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| logo for the Massachusetts Department of Elementary and Secondary Education | | |
|  | **ACCESS for ELLs**  **Computer- and Paper-Based English Proficiency Assessments for Students in Grades 1–12,**  **plus Kindergarten ACCESS for ELLs and**  **WIDA Alternate ACCESS**  Principal’s Pre-Administration Manual  **Tasks to Be Completed in 2023–2024** | |
|  | |
| Fall 2023 | |
| Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  [www.doe.mass.edu](http://www.doe.mass.edu) | |
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**Purpose of This Manual**

The *Principal’s Pre-Administration Manual* is intended to support school administrators to prepare for and administer the ACCESS for ELLs tests, the state’s English proficiency assessment. The policies and procedures for administering the statewide ACCESS tests in the 2023−2024 school year have been updated in this edition to reflect the policies for the 2023-2024 test window.

Massachusetts will administer the ACCESS for ELLs tests in January−February 2024 in order to measure the English language development skills of students who have been reported to the Department as English learners in grades K−12.

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

Massachusetts has been a member of the WIDA consortium since 2012 and has adopted the consortium’s WIDA English Language Development (ELD) standards. The WIDA consortium introduced new computer-based (online) ACCESS tests in the 2015–2016 school year for grades 1-12 that are based on the WIDA ELD standards. There is a paper-based kindergarten assessment, and accommodated forms are available for students with disabilities.

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

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# Contact Information and Resources

| **Test Administration Information and Online Services**  **Data Recognition Corporation (DRC) Help Desk:** | |
| --- | --- |
| Hours: | **8:00 a.m.–7:00 p.m. ET, Monday–Friday** |
|  |  |
| Email: | [**WIDA@datarecognitioncorp.com**](mailto:WIDA@datarecognitioncorp.com) |
| Telephone: | **855-787-9615** |
| Fax: | **763-268-3007** |
|  |  |
| **WIDA Standards and Test Administrator Training**  **WIDA Help Desk:** | |
| Hours: | **9:00 a.m.–6:00 p.m. ET, Monday–Friday, April - November**  **8:00 a.m.–8:00 p.m. ET, Monday–Friday, December - March** |
| Web: | [**wida.wisc.edu**](https://urldefense.proofpoint.com/v2/url?u=https-3A__lists.wisc.edu_t_53561460_146471587_3802137_2007_&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=ZulaIlcSr-OzKZG-COMDL_xXTYSuPEyjom-WUW7CuOk&m=VWFke7jlcHhmzB6EiW6z-KgjaJpspsWLxCSEGJn2xVo&s=wXl5INTw7DYEEUPlikMEVaZLdrtQ1r9TxKLIKdS6owY&e=) |
| Email: | [**help@wida.us**](mailto:help@wida.us) |
| Telephone: | **866-276-7735** |
| Fax: | **608-263-3733** |
|  |  |
| **Policy Information**  **MA Department of Elementary and Secondary Education**  **Student Assessment Services Office** | |
| Web: | [**www.doe.mass.edu/mcas/access**](http://www.doe.mass.edu/mcas/access) |
| Email: | [**access@mass.gov**](mailto:access@mass.gov) |
| Telephone: | **781-338-3625** |
| Questions regarding Student Information Management System (SIMS) data should be directed to the [district’s SIMS contact](http://profiles.doe.mass.edu/search/search.aspx?leftNavID=11239). Select **SIMS Contact** from the Function menu and click **Get Results**. | |
| Questions regarding **RETELL, WIDA standards training, and the identification, services, and reclassification of English learners** (ELs) should be directed to the Office of Language Acquisition at [el@doe.mass.edu](mailto:el@doe.mass.edu) or 781-338-3584. | |

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# Important Information about Online Accounts and Passwords

| Type of Account | Purpose | Who Should Have This Account? | How Login Information Is Provided |
| --- | --- | --- | --- |
| WIDA personal account  <https://wida.wisc.edu/> | To access the ACCESS test administrator training modules and certification quizzes, WIDA Screener, WIDA Screener for Kindergarten, and other secure WIDA materials | District and school staff who are identifying, instructing, and testing EL students | [Instructions for creating an account are available on the DESE website](http://www.doe.mass.edu/mcas/access/PersonalAccount-Instruct.html), or by contacting the WIDA Help Desk at 866-276-7735 for assistance. |
| WIDA Assessment Management System (WIDA AMS)  [wida-ams.us](https://www.drcedirect.com/all/eca-portal-v2-ui/#/login/WIDA) | To order additional ACCESS for ELLs test materials, for online test setup and administration, data validation, and reporting | School and District ACCESS for ELLs Test Coordinators; Educational Technology Directors | [Instructions for creating an account are available on the DESE website](http://www.doe.mass.edu/mcas/access/PersonalAccount-Instruct.html), or by contacting DRC Customer Service at 855-787-9615 for assistance. |

