Indiana
DEPARTMENT OF EDUCATION

2020-2021 WIDA Assessment Guidance

The Office of Student Assessment

Table of Contents

English Language Proficiency Requirements

The Elementary and Secondary Education Act, as amended by Section 3113 of the Every Student Succeeds Act (ESSA), requires state education agencies to establish and implement standardized, statewide entrance and exit procedures for English learners (ELs). Indiana established standardized statewide entrance procedures to identify and screen potential ELs based upon the accurate and timely administration of the Home Language Survey (HLS) and the English language proficiency placement assessment. The standardized entrance and exit procedures are used to determine if a student is considered an EL and therefore entitled to an English language development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA).

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all state and local education agencies must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential ELs in a timely, valid, and reliable manner;

- Provide ELs with a language assistance program that is educationally sound and proven successful, consistent with Castañeda v. Pickard and the Supreme Court decision in Lau v. Nichols;

- Provide sufficiently well-prepared and trained staff and support the language assistance programs for ELs;

- Ensure that ELs have equal opportunities to meaningfully participate in all curricular and extracurricular activities;

- Avoid unnecessary segregation of ELs;

- Ensure that ELs who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;

- Meet the needs of ELs who opt out of language assistance programs;

- Monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level content knowledge, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely

exited and that any academic deficits incurred in the language assistance program have been remedied;

- Evaluate the effectiveness of a corporation or school's language assistance program(s) to ensure that ELs in each program acquire English proficiency and that each program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program within a reasonable period of time; and

- Ensure meaningful and timely communication with EL parents and guardians.

WIDA Assessments in Grades K-12

WIDA provides the English language proficiency assessments administered in Indiana. English language proficiency **placement** assessments inform programmatic decisions, such as initial identification of ELs and placement into an EL program. English language proficiency **annual** assessments are used to determine ELs' current level of English proficiency. All students identified as EL are required to participate in the assessment annually until exiting EL status by scoring proficient (i.e., fluent). The annual assessment is used for accountability purposes.

WIDA Placement Assessments. WIDA English language proficiency placement assessments are designed to provide an initial measure of a student's English language proficiency and test four domains: Listening, Reading, Speaking, and Writing.

- **Kindergarten W-APT:** Kindergarten WIDA-ACCESS Placement Test (K W-APT) is the English language proficiency placement assessment for kindergarten and first semester grade 1 students. Students in first semester kindergarten must only be administered the Listening and Speaking test domains. All four test domains are administered to students in second semester kindergarten and first semester grade 1.

- **WIDA Screener:** WIDA Screener is the English language proficiency placement assessment for grades 1 (second semester) through 12. WIDA Screener test forms are divided into five grade-level clusters: grade 1, grades 2-3, grades 4-5, grades 6-8, and grades 9-12. The appropriate grade-level cluster form to administer to students depends on the student's grade level and the current semester. For students in the first semester of the first year in a grade-level cluster, the previous grade-level cluster form should be administered.

Table 1 denotes the appropriate WIDA placement test to administer to a student in a specific grade level based on the time of the year (i.e., semester).

Table 1: WIDA Placement Test Participation

Placement Test Name	Grade Level Cluster Form	Participating Grade (Semester)
Kindergarten W-APT	N/A	Kindergarten (1st Semester) *Listening and Speaking domains only*
		Kindergarten (2nd Semester) Grade 1 (1st Semester)
WIDA Screener	Grade 1 Test	Grade 1 (2nd Semester) Grade 2 (1st Semester)
	Grades 2-3 Test	Grade 2 (2nd Semester) Grade 3 Grade 4 (1st Semester)
	Grades 4-5 Test	Grade 4 (2nd Semester) Grade 5 Grade 6 (1st Semester)
	Grades 6-8 Test	Grade 6 (2nd Semester) Grade 7 Grade 8 Grade 9 (1st Semester)
	Grades 9-12 Test	Grade 9 (2nd Semester) Grade 10 Grade 11 Grade 12

Note: WIDA placement assessments require local scoring by the Test Administrator (TA), who must be certified by successfully completing the corresponding training course(s) and quiz(zes) via the WIDA Secure Portal prior to administering the assessment(s).

WIDA ACCESS Annual Assessments. WIDA English language proficiency annual assessments are required to be administered to all ELs who have not yet scored proficient. The ACCESS for ELLs suite of assessments consists of assessments for ELs in kindergarten through grade 12. These assessments are administered annually to monitor EL students' progress in acquiring academic English. WIDA ACCESS assessments test four domains: Listening, Reading, Speaking, and Writing.

- **Kindergarten ACCESS:** Kindergarten ACCESS for ELLs is the annual English language proficiency assessment for ELs in kindergarten. This paper-based test is composed of performance-based tasks for all four language domains and must be administered to students individually.

