (login credentials are required). Additionally, Test Administrators may download and print materials ahead of time. Performance on the Listening and Reading tests determine the Speaking and Writing tiers. The Speaking tier will be automatically selected within the computer for all students. The Writing tier will display on the screen for students in Grades 1-3. These students must respond in a Writing Test Booklet. The Writing tier will be automatically selected for students in Grades 4-12. These students will respond using the keyboard. Test Administrators will need to have the appropriate Writing Test Booklets ready **OR** the test can be paused and the materials can be printed by logging in to wida.wisc.edu and selecting the Materials and Resources tab at the top of the page under the training modules. It is best to have all materials printed and ready ahead of testing.

Additional Details:

- Students in all grades will use a desktop, laptop, or tablet to complete the Listening, Reading, and Speaking tests.
- Students in Grades 1-3 will complete the Writing test in a paper booklet. For this domain/grades only, the test must be administered separately by grade cluster and tier (Grade 1, Tier A, Grade 1 Tier B/C, Grade 2-3 Tier A, Grade 2-3 Tier B/C).
- Students in Grades 4-12 will complete the Writing test online *
- Students in Grades 4-12 may take the entire test in a group setting, keeping in mind that students may benefit from being tested individually or in smaller groups.

*If a student expresses concern or anxiety with the keyboard, the Test Administrator may give the student a piece of paper with the student's name, SSID number, and grade written at the top. The Test Administrator must type on the computer "student wrote on paper" in the box on the screen in order to move through the test and exit.

Determining the Appropriate Grade-Level Cluster

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form		Grade 1 Test		Grades 2–3 Test				Grades 4–5 Test				Grades 6–8 Test						Grades 9–12 Test						

WIDA recommends the option of administering a lower grade cluster for students in their first semester of their first year. This recommendation is based on the knowledge that students just entering a new grade level have not yet been exposed to the language proficiency standards and content topics.

Students in the first semester of first grade will take the *WIDA Screener for Kindergarten*.

Launching the Test

Information on technological requirements for devices used to administer the test can be found in the *Supported System Requirements for ACCESS for ELLs and Screener* document located in the Download Library at wida.wisc.edu.

Pausing the Test

Students are expected to complete the test in one sitting. While pausing the test is not recommended, there are rare situations when it may be appropriate to pause the administration and allow the student to pick up at a later time. If a test is paused, you will be able to resume it within 30 minutes. The student will be taken directly to the screen they were on when the test was paused. If the test is paused for more than 30 minutes, the test engine automatically exits the student's test. The student must log back in using the information on the test ticket.

End Incomplete Test

If it is determined that the student is unable to progress through the test, the Test Administrator must manually select the "End Incomplete Test" icon:

- All Applications
- Test Management
- Manage Test Sessions
- Edit/Print Ticket Status
- Action Column
- Green Button

This should result in the student receiving a score of "1" which will allow for a composite score. If the student was unable to complete the Writing domain, the Test Administrator will type "No Response" in the response area for each of the remaining tasks and then proceed to "End Incomplete Test"

All Test Administrators have been granted the "End Incomplete Test" permission.

For specific instructions on how to administer each domain of the test, see the *WIDA Screener Online Test Administration Manual*.

Scoring

The Speaking and Writing tests are scored by the Test Administrators in the WIDA-AMS portal. Most Speaking and Writing responses are available for scoring within two hours of the student completing the test. In most cases, though, it should be less than an hour. Test Administrators may score on any laptop or computer.

See the *WIDA Screener Online Test Administration Manual* for additional information.

Interpretation of Scores

The proficiency level for students taking the *WIDA Screener Online* is an overall composite score of 5.0. Any student who scores below a 4.5 and below should be considered for English language support services.

Qualifying Scores for Potential English Learners

WIDA Screener for Kindergarten and *WIDA Screener Online*

Alabama uses the *WIDA Screener for Kindergarten* for students in Pre-K 4 (students who are enrolling during the kindergarten registration process) through first semester of Grade 1 and *WIDA Screener Online* for students in second semester of Grade 1 through Grade 12.