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# Testing Schedule and Administration Deadlines

|  |  |  |
| --- | --- | --- |
| *Before Testing* | Test administrators complete [online training](https://portal.wida.us/course/courselist;id=374365cd-0a3f-eb11-a2db-0050568beee8) and certification, where applicable. | October 2023–February 2024 |
| Confirm in school/district records which students need to take the ACCESS tests | Students who were reported as EL in October SIMS and were subsequently determined *not* to be EL should be removed from test registrations in WIDA AMS and reported as non-EL in the March SIMS. |
| Online test set-up | November 30, 2023 - March 1, 2024\* |
| Schools receive test materials | January 3, 2024 |
| Order *additional* materials, if necessary | January 3 - February 9, 2024 |
| *Test Administration* | **Administer ACCESS for ELLs tests** | **January 4 - February 16, 2024** |
| *After Testing* | Schedule UPS pickup of testing materials | February 19, 2024\*\* |
| Deadline for UPS pickup | February 20, 2024\*\* |
| *Before Results are Reported* | Pre-reporting data validation | March 25 – April 1, 2024 |
| *Results Reported* | Results and data files available in AMS (electronic) | April 26, 2024 |
| Results reported to schools and districts (printed) | May 15, 2024 |
| *After Results are Reported* | Post-reporting data validation by schools | May 15 - 23, 2024 |
| Revised results posted electronically in AMS | June 7, 2024 |
| *WIDA Alternate ACCESS Results Reported* | WIDA Alternate ACCESS results reported in AMS | September 17, 2024 |
| WIDA Alternate ACCESS results available in schools | October 7, 2024 |

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# \*Test set-up should be completed prior to administering the ACCESS tests to students. All students must complete testing prior to the close of the testing window (February 16, 2024).

\*\*February break begins on February 19 for most schools. Please plan accordingly.

# Tasks for the Principal and/or ACCESS for ELLs Test Coordinator to complete prior to and during the 2023−2024 ACCESS test administration

## Identify appropriate staff for the roles of District and School ACCESS for ELLs Test Coordinator and Educational Technology Director and update any inaccurate or outdated school contact information on [ESE District Profiles](http://profiles.doe.mass.edu/) by communicating this information to your [District Directory Administrator](http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx) who should update your ESE District Profile. This task should be completed by October 1 and updated throughout the year as necessary.

## The Department will use school staff email addresses to provide contact information to DRC to send important, time-sensitive updates throughout the school year. The responsibilities of individuals in each ACCESS test role are described below.

**ACCESS for ELLs Test Coordinators** (either the Principal or designee) will be responsible for:

* the overall coordination of ACCESS test administration activities in the school or district;
* assisting in setting up additional user accounts in the [WIDA Assessment Management System (WIDA AMS)](https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA) for test administrators;
* becoming familiar with the [web-based training course(s)](https://portal.wida.us/course/courselist;id=374365cd-0a3f-eb11-a2db-0050568beee8) for computer-based and/or paper-based testing;
* updating student information in WIDA AMS prior to computer-based testing; and
* ensuring that test administrators and technology coordinators have completed the necessary WIDA training courses and appropriate preparation for their roles.

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

* system set-up for students taking the computer-based test;
* completing the [*Site Technology Readiness Checklist for Deploying WIDA Online Assessments*](https://www.wida-ams.us/default.aspx?leapp=General+Information);
* reviewing the [*Technology User Guide*](https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=45131c61-a92b-400b-a601-4b4c51d9b6d2); and
* resolving local systems issues in collaboration with Data Recognition Corporation (DRC), the ACCESS for ELLs test contractor.

## Ensure that EL students in each school are reported accurately in the district’s October 2023 SIMS submission.

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

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

Questions regarding SIMS submissions should be directed to the [district's SIMS contact](http://profiles.doe.mass.edu/search/search.aspx?leftNavID=11239). The district SIMS contact can also provide assistance if your district’s SIMS report has already been submitted.

## Identify EL students who will participate in testing.

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

* students who were reported as EL in October 2023 SIMS, and
* students who enroll in school after the October 2023 SIMS submission and on or prior to February 9, 2024, who will be reported as EL in the March SIMS report.