- **ACCESS:** [ACCESS for ELLs](#) is the annual English language proficiency assessment for ELs in grades 1-12 and is divided into grade-level clusters. The online test is semi-adaptive, meaning students will progress through the test based on their performance on previous items and domains.
- **Alternate ACCESS:** [Alternate Access for ELLs](#) is the annual English language proficiency assessment for ELs in grades 1-12 who have significant cognitive disabilities preventing meaningful participation in the standard ACCESS assessment. This paper-based test aligns with the WIDA Alternate English Language Proficiency Levels and must be administered to students individually.

Note: K W-APT, WIDA Screener and WIDA ACCESS test items are written from the model performance indicators of WIDA's five English Language Proficiency Standards—Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. Alternate ACCESS aligns with the WIDA Alternate English Language Proficiency Levels, which are interpretations of scale scores and unique from other WIDA ACCESS assessments.

WIDA ACCESS Annual Assessments Test Window

WIDA ACCESS annual assessments are state-mandated tests that can only be administered on the dates Indiana has selected as its test window. All enrolled ELs are required to be assessed during the test window. The 2020-2021 state test window for WIDA ACCESS assessments is **January 11 to February 26, 2021**.

Indiana's WIDA ACCESS testing window is seven weeks long to ensure that schools have adequate time to administer testing to all EL students, as federally required. Schools should note the following when planning their test schedules:

- The Indiana Department of Education (IDOE) strongly recommends that schools schedule testing to begin earlier in the test window, rather than waiting until late in the test window.

- Schools should consider circumstances that could potentially interfere with scheduled testing including, but not limited to, weather delays/closings and student absences due to common winter illnesses (e.g., flu). Scheduling testing earlier in the test window ensures ample time to complete make-up testing.

- IDOE strongly discourages scheduling regular testing through the final day of the test window, as this eliminates make-up testing opportunities for absent students scheduled to test that day.

- **The WIDA ACCESS test window cannot be extended.**

Additional important dates, including materials shipping and reporting timelines, can be found on the [Indiana WIDA Consortium Member](#) webpage.

Participation Requirements

In Indiana, all traditional public schools, public charter schools, and accredited nonpublic schools, including those participating in the Choice Scholarship Program, are required to utilize WIDA English language proficiency placement and annual assessments to identify and monitor ELs.

Corporations and schools are federally required under ESSA to assess all identified ELs annually. Failure to meet the 100 percent participation requirement may result in a loss of federal funding. Please note that federally mandated English language proficiency assessments must be overseen and administered by personnel who are compensated with state and local funds.

Indiana English Learner Entrance and Exit Criteria

Identification of English Learners. All schools are required to administer a Home Language Survey (HLS) to identify the native language(s) of **all** first time Indiana enrollees. In most cases, these will be students enrolling in kindergarten, but may also include students in other grade levels who are enrolling in Indiana schools for the first time (e.g., immigrant students, transfer students from another state, previously homeschooled students). For students previously enrolled in Indiana or transferring from another Indiana school, the receiving school must contact the previous school to obtain the original HLS. If a language other than English is indicated for any of the three HLS questions, the student is classified as a Language Minority (LM) student. Please note that the original HLS must be placed in the student's cumulative file.

Newly classified LM students must be administered the appropriate English language proficiency placement assessment (i.e., K W-APT or WIDA Screener) within 30 calendar days of the beginning of the school year or within two weeks if enrolling later in the school year. A student who meets Indiana's entrance criteria on a WIDA placement assessment is identified as an EL. A student who does not meet Indiana's entrance criteria is considered fluent upon enrollment; however, the student must still be reported via the DOE-LM data submission annually until graduation.

If a student transfers from another Indiana school or a [WIDA Consortium Member State](#), the receiving school has up to 30 calendar days of the beginning of the school year, or within two weeks of enrollment for students who enroll later in the school year, to obtain

recent WIDA placement or annual ACCESS test results from the sending state. Scores less than one year old can be used to make identification and placement decisions. If scores are more than one year old, or if results are not obtained within the specified timeframe, the student must be administered the appropriate WIDA placement assessment to inform EL identification and placement.

The EL Guidebook, sample HLS forms, and additional resources for identification are available at IDOE's [English Learner Policy and Guidance](#) webpage.

Specific Entrance Criteria. Indiana's entrance criteria is an Overall Composite Proficiency Level of 4.9 or lower ("Below Proficient") on a WIDA placement assessment. Students who score Below Proficient are formally identified as ELs. Students enrolling from another WIDA Consortium member state who previously scored Below Proficient on a WIDA placement assessment or a WIDA ACCESS assessment within the last year are also formally identified. Please note that WIDA Consortium member states have varying entrance and exit criteria. Past WIDA results from other states must be interpreted using Indiana's specific criteria.