WIDA SCREENER FOR KINDERGARTEN			
GRADE	**REQUIRED DOMAINS**	**QUALIFIES STUDENT AS AN ENGLISH LEARNER**	**DOES NOT QUALIFY STUDENT AS AN ENGLISH LEARNER**
Pre-K 4 kindergarten registration period through 1ST semester of Grade 1	Speaking Listening	**4.0 and below** **Oral Language Score**	**4.5 and above** **Oral Language Score**
WIDA SCREENER ONLINE			
2ND semester of Grade 1 through Grade 12	Speaking Listening Reading Writing	**4.5 and below** **Overall Composite Score**	**5.0 or above** **Overall Composite Score**

TEST SECURITY TRAINING

TEST SECURITY TRAINING

Test Security Training is required prior to administering the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. Educators must be trained on the following:

- *Test Security Policy* (sign)
- *Digital Device Policy for ACAP Testing* (sign)*
- *ACAP Educator Code of Ethics in Test Administration Form* (sign)
- *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site* (sign)
- *Ethics in Test Administration*
- *Test Administrator Oath for WIDA Screener Kindergarten or WIDA Screener Online (sign)*
- *Test Administrator Responsibilities for WIDA Screener Kindergarten and/or WIDA Screener Online*

***Students and Test Administrators MUST adhere to the Digital Device Policy for both screeners**.

The DTC (in some cases the EL Coordinator) is responsible for ensuring that training has been provided to anyone who will administer either of the screeners. In addition, the DTC or the EL Coordinator must verify that annual training has been completed and the appropriate courses have been passed with an 80% or above. Documentation of annual training must be indicated on the *WIDA Annual Training Verification Form* located in the back of this handbook.

Note: Annual training on the WIDA courses runs from year – year. If an educator completed the training courses in June, retraining would take place in June of the following year.

Each form listed above that requires a signature, along with the *Training Certification Form*, must be signed, printed, and provided to the DTC or, if applicable, the EL Coordinator to indicate your understanding of each of the forms and that you have participated in training.

Test Administrator Responsibilities for *WIDA Screener for Kindergarten and WIDA Screener Online*

The Test Administrator's responsibilities with respect to the WIDA screeners are as follows:

1. Complete and pass the *WIDA Screener Online* and/or the *WIDA Screener for Kindergarten* training course(s) annually.

2. Participate in training from either the DTC or the EL Coordinator **annually** on Test Security, which includes the following:
   - *Test Security Policy*
   - *Digital Device Policy for ACAP Testing*
   - *ACAP Educator Code of Ethics in Test Administration Form*
   - *Ethics in Test Administration*
   - *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*
   - *Test Administrator Oath for WIDA Screener Online and/or WIDA Screener for Kindergarten*
   - *Test Administrator Responsibilities for WIDA Screener Kindergarten and/or WIDA Screener Online*

3. Be familiar with the Test Administration Manuals for the screener you are responsible for administering.

4. Be familiar with the information pertaining to the WIDA screeners located in the *Student Assessment Resource Guide for English Learners* (*WIDA Screener for Kindergarten and WIDA Screener Online Handbook).*

5. Determine prior to testing exactly where secure materials will be stored. Return any test materials to the secure location and ensure they are kept under lock and key.

6. Ensure the testing device that will be used for *WIDA Screener Online* is set up with the COS Service Device.

7. Be prepared with the correct test materials required for each screener.

8. Confirm with the DTC or EL Coordinator that scoring permissions have been assigned to you and your credentials have been verified in WIDA AMS. If not, you will not be able to score the *WIDA Screener Online* Writing and Speaking tests.

9. Select a space that is free from noise and distractions to administer the test.
10. Adhere to the *Digital Device Policy for ACAP Testing* for both students and Test Administrators.

Ethics in Test Administration

The expected professional practices of educators who administer state assessments, which ensure proper assessment and academic integrity, are defined within this section. The *Alabama Educator Code of Ethics* outlines both ethical and unethical practices and illustrates professionally responsible behavior expected of all Alabama educators.

Alabama Educator Code of Ethics

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The *Alabama Educator Code of Ethics* defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

ETHICAL CONDUCT includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

UNETHICAL CONDUCT includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Ethical and Unethical Test Administration Practices

The following information is provided to illustrate professionally responsible and ethical practices, as outlined in the *Alabama Educator Code of Ethics*, *Code of Ethics Standards, Standard 8* in education assessment, for use by **all individuals** engaged in the administration, interpretation, and use of state standardized assessments and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, Alabama State Department of Education (ALSDE) staff, and education research and policy professionals. The list below is intended to put the focus on actions that may lead to a major irregularity, resulting in the invalidation of test scores and possible disciplinary action.