**Foreign Exchange Students**

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

**All ELs, including first-year ELs, MUST participate in ACCESS for ELLs**, with few exceptions. A very small number of ELs with certain disabilities who are unable to participate in the full suite of four domain tests (Listening, Reading, Speaking, and Writing) may be excused from no more than two specific domain tests described below due to the lack of an available accommodation. Test Administrators will enter “SPD” for the untested domains in the Do Not Score tab in WIDA AMS, or will bubble “SPD” on the test booklet for students using a paper booklet, for students meeting the criteria below.

| **Students Not Required to Participate in Some or All Domains of the ACCESS for ELLs Tests** |
| --- |
| * EL students reported as EL in October 2023 SIMS who have **exited EL** **status** before the beginning of the testing window (i.e., before January 4, 2024). Note: The EL designation for students who exited EL status prior to testing **must be removed** in the district’s March 2024 SIMS submission. * If a student meets the criteria to receive the MCAS ELA read-aloud “special access” or text-to-speech accommodations and the accommodation is already listed in the student’s IEP or 504 plan, the student is not required to take the ACCESS Reading test, but must take the Listening, Speaking, and Writing tests. The school *may*, at their discretion, administer the Reading test to the student without the accommodations. *(SPD)* * EL students whose primary disability is reported as “Sensory: Hard of Hearing or Deaf” are not required to take the Listening and Speaking tests if they are unable to listen and/or respond verbally to test items but must take the Reading and Writing tests. (*SPD)* * EL students whose primary disability is reported as “Sensory: Vision Impairment or Blind” and who take the braille version of the Reading and the Writing tests are *not* required to take the Speaking test, due to the use of complex graphics on that domain test. (SPD) * EL students who are listed as nonverbal (or selective mute) in their IEP and do not use alternate and augmentative communication (AAC) devices are not required to take the Speaking test, but must take the Listening, Reading, and Writing tests. Students who use AAC devices will take the Speaking test. Due to complexities involving the use of a headset with microphone and the AAC device, the IEP team may consider administration of the paper-based test rather than the computer-based test. (SPD) |

## The Department will calculate and assign scores for up to two missing domains for eligible students with unavailable accommodations and assign an overall score which can be used to determine the student’s progress toward proficiency and eligibility for exit. For more information on assigning scores in those cases, see the [Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests for English Learners with Disabilities](http://www.doe.mass.edu/mcas/access/guide-assigning-scores.docx).

## Determine which students will require a paper-based test.

The Massachusetts Department of Elementary and Secondary Education expects that virtually all Massachusetts students will take computer-based (i.e., online) ACCESS tests. IEP teams or 504 coordinators must determine whether an EL student with a disability is able to take the computer-based test (with or without a handwriting booklet) or would require a paper-based test as an accommodation and list this information in the student's IEP or 504 plan. EL educators familiar with the student must also determine if a first-year EL (i.e., a student who was first reported as EL *after* the March 2023 SIMS) requires either the online test (with or without a handwriting booklet) or a paper-based test if they are unfamiliar with technology. The Kindergarten and Alternate ACCESS for ELLs tests will continue to be offered as paper-based assessments. [Additional information](https://www.wida.us/assessment/ACCESS20.aspx), as well as system and technology requirements and readiness checklists, are available in [WIDA AMS](https://www.drcedirect.com/all/eca-portal-v2-ui/#/login) under General Information>Documents.

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

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

ACCESS for ELLs **paper-based** test forms in grades 1−12 are divided into **two** **tiers in each grade-level cluster**: Tier A and Tier B/ C, each assessing students at different levels of English language proficiency in that grade cluster. Tier B/C will be pre-ordered for students who took the paper-based assessment in 2022−2023 and have an IEP indicating a paper-based assessment should be administered in 2023−2024. Schools can order a different testing tier than was pre-ordered for a student during the additional test material ordering window (January 3−February 9, 2024). See below for guidelines on tier selection.

For each student taking a paper-based test, select the testing tier that best matches each student’s proficiency level, based on the criteria described below.

**Criteria for Paper-Based Test Tier Selection**

If the student is taking the paper-based test, select the appropriate tier based on the student’s overall (composite) proficiency level on the 2023 ACCESS for ELLs test, if the student received an overall score.If the appropriate testing tier was not received by the school, then the school can order a different testing tier during the additional materials ordering window. Additional suggested criteria for tier selection are as follows:

**Tier A** is appropriate for beginning ELswho:

* enrolled in schools in the U.S. during the current academic school year without previous instruction in English
* have low-level English literacy skills (Level 1−low Level 3) or currently receive literacy instruction in their native language ONLY

**Tier B/C** is appropriate for *most* EL students who:

* have social language proficiency and some, but not extensive, academic language proficiency in English
* have acquired some literacy in English though have not yet reached grade level literacy
* are approaching grade-level proficiency in literacy and academic language in the core content areas
* are at an English proficiency level of approximately mid-Level 3 (i.e., Level 3.5) or higher

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

* scores from the WIDA Screener
* scores on other English language assessments used by the district
* written observations by staff working closely with the student

## Principal or ACCESS for ELLs Test Coordinator orders the school’s additional test materials between January 3 and February 9, 2024, including materials for students taking:

* ACCESS for ELLs tests, either online (for each grade) and/or paper (for each grade and tier), if additional materials are needed beyond the overage already received. As a reminder, DESE will place the initial order of test materials for schools. Initial materials will arrive in schools on January 3, 2024. Additional materials may be ordered by school ACCESS for ELLs Test Coordinators, if needed.