K W-APT does not provide an Overall Composite Proficiency Level, but rather evaluates a student's English language skills as Low, Medium, High, or Exceptional. Table 2 includes Indiana's guidance for converting K W-APT raw scores to a proficiency level, which is required when reporting DOE-LM data. TAs must use their educational judgment when assigning "Below Proficient" proficiency levels (i.e., Levels 1.0 to 4.0) for reporting purposes. For second semester kindergarten and first semester grade 1 students, the student must score in the highest range for **all test domains** to be considered fluent (i.e., Level 5.0). Please note that a whole number (e.g., 1.0, 2.0, 3.0, 4.0, or 5.0) should be assigned for reporting.

Table 2: Kindergarten W-APT Score Conversion Chart

Kindergarten (First Semester)	Below Proficient			Fluent
Raw Score for Listening and Speaking	0-10	11-18	19-28	29-30
Oral Proficiency Score	Low	Medium	High	Exceptional
Proficiency Level for Reporting	1.0 or 2.0	2.0 or 3.0	3.0 or 4.0	5.0
Kindergarten (Second Semester) and Grade 1 (First Semester)	Below Proficient			Fluent
Raw Score for Listening and Speaking	0-10	11-18	19-28	29-30
Reading Raw Score	0-5	6-12	13	14-15
Writing Raw Score	0-7	8-14	15-16	17-18
Proficiency Level for Reporting	1.0 or 2.0	2.0 or 3.0	3.0 or 4.0	5.0

Note: Because K W-APT is not intended to give specific diagnostic results aligned to the WIDA performance levels, kindergarten students identified as ELs should be closely monitored and provided with appropriate supports based on their observed English language development needs.

WIDA Screener aligns to the WIDA English Language Development Standards and assesses each of the four language domains—Listening, Reading, Speaking, and Writing. WIDA Screener reports proficiency level scores for each language domain and for three composite scores, including Oral Language, Literacy, and Overall Score.

- **Below Proficient:** Overall Composite Proficiency Level of 4.9 or below
- **Fluent:** Overall Composite Proficiency Level of 5.0 to 6.0

If a student meets Indiana's entrance criteria on a WIDA placement assessment, the student formally enters the school's EL program, and the following must occur:

- An Individual Learning Plan (ILP) must be created.
- The student must be provided with federally mandated English language development services and instruction.
- The parents must be notified of program placement within 30 calendar days of the beginning of the school year or within two weeks if the student enrolls later in the school year.
- The student must be assessed annually for English proficiency via the appropriate WIDA ACCESS assessment until the student meets Indiana's specific exit criteria for reclassification as Fluent.

Specific Exit Criteria. Indiana's exit criteria is an Overall Composite Proficiency Level of 5.0 or above on a WIDA ACCESS annual assessment. Students who meet Indiana's exit criteria are reclassified as Fluent and exit EL services. Students in grades 1-12 utilizing the paper-based version of ACCESS must achieve an Overall Composite Proficiency Level of 5.0 or above on Tier B/C of the assessment to be reclassified as Fluent, as exit criteria cannot be met on Tier A. Students who are reclassified as Fluent exit EL services and enter a two-year, formal monitoring period following their reclassification. Although they may still receive EL support services, Fluent students do not participate in annual WIDA ACCESS testing during the monitoring period.

Note: Currently, students cannot meet exit criteria based on Alternate ACCESS results.

Additional information regarding identification of ELs, providing English language development services, and exiting and monitoring is available at English Learning 101.

Declining EL Services (Opt-Out Guidance). Parent/Guardian approval is not required prior to the start of EL services. Identified ELs are opted in by default. Refusal of EL services by a parent/guardian must be documented, signed, and stored locally. Parents/Guardians have the right to opt the EL student back into services at any time. While parents/guardians may decline EL services, the student must still be assessed annually with the appropriate English language proficiency assessment until meeting Indiana's exit criteria. Schools must continue to meet annual parent notification requirements. Additionally, schools continue to have a responsibility to meet the EL's academic and language needs through an ILP and accommodations, as needed.

Scheduling and Timing Guidance

WIDA Placement Assessments. WIDA's scheduling guidance and approximate test administration times for K W-APT and WIDA Screener (Online and Paper) assessments are detailed in each corresponding Test Administration Manual. Schools must follow the prescribed scheduling guidance, including the order of domains to be administered, as directed in the Test Administration Manuals.