ETHICAL BEHAVIOR IN PREPARATION AND ADMINISTRATION OF ASSESSMENTS

1. Preparing students for the assessment of their achievement of standards by aligning curriculum and instruction to state content standards.
2. Making changes in instruction that enhance student skills, learning, and achievement.
3. Using released items or training items for professional development purposes.
4. Using released items or training items to familiarize students with the different formats of items on the assessment and how to indicate responses.
5. Increasing student motivation as a means to encourage students to do their best on the assessment through appeals to students, parents, and teachers and by encouraging students to show their best work.
6. Familiarizing students with test-taking strategies.
7. Reporting violations, if they occur, of the prescribed assessment administration conditions to appropriate persons in the school, district, and ALSDE.

UNETHICAL BEHAVIOR IN PREPARATION AND ADMINISTRATION OF ASSESSMENTS

1. Developing curriculum based on the specific items of any state assessment or preparing instructional objectives based on specific state assessment test items and teaching accordingly, rather than developing objectives on the state standards.
2. Presenting or sharing an actual test instrument or items(s), including writing prompts, in a public forum, with parents, students, other educators, or with the media. This includes discussion of test items on current or past assessments with other individuals in or outside of the school.
3. Making a copy of the state assessment or teaching the items on the test for a particular assessment.
4. Copying test items, reading passages, or writing prompts from the state assessment, including copying student responses from the assessment, for any purpose including, but not limited to, their use in instructional planning, classroom instruction, or assessment.
   - **NOTE**: Copying includes any means of duplicating an item. This may include memorization, text messaging, emailing, scanning, taking photos, etc.
5. Deviating from the prescribed administration procedures specified in the Test Administration Manuals in order to increase student performance.

6. Leaving visible "word walls" posters, multiplication tables, charts, graphs, or any other aids that could artificially inflate student scores or that are expressly forbidden in Test Administration Manuals or in ALSDE training.
7. Scribing the "essence" of a student's response rather than following the Scribe Guidance that requires the scribing of the student's exact response, including grammatical errors and incorrect responses, when scribing is used as an accommodation.
8. Telling students the correct response or allowing them to discuss answers among themselves.
9. Lingering over a student's computer screen or test document looking at test items.
10. Cueing, gesturing, hinting, encouraging, asking, or using vocal inflection for students to reconsider responses to any items they have already answered.
11. Allowing the use of notes or other materials which give students an opportunity to engage in practices that may provide them with an unfair advantage.
12. Changing responses students have already recorded either on paper tests or in the testing platform on the computer.
13. Purposefully excluding students from a state assessment.
14. **Not providing** students with allowable accessibility supports and/or accommodations that are documented in their IEP/Section 504 Plan/I-ELP.
15. **Providing** students with accessibility supports and/or accommodations that are not documented in their IEP/Section 504 Plan/I-ELP.
16. Providing students with accessibility supports and/or accommodations that are not allowable supports according to the *Accessibility and Accommodations Tables* located in the *Accessibility Supports and Accommodations Policy Manual* (ASAP Manual).
17. Discussing test items or student responses with other staff members, students, or parents after the administration of the assessment.
18. Possession of any device capable of capturing and relaying information during test administration.
19. Blatant disregard of Test Security training and procedures, including non-adherence to the following Test Security documents used in training:
    1. *Test Security Policy*
    2. *Digital Device Policy for ACAP Testing*
    3. *Ethics in Test Administration*
    4. *ACAP Educator Code of Ethics in Test Administration Form*
    5. *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Website*
    6. Signed Oaths for each role in test administration
20. Participating in the administration of an assessment for which Test Administration Training and Test Security Training have not been provided.

A breach of any of the Test Security forms listed above, or participation in any of the above listed unethical practices, may result in the invalidation of test scores for students and/or the invalidation of test results for the school or district, as well as ALSDE disciplinary action, for those who willingly violate Test Security measures. Anyone involved in the administration of a state assessment must be trained on the Test Security documents listed above and must sign each form as an assurance of understanding and an agreement to fully comply.