**PLEASE NOTE:** Schools should also order additional **District and School labels** during the additional test materials ordering window, if needed, to be placed on the test booklets. A small supply of labels will be included with the initial shipment of materials. To order additional District and School labels, email [access@mass.gov](mailto:access@mass.gov). Booklets will not be processed without a label.

* **WIDA Alternate ACCESS** (for ELs with the most significant cognitive disabilities) who did not take the Alternate ACCESS for ELLs in 2022−2023. The WIDA Alternate ACCESS is available for students in kindergarten through grade 12. A Test Administrator script will need to be ordered as well.
* **Braille** for students who did not take the braille test last year and require it this year. For grades 1–5, Unified English braille (UEB) is available in both contracted and uncontracted braille. For grades 6–12, ACCESS for ELLs tests are available in UEB Math/Science and UEB with Nemeth Code in both contracted and uncontracted braille. Braille tests are not available for students in kindergarten.

On or about December 20, 2023, DRC will send an email reminder to the Test Coordinator regarding the opening of the additional materials ordering window. Contrary to instructions provided in WIDA manuals, additional materials are ordered directly by each **school**, rather than by the district. To the extent possible, each school should combine their additional materials requests into a **single order**. **Materials should not be transferred between sites.** Be sure to order UPS and DRC return shipping labels if needed. To order District/School labels, please email [access@mass.gov](mailto:access@mass.gov).

## Principal or ACCESS for ELLs Test Coordinator authorizes individuals in the school or program to serve as ACCESS Test Administrators and informs Test Administrators of the training and certification requirements. Training and certification requirements are found on page 7 of the [Identification and Placement Guidance](https://wida.wisc.edu/sites/default/files/id-placement/MA-ID-Placement-Guidance.pdf) document on the [MA state page of the WIDA website](https://wida.wisc.edu/memberships/consortium/ma).

**Who may serve as an ACCESS Test Administrator?**

To the extent possible, Test Administrators should be education professionals such as teachers, administrators, or related service providers who have completed the online training and passed the required certification quizzes. Test administrators must be employed by the district. Paraprofessionals may administer the tests provided they are employed by the district, are monitored by a Test Administrator, have completed the online training for the tests they will administer, and have passed the required certification quizzes. Individuals *prohibited* from being Test Administrators include individuals not employed by the district and anyone who has not completed the relevant training and certification. Accommodations may be administered by test proctors, provided they receive training prior to test administration and are under the direct supervision of a Test Administrator. The [ACCESS for ELLs Test Administrator Manual](https://portal.wida.us/retrieve/11cf2e6c-3e71-eb11-a2dd-0050568beee8/resource) (available in the WIDA Secure Portal Resources section after logging in) describes the responsibilities of Test Administrators. The ACCESS for ELLs Test Coordinator will determine which tests will be administered by each Test Administrator.

1. **ACCESS for ELLs Test Coordinator and Test Administrator Training and Certification**

In order to be authorized to administer the 2024 ACCESS for ELLs tests, all Test Administrators and ACCESS for ELLs Test Coordinators mustcomplete the [online training course(s)](https://portal.wida.us/course/courselist;id=374365cd-0a3f-eb11-a2db-0050568beee8) (available after logging in to the WIDA Secure Portal) for the assessments they will administer. Trainings are listed below and must be completed prior to the start of testing (preferably, as close as possible to the time of testing). Where applicable, they must pass the certification quizzes for the tests they will administer.

* Online ACCESS for ELLs: Administration
* Paper ACCESS for ELLs: Administration
* Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener
* Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener
* Kindergarten ACCESS for ELLs: Administration and Scoring
* WIDA Screener for Kindergarten: Administration and Scoring
* Alternate ACCESS for ELLs: Administration and Scoring
* WIDA Screener Paper: Administration
* WIDA Screener Online: Administration
* Writing for Grades 1-5: Scoring WIDA Screener
* Writing for Grades 6-12: Scoring WIDA Screener

Training and certification is required **every two years** for all tests being administered. For 2024, all those administering the WIDA Alternate ACCESS will need to take the Alternate ACCESS for ELLs: Administration and Scoring training and certification quizzes, regardless of whether they certified last year. The test and training are both new for the 2023-2024 school year.

**Educational Technology Directors** (Technology Coordinators) must view the training materials and complete the [Site Technology Readiness Checklist for Deploying WIDA Online Assessments](https://portal.wida.us/resource/detail/cfa31e79-fe7d-eb11-a2dd-0050568beee8), located in the WIDA Secure Portal Resources section.

1. **Set up WIDA Personal Accounts.**

Those with WIDA personal accounts will be able to access training courses and test administration materials. District ACCESS for ELLs Test Coordinators can set up WIDA Personal Accounts for others in their district, according to the [instructions](http://www.doe.mass.edu/mcas/access/PersonalAccount-Instruct.html) posted on the Department’s website. **New** District ACCESS for ELLs Test Coordinators should contact the WIDA Client Services Center at 866-276-7735 or [help@wida.us](mailto:help@wida.us) for assistance in setting up their new WIDA personal account. **WIDA personal accounts set up previously are still active**.

1. **Set up WIDA AMS Accounts.**

**WIDA Assessment Management System** **(AMS) Accounts** will be required to order additional test materials; manage the addition and updating of student names and information; remove students from test registrations; manage the administration of online ACCESS tests; and view score reports. All accounts that were created last year are still active for 2023–2024.

## Accounts can be created for Educational Technology Directors, School ACCESS for ELLs Test Coordinators, and other District ACCESS for ELLs Test Coordinators by the current District ACCESS for ELLs Test Coordinator. School ACCESS for ELLs Test Coordinators can create accounts for Test Administrators, as needed. Instructions for managing account users are available in the [WIDA AMS User Guide](https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=e0fd0438-e169-4d33-a4ad-5eb7c616e95b) found in the WIDA Secure Portal under the Resources tab (log-in required).

## New District ACCESS for ELLs Test Coordinators should contact the DRC Help Desk at 855-787-9615 or [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com) for assistance in setting up their new WIDA AMS account. Updates to the role of District ACCESS for ELLs Test Coordinator must be reflected in [ESE School and District Profiles](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11239) before contacting the DRC Help Desk at [WIDA@DataRecognitionCorp.com](mailto:WIDA@DataRecognitionCorp.com) or 855-787-9615 to create an initial account. All other accounts should be created and managed at the district or school level.

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

Test Coordinators should ensure that Test Administrators are trained and certified to administer the ACCESS tests. Principals or Test Coordinators can monitor the progress of staff toward meeting the training requirements and view the names of individuals who have completed training modules and certification quizzes by logging in to their WIDA personal account on the WIDA Secure Portal, clicking on the Manage tab, and selecting Certification Report.

## Identify and plan to provide universal tools to all EL students, and accommodations to students with disabilities, according to their IEPs and 504 plans.

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

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

Accommodations, accessibility tools, and test administration considerations are summarized below and described in detail in the ACCESS for ELLs [*Accessibility and Accommodations Manual*](https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf) in the Resources tab of the WIDA Secure Portal.

**Universal Tools available for all students:**

* Audio aids
* Color contrast (online) and color overlay (paper and online)
* Highlighters, colored pencils, or crayons (number 2 pencil must be used for responses on paper tests)
* Keyboard navigation
* Line guide or tracking tool
* Low-vision aids, or magnification devices
* Sticky notes
* Scratch paper

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

* Test Timing and Scheduling
  + Supervised breaks
  + Testing in short segments
  + Extended testing time, within the school day
* Test Environment
  + Adaptive and specialized equipment or furniture
  + Alternative microphone
  + Familiar test administrator
  + Individual or small group setting
  + Specific seating
* Test Content Presentation
  + Redirect a student’s attention to the test (in English or native language)
  + Verbally encourage or praise student for appropriate behavior
  + Read aloud to self
* Test item responses
  + Monitor placement of responses in the test booklet or onscreen

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

*(Use the two-letter code in parentheses following the name of each accommodation listed below*

*when entering accommodations data for the student.)*

* Interpreter signs test directions in ASL (SD)
* Manual control of item audio (MC)\*
* Repeat item audio (RA)\*
* In-person human reader (items and response options) (For ACCESS for ELLs Paper, a Human Reader Accommodation Script must be ordered by calling DRC during the Additional Test Materials Ordering window.) (IR)
* Repeat in-person human reader (repeat items and response options) (RP)
* Large print (LP)
* Braille (BR)
* Scribe (SR)
* Word processor or similar keyboarding device used to respond to test items (WD)
* Student responds using a recording device, which is played back and transcribed by the student (RD)
* Extended Speaking test response time (ES)\*
* Test may be administered in a non-school setting (NS) with permission from DESE

\*These accommodations must be pre-selected in WIDA AMS prior to testing. Accommodations may be added or changed in WIDA AMS any time before test tickets are printed.

### **Unique Accommodations Requests**

If an English learner with a disability requires an accommodation that is not listed in the WIDA Accessibility and Accommodations Supplement, the school may request approval from the Department for the use of a unique accommodation.