ACAP Educator Code of Ethics in Test Administration Form

My signature below indicates:

- I have been trained on *Ethics in Test Administration*, including the *Alabama Educator Code of Ethics, Code of Ethics Standard 8* and the *Ethical and Unethical Test Administration Practices.*

- I understand that failure to follow and adhere to these ethical practices as outlined in the *Alabama Educator Code of Ethics, Code of Ethics Standard 8* and the *Ethical and Unethical Test Administration Practices* may result in possible disciplinary action. ***Disciplinary action shall be defined as the issuance of a reprimand or warning or the suspension, revocation, or denial of certificates. "Certificates" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education*** **(Alabama Educator Code of Ethics).**

_____

Printed Name of Person Involved in Testing

_____

Signature of Person Involved in Testing

_____

Date of Training

***Alabama State Department of Education Digital Device Policy for the Alabama Comprehensive Assessment Program* (ACAP) Testing**

Each local education agency (LEA) shall have in place a *School Test Security Plan* for each school that includes a digital device collection plan for both school personnel and students who will participate in the ACAP. This collection shall take place **prior to entering the testing room** for both school personnel and students.

For the purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. This includes, but is not limited to, the following: laptops, smart phones, smart watches, fitness trackers, MP3 players, and tablets. Additionally, classroom computers must be powered off during testing. Exceptions to this policy include any digital device that is medically necessary for the health and/or well-being of school personnel or students. All exceptions must be pre-approved in writing by the Building Test Coordinator or the school Principal by completing the *Digital Device Exception Request* form.

LEAs shall make all school personnel and students participating in the ACAP, parents, and/or guardians aware of this prohibition through inclusion of this policy in the employee handbook, the Student Code of Conduct Handbook, and may also publicize this policy through other normally accepted methods.

LEA PERSONNEL POLICY:

LEA personnel shall not **possess** any digital device within the testing room when administering or proctoring an ACAP test. This prohibition does not apply to school personnel who are serving as hall monitors during a test.

The possession of a digital device by school personnel participating in ACAP testing is strictly prohibited during the administration of a test. The **ONLY** exception to this policy is for school personnel who have been pre-approved by the Building Test Coordinator or the Principal to have a digital device that is necessary for the health and/or well-being of school personnel.

If school personnel are in **possession** of a digital device during the administration of an ACAP test, the device may be confiscated and, if the appropriate administrator determines that there is reasonable suspicion that the device was used to capture, record, or share test information or to facilitate cheating on the test, it may subject to search pursuant to LEA policy for any information directly related to the ACAP test being administered. Additionally, school personnel shall be dismissed from testing, and students' tests may be invalidated in accordance with ACAP policy. **Violation(s) may result in disciplinary action by the LEA and by the Alabama State Department of Education (ALSDE), up to and including possible employment termination and certification revocation.**

To be completed by school personnel:

By signing, I am affirming that I understand, accept, and will comply with this policy.

Printed Name of School Personnel	Position/Title of School Personnel	Signature

Date

Policy updated 6.23.2022

***Alabama State Department of Education Digital Device Policy for the Alabama Comprehensive Assessment Program* (ACAP) Testing**

Each local education agency (LEA) shall have in place a *School Test Security Plan* for each school that includes a digital device collection plan for both school personnel and students who will participate in the ACAP. This collection shall take place **prior to entering the testing room** for both school personnel and students.

For the purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. This includes, but is not limited to, the following: laptops, smart phones, smart watches, fitness trackers, MP3 players, and tablets. Additionally, classroom computers must be powered off during testing. Exceptions to this policy include any digital device that is medically necessary for the health and/or well-being of school personnel or students. All exceptions must be pre-approved in writing by the Building Test Coordinator or the school Principal by completing the *Digital Device Exception Request* form.

LEAs shall make all school personnel and students participating in the ACAP, parents, and/or guardians aware of this prohibition through inclusion of this policy in the employee handbook, the Student Code of Conduct Handbook, and may also publicize this policy through other normally accepted methods.

STUDENT POLICY:

Students shall not **possess** any digital device within the testing room when participating in ACAP testing. **The possession of a digital device by students participating in ACAP testing is strictly prohibited during the administration of a test.** The **ONLY** exception to this policy is for students who have been pre-approved by the Building Test Coordinator or the Principal to have a digital device that is necessary for the health and/or well-being of the student.