The school may request approval (via email) for use of a unique accommodation by submitting the request to [access@mass.gov](mailto:access@mass.gov) at least two weeks prior to testing. If approved by the Department, the accommodation must be listed in the IEP or 504 plan of a student with a disability.

**Braille Reading and Writing Tests**

EL students whose primary disability is reported as “blind/visual impairment” may be able to participate in online testing using a large display or the magnification tool built into the test platform or using a large print edition. A paper-based test may also be possible with a CCTV or document camera to enlarge the test.

Students designated for braille tests are excused from taking the Speaking test due to the graphics in many of the items and response options.

Students proficient in braille can take one of several braille edition tests as described below:

* For grades 1–5, Unified English braille (UEB) tests are available in both contracted and uncontracted formats.
* For grades 6–12, both UEB Math/Science and UEB with Nemeth are available in both contracted and uncontracted formats.
* Braille tests are not available for students in kindergarten.

If the student will participate in the braille tests,

* Uncontracted UEB tests will be ordered by the Department for students who took the braille test in the previous year. Contracted braille may be ordered during the additional materials ordering window (January 3-February 9, 2024).
* If the student will dictate responses (Listening or Reading) or uses a braille note-taker or braille writer to respond, his or her responses must be transcribed verbatim by a test administrator into a regular ACCESS for ELLs test booklet. For the Writing test, spelling, punctuation, and paragraph breaks must be dictated or noted by the student.
* Braille materials must be returned with all other test materials.

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

* Reading aloud the Reading test to a student
* Electronic text reader (e.g., text-to-speech; Kurzweil 3000) for the Reading test
* Bilingual word-to-word dictionaries
* Signing the test (items, passages, or response options) to a student who is Deaf
* Providing oral or written translations of items into a language other than English

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

Students should view [Test Demonstration videos](https://www.wida-ams.us/eTesting/Public/Tutorials/ViewTutorial.aspx) and have an opportunity to take either the **online** [Practice Tests](https://wbte.drcedirect.com/WIDA/portals/wida) and/or [Sample Items](https://wbte.drcedirect.com/WIDA/portals/wida) that correspond with the tests they will take. This will ensure that students are prepared to navigate the online testing platform and experience how the tests will function on their computers. Paper-based [Practice Items](https://wida.wisc.edu/assess/access/preparing-students/practice), including [braille](https://wida.wisc.edu/assess/access/preparing-students/practice), are also available.

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

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

|  |  |
| --- | --- |
| **Scheduling Considerations** | |
| **Computer-Based (Online) Testing** | **Paper-Based Testing** |
| **Scheduling Grades 1−12 Listening, Reading, and Writing Tests**   * Listening, Reading, and Writing tests may be administered in computer labs or in other rooms in the school in which the number of computers will accommodate the students being tested. * Listening and Reading must be administered first, so that a tier can be generated by the WIDA AMS for Writing and Speaking | **Scheduling Grades 1−12 Listening, Reading, and Writing Tests**   * Listening, Reading, and Writing tests may be administered in groups of no more than 15 students. |
| * **ACCESS for ELLs tests are untimed for all students.** However, test sessions must be completed during the school day on which they are started. * The following suggested online testing times apply only to the time that students are working on the test and do not include set-up time, reading directions, or giving breaks to students between tests. Each ACCESS for ELLs test section for grades 1–12 is designed to be completed in group-administered sessions in the following approximate time frames: **Listening** (40 minutes), **Reading** (35 minutes), **Writing** (65 minutes), and **Speaking** (30 minutes). * Test domains should not be combined into one test session. However, more than one domain may be tested on the same day, with a break between tests. * Plan for extended time as needed, especially for ELs with disabilities, up to the end of the school day. * Students in different grade clusters or testing tiers may be tested together. | * **ACCESS for ELLs tests are untimed for all students.** However, test sessions must be completed during the school day on which they are started. * The following suggested paper-based testing times apply only to the time that students are working on the test and do not include set-up time, reading directions, or giving breaks to students between tests. Each ACCESS for ELLs test section for grades 1–12 is designed to be completed in group-administered sessions in the following approximate time frames: **Listening** (40 minutes), **Reading** (45 minutes), **Writing** (65 minutes), and **Speaking** (35 minutes). * Listening and Reading tests may be administered either separately or together in one session of approximately 100 minutes to be completed on the same day, with a break between tests. * Plan for extended time as needed, especially for ELs with disabilities, up to the end of the school day. * Students in different grade clusters or testing tiers may *not* be tested together. |
| **Scheduling Grades 1−12 Speaking Test**   * The test can be administered to no more than5 students per test administrator, according to the guidelines described on page 42 of the [District and School Test Coordinator Manual](https://portal.wida.us/retrieve/7e3f94f0-2076-eb11-a2dd-0050568beee8/resource). * A **headset** is required for each student (headphone plus microphone). Please see the [ACCESS for ELLs Headset Specifications](https://portal.wida.us/resource/detail/5e632477-22ca-eb11-a2df-0050568beee8) document for more information. * The Speaking test is divided into three different forms, Pre-A, A, and B/C. * Students’ responses will be recorded on their computer for scoring by the test contractor. | **Scheduling Grades 1−12 Speaking Test**   * The test must be *individually* administered and should take approximately 15**−**35 minutes. * Students will either take the Tier A or Tier B/C form. * Students’ responses will be scored at the time of testing by the test administrator who has been trained and certified. |
| **Paper-Based ONLY:**  **Kindergarten Test**   * The test will be individually administered and should take approximately 45-60 minutes. * The student may be given breaks as needed, and the test may be administered in two sessions: A-C (narrative) and D-F (expository), either morning and afternoon or on two separate days with no more than two consecutive school days between testing sessions. * All students take the same form of the test (no test tiers). * Each component ends once the student reaches his or her limit and can go no further. * Speaking and Listening are presented together, alternating between a listening and a speaking task. * The test administrator scores each test question before moving to the next question.   **WIDA Alternate ACCESS**   * All four sections (Reading, Writing, Listening, and Speaking) are individually administered in approximately 20-minute sections. * All students in the same grade-level cluster take the same test (no test tiers). * All sections are adaptive; test questions are presented until the student reaches his or her limit and can go no further. * The test administrator scores each test question before moving to the next question.   **Braille**   * WIDA recommends administering the test individually. * The amount of time allotted for the test depends on the student’s braille proficiency and reading speed. WIDA suggests planning twice the standard test administration time for braille. * If possible, the test administrator should be proficient in braille. * Student responses must be transcribed with a number two pencil into the standard test booklet by someone proficient in the braille code selected. Both booklets must be returned to DRC. | |

**NOTE:** Planning for test administration also involves ensuring sufficient staff are available to actively monitor students during testing. Active test monitoring consists of ensuring students are engaged with the test, doing their own work, not using electronic devices such as cell phones, smart watches, tablets, ear buds, Bluetooth enabled devices, computers, or other electronic devices (other than for testing). Ensure students’ personal devices and other materials are out of reach and out of sight of students during testing. **The use of unapproved devices during testing may result in test invalidation. The submission of copied or plagiarized responses will result in the item(s) being scored as “0”.**

## Assign testing spaces to EL students.

**For online and paper-based testing:**

The Principal should designate testing spaces that are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Principals must identify appropriate testing spaces for EL students with disabilities if they require accommodations that change the test setting, presentation, group size, or mode of response. Students should not be tested in common areas such as hallways or reception areas. Testing spaces should have adequate room for test monitors to freely move about the room to ensure students are working independently and not accessing devices or materials other than those required for testing.

**For paper-based testing ONLY:**

Principals should prepare for test administration according to the scheduling and group size guidance listed in task 14 on pages 11 and 12 above:

* Group administration: Listening, Reading, and Writing tests (grades 1–12)

(WIDA recommends a maximum of 15 students in each group)

* Individual administration: Speaking test (grades 1–12)
* Individual administration: Kindergarten (all sections)
* Individual administration: WIDA Alternate ACCESS (all sections)

While students are generally tested in their regular classrooms, the Principal has the authority to schedule EL students in testing spaces other than classrooms as long as all requirements for testing conditions and security are met, as set forth in *the* [*ACCESS for ELLs Test Administrator Manual*](https://portal.wida.us/retrieve/11cf2e6c-3e71-eb11-a2dd-0050568beee8/resource). Testing spaces should be free from distraction and of a size that allows the test administrator to move about the room with a clear view of all students.

Requests to test in an **alternate setting** must be submitted using the Department’s Service Now portal. A link to this [request form](https://massgov.service-now.com/accessforells?id=edu_req_form&sys_id=d719d567db7b17806152f25bbf96195a) can be found on the [DESE ACCESS for ELLs web page](http://www.doe.mass.edu/mcas/access/).

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

When a student takes one or more sections of the ACCESS for ELLstest in one school, and

then transfers to another school (either in the same or another district), the student should take **only the remaining test sections** in the new setting. The **student should not be required to retake any section of the test.** The procedure for assessing a student who transfers during testing, as well as for reporting a student who transfers, is provided in the [Massachusetts ACCESS for ELLs Transfer Policy](http://www.doe.mass.edu/mcas/access/studenttransfer-instruct.html).