If students are in **possession** of a digital device that is within their reach during the administration of an ACAP test, the device will be confiscated and, if the appropriate administrator determines that there is reasonable suspicion that the device was used to capture, record, or share test information or to facilitate cheating on the test, it may be subject to search pursuant to LEA policy for any information directly related to the ACAP test being administered. Additionally, the student will be dismissed from testing immediately and the test may be invalidated in accordance with ACAP policy. **Violation(s) may result in disciplinary action by the LEA in accordance with the LEA's disciplinary policy.**

Principal's Acknowledgement

By signing, I am affirming that I will ensure, to the best of my ability, that students at my school who participate in ACAP testing will be aware of this policy.

Printed Name of School Principal	Principal's Signature	Date

Policy updated 6.23.2022

TEST SECURITY POLICY

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the *Alabama State Board of Education, State Department of Education, Administrative Code* (290-040-020-.04), the *Integrity Handbook,* and the test administrator manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.
2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.
3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
4. To alter student responses on answer documents.
5. To alter the test procedures stated in the test administrator's manuals.
6. To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.
7. To have in one's personal possession secure test materials except during specified testing dates.
8. To allow students to view or practice secure test items before or after the scheduled testing times.
9. To make or have in one's possession answer keys for secure tests.
10. To leave secure test materials in non-secure locations and/or unattended by professional staff.
11. To fail to report a test security violation.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

Printed Name:_____ Signature: _____

Position: _____ District: _____

School:_____ Date: _____

A signature certifies that the educator has read the *Test Security Policy* and agrees to abide by each of the security procedures.

Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Website

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal lawthat protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Alabama State Department of Education (ALSDE) provides districts and schools with assessment results that include student Personally Identifiable Information (PII), which is protected by FERPA, using online delivery systems both internal and external through its assessment vendors. In addition, throug h these vendors, ALSDE provides opportunities for District and School educators to enter and view protected PII and testing accommodations data via online test management portals and printed secure test materials. These systems are password-protected and require unique user IDs and assigned passwords for access. These systems are not for public use, and no student information from them may be disclosed to anyone other than a State, District, or school **official*,** absent an exception under FERPA.

As defined in the law, an **official** is a person employed by the state, district, or school, such as an administrator,supervisor, System Test Coordinator, Building Test Coordinator, or Principal. It is a requirement that this personbe afull-time employee and have a legitimate educational interest. This person is determined to have a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know.

School officials who are granted access to the data systems referred to above must abide by FERPA. Disclosure of usernames and/or passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action. In addition, it is prohibited to share, either verbally or in writing, any assessment results or testing accommodations information in a manner that could link the information to a student's PII. Improper disclosure of this information to any unauthorized person is prohibited under FERPA and could subject you to criminal and civil penalties imposed by law. For more information on FERPA, see the U.S. Department of Education's webpage at http://www.ed.gov/offices/OM/fpco/ferpa/.

Therefore, ALSDE requires all District and School officials involved in state student assessments and/or accessing student assessment data to certify and affirm that they will faithfully and fully comply with all FERPA requirements concerning student PII and the security of student assessment data.

***In some cases, teachers may be provided access to PII.**

I hereby certify that I will maintain the confidentiality and security of student PII and student assessment data, and I will not share usernames or passwords with unauthorized individuals. I further certify that I will handle all confidential information with discretion, safeguarding it when in use, and not disclosing or discussing it with anyunauthorized person.

If I leave the position that allowed me access to confidential and protected information, I will neither access nordisclose any data previously accessed by virtue of my former employment. I acknowledge that to do so would be in violation of federal law and ALSDE directives and would subject me to disciplinary action and/or criminal liability.

_____	_____
District Name	School Name (if applicable)
_____	_____
District/School Official Printed Name	District/School Official Signature

_____
Date

Test Administrator Oath for *WIDA Screener Online* and/or *WIDA Screener for Kindergarten*

Test Administrator Name: _____

Purpose: To affirm the Test Administrator named above has been provided Test Security training and Test Administration training (*WIDA Screener for Kindergarten and WIDA Screener Online Handbook*) for the screener for which he/she will administer and will fully comply with all requirements governing the Alabama Comprehensive Assessment Program.