## Participation by EL students who arrive in a Massachusetts school during testing

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

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## If a newly-arrived student will be identified as an EL in the district’s March SIMS report, and the student attends a Massachusetts school during the ACCESS testing window, the student must participate in ACCESS testing. If the student is taking the paper-based ACCESS tests, he or she must be designated for a test tier (A or B/C). The final day to order additional paper-based testing materials will be February 9, 2024. Newly arrived ELs can be tested until the end of the testing window, February 16, but are only required to be tested if they arrive on or before February 9, 2024.

## Any irregularities that occur during the ACCESS for ELLs test administration must be reported in the Department’s Service Now portal. A link to the [ACCESS for ELLs Testing Irregularity Reporting Form](https://massgov.service-now.com/accessforells?id=edu_req_form&sys_id=c28a0d00dbb75700d272f12cbf96198e) can be found on the [DESE ACCESS for ELLs web page](http://www.doe.mass.edu/mcas/access/).

Some examples of testing irregularities include:

* Student used an electronic device during test administration other than the one used to take the test, or accessed the internet or used other unauthorized applications or devices
* Interruption during the test session that does not permit the student to resume testing on the same day
* Student took the test with the wrong test ticket (student took a test under another student’s name/SASID)
* Student took a test with incorrect accommodations or without the accommodations listed in their IEP or 504 plan
* Student took the wrong test mode (i.e., paper versus computer)

## Pre-Reporting Data Validation Window (after testing)

Schools will be requested to verify and update their student demographics in the WIDA Assessment Management System (AMS) during the pre-reporting data validation window from March 25–April 1, 2024. The [WIDA AMS User Guide Supplement for Data Validation](https://portal.wida.us/resource/detail/c1063de1-33ca-eb11-a2df-0050568beee8) and [Post Testing: Data Validation webinar](https://portal.wida.us/webinar/webinarlist?fl_$0%5Efilters%5ETopic=After%20Testing) for this task will be available in the [WIDA Secure Portal](https://wida.wisc.edu/). DRC will send an email to schools reminding them of this task.

1. **Post-Reporting Data Validation (after testing)**

Electronic ACCESS for ELLs results will be available in WIDA AMS on April 26, 2024, with printed results arriving in schools on May 15, 2024. Schools will be requested to verify and update their student demographics in the WIDA Assessment Management System from May 15–23, 2024 for any student whose results are missing or include demographic errors. The [WIDA AMS User Guide Supplement for Data Validation](https://portal.wida.us/resource/detail/c1063de1-33ca-eb11-a2df-0050568beee8) and [Post Testing: Data Validation webinar](https://portal.wida.us/webinar/webinarlist?fl_$0%5Efilters%5ETopic=After%20Testing) for this task will be available in the [WIDA Secure Portal](https://wida.wisc.edu/). The Department will not accept requests to correct district or school demographic data during this period but will review requests for Test Booklet Searches and Scoring Appeals. Test Booklet Search requests and Scoring Appeals must be submitted using the Department’s [Service Now Form: Test Discrepancies -- Request a Scoring Appeal or Test Booklet Search.](https://massgov.service-now.com/accessforells?id=edu_req_form&sys_id=43ad770cdb082740d272f12cbf96192c) A link to the request form can be found on the [DESE ACCESS for ELLs web page](http://www.doe.mass.edu/mcas/access/).

**AVAILABLE RESOURCES**

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

* [Department's ACCESS for ELLs Web Page](http://www.doe.mass.edu/mcas/access)
* [ACCESS for ELLs Accessibility and Accommodations Manual](https://portal.wida.us/resource/detail/5fafc1fb-24ca-eb11-a2df-0050568beee8)
* Massachusetts [Guidance on English Learner Education Services and Programming](https://www.doe.mass.edu/ele/guidance/services-programming.docx)
* [WIDA ELD Standards Framework](https://wida.wisc.edu/teach/standards/eld)
* [ACCESS for ELLs Interpretive Guide for Score Reports](https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf)
* [Alternate ACCESS for ELLs Interpretive Guide for Score Reports](https://wida.wisc.edu/sites/default/files/resource/Alt-Interpretive-Guide.pdf)
* [Massachusetts State-Specific Directions ACCESS for ELLs Administration 2023-2024](https://www.doe.mass.edu/mcas/access/)
* [Guide to Understanding the Title III Reporting Elements for English Learners in Massachusetts for 2017 and Beyond](http://www.doe.mass.edu/mcas/access/)
* [Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests (for English Learners with Disabilities)](http://www.doe.mass.edu/mcas/access/)

* [Participation Guidelines for WIDA Alternate ACCESS 2023-2024](https://www.doe.mass.edu/mcas/access/)
* [WIDA AMS User Guide](https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=e0fd0438-e169-4d33-a4ad-5eb7c616e95b)