Instructions: Carefully read the certification statements below. **Initial each statement** to indicate your agreement and sign in the designated space.

I do hereby certify and affirm that I will fully comply with all requirements, policies, and procedures for which I have been trained and I testify to the following statements:

_____ I have received training on the *Test Administrator's Responsibilities for WIDA Screener Kindergarten and WIDA Screener Online.*

_____ I have received training on Test Security and have signed the required forms:

- *Test Security Policy*
- *Digital Device Policy for ACAP Testing*
- *Ethics in Test Administration*
- *ACAP Educator Code of Ethics in Test Administration Form*
- *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*

_____ I have completed and passed the training courses on the WIDA website (annual retraining is a state requirement) and signed the *Annual Verification of Training Form*.

_____ I understand that the WIDA screeners are secure tests and test materials must be kept under lock and key when not in use.

_____ I agree to abide by the *Digital Device Policy for ACAP Testing*.

_____ I agree to adhere to and follow the policies and procedures for which I have been trained.

My signature indicates my understanding of the training I have received and that I will faithfully and fully comply with all requirements concerning test administration, test security, confidentiality, and test administration.

_____ _____

Test Administrator Signature Date

I certify the training requirements have been fulfilled for the *WIDA Screener for Kindergarten* and/or *WIDA Screener Online.*

_____ _____

District Test Coordinator or EL Coordinator Signature Date

Annual Training Verification Form: 2022-2023

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:

1. *ACCESS FOR ELLS ONLINE AND PAPER**
2. *ALTERNATE ACCESS FOR ELLS*
3. *KINDERGARTEN ACCESS FOR ELLS*
4. *WIDA SCREENER ONLINE*
5. *WIDA SCREENER PAPER**
6. *WIDA SCREENER FOR KINDERGARTEN*

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: YES ○

_____ _____

TEST ADMINISTRATOR PRINTED NAME **TEST ADMINISTRATOR SIGNATURE**

COURSES COMPLETED	COMPLETION DATE
○ KINDERGARTEN ACCESS FOR ELLS: ADMINISTRATION AND SCORING	
○ ALTERNATE ACCESS FOR ELLS: ADMINISTRATION AND SCORING	
○ PAPER ACCESS FOR ELLS: ADMINISTRATION	
○ ONLINE ACCESS FOR ELLS: ADMINISTRATION	
○ SPEAKING FOR GRADES 1-5: SCORING PAPER ACCESS AND WIDA	
○ SPEAKING FOR GRADES 6-12: SCORING WIDA SCREENER	
○ WRITING FOR GRADES 1-5: SCORING WIDA SCREENER	
○ WRITING FOR GRADES 6-12: SCORING WIDA SCREENER	
○ WIDA SCREENER ONLINE: ADMINISTRATION	
○ WIDA SCREENER PAPER: ADMINISTRATION	
○ WIDA SCREENER FOR KINDERGARTEN: ADMINISTRATION AND SCORING	

VERIFIED BY DISTRICT TEST COORDINATOR OR EL COORDINATOR ON (DATE):_____

_____

DISTRICT TEST COORDINATOR / EL COORDINATOR SIGNATURE

*ALSDE approval is required for *ACCESS for ELLs* paper and *WIDA Screener Paper*. Training should not be completed unless approval has been granted

District Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training.

Training Certification Form

For Participation on *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*

My signature confirms that I participated in training on the *WIDA Screener for Kindergarten and WIDA Screener Online Handbook* conducted by the Alabama State Department of Education: Student Assessment. Training included the following:

1. Test Administration Overview for *WIDA Screener for Kindergarten* and *WIDA Screener Online*
2. Responsibilities
3. Test Security Training

I understand that if I have not already done so, I must also complete and pass the online training courses annually, at wida.wisc.edu, for the screener for which I am responsible before I can perform the duties of a Test Administrator.

_____ _____

Printed Name Signature

_____

Date of Training

The following signed documents, along with this form, must be printed and provided to either the District Test Coordinator or the EL Coordinator as documentation of participation:

- *Test Security Policy*
- *Digital Device Policy for ACAP Testing*
- *Ethics in Test Administration*
- *ACAP Educator Code of Ethics in Test Administration Form*
- *Security and Confidentiality Statement for Administering and Reporting of Student Data on the Website*
- *Signed Oath*
- *Annual Training Verification Form*

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