ACCESS Grades 1-12 (Online and Paper). ACCESS Grades 1-12 assessments are untimed and self-paced. WIDA's scheduling guidance and approximate test administration times are included in the District and School Test Coordinator Manual (TCM) and Test Administrator Manual (TAM). IDOE offers the following additional state-specific guidance regarding scheduling and timing of ACCESS Grades 1-12 assessments:

- IDOE strongly recommends administering only one domain test per day to students.
    - A maximum of two test domains per day should be administered to students, with exceptions (e.g., a newly identified EL student arrives late in the test window, make-up testing on the last day of the test window). In general, it is not best practice to administer all four domain tests to a student in a single day; this should be avoided.
    - Schools should consider students' grade level and testing fatigue level when determining the test schedule. For example, a first grade student may experience test fatigue more quickly than a tenth grade student. Likewise, for some domains, students in higher grade-level clusters and tiers may take more time to complete the test.
- Each domain test should be administered in one sitting and should not be separated across multiple days or times during a single day, with exceptions.
    - The Listening, Reading, and Speaking domain tests can be resumed later the same day or on another day in the following circumstances:

- - In the event of an emergency or interruption to testing (e.g., illness, fire alarm, power or internet outage, etc.). A *Testing Irregularity Report* must be submitted to IDOE as formal documentation for these instances.
    - As directed by an accommodation (e.g., extended time, extra breaks) in a student's formal plan (IEP, Service Plan, Choice Special Education Plan [CSEP], or Section 504 Plan).
  - The Writing domain test must be completed on a single day--no exceptions.

- WIDA ACCESS assessments are self-paced. However, if a student is struggling to complete a domain test within a reasonable amount of time (i.e., far exceeding the approximate test times), the TA should take into consideration how productively the student is working and make a determination how best to proceed (e.g., allow the student to take a break, allow the student to continue testing until the test is complete, or have the student stop testing).
  - If a student is unable to complete the Listening or Reading domain, a *Testing Irregularity Report* must be submitted to have the test forced complete so a tier is assigned for the Speaking and Writing domains.
  - Tests that are "In Progress" at the end of the test window will be forced complete at the end of the test window.

Kindergarten ACCESS and Alternate ACCESS. WIDA's scheduling guidance and approximate test administration times for Kindergarten ACCESS and Alternate ACCESS assessments are detailed in the TAM. Schools must follow the prescribed scheduling guidance for each assessment as directed in the TAMs.

Translation of Directions in Native Language

For 2020-2021, IDOE anticipates the addition of translation of directions from English to Spanish for the WIDA ACCESS test administration. IDOE is collaborating with WIDA to provide translated directions for the Test Administrator Scripts. More information is forthcoming. Please note that translation of directions will only be permissible by utilizing the approved script. Per WIDA policy and Indiana assessment policy, test item prompts and responses must never be translated for a student, as this would impact the validity of the assessment.

Note: It is permissible to translate, rephrase, and explain directions on practice test items to ensure that students understand the mechanics of taking the test and become familiar with the different item types presented.

Test Results and Reporting

In addition to determining EL students' English language proficiency level, WIDA ACCESS scores can be utilized to inform programmatic placement decisions, guide classroom instruction, and monitor EL students' progress annually.

Types of Reports. The following types of score reports are available for corporations and schools following WIDA annual assessments: Individual Student Reports, Student Roster Report, and Frequency Reports.

All score reports provide score information for the same eight categories:

- Four domain scores: Listening, Speaking, Reading, and Writing
- Four composite scores: Oral Language (Listening and Speaking), Literacy (Reading and Writing), Comprehension (Reading and Listening), and Overall

Additional information, including sample reports, is available at [ACCESS for ELLs Scores and Reports](#).

Data Validation. Data validation is an important step for ensuring accurate reporting. Data validation is the process of reviewing student test records to identify potential errors in student demographic, accommodation, and test result records and make corrections for reporting. For example, errors may be the result of gridding incorrect student data on a paper test book or a duplicate student record in WIDA AMS (i.e., a student completed domain tests under two different STNs).

Pre-Reporting Data Validation occurs prior to data files and electronic reports being posted to WIDA AMS. During the Pre-Reporting Data Validation window, the Corporation Test Coordinator (CTC) or designee is able to make real-time data corrections in WIDA AMS for individual students. Not participating in Pre-Reporting Data Validation may result in missing test scores or mismatched reporting for impacted students when results become available..

Post-Reporting Data Validation occurs after data files and electronic reports are posted in WIDA AMS. During the Post-Reporting Data Validation window, IDOE scrubs the state data file to identify remaining data discrepancies and makes data corrections and matches, when possible. Any changes made during the Post-Reporting Data Validation window will result in the delivery of new data files and electronic reports in WIDA AMS. No additional data corrections can be made following the Post-Reporting Data Validation window, as this would delay state reporting timelines.

Note: Data discrepancies identified by the corporation or school after the Pre-Reporting Data Validation window do not need to be reported to IDOE for Post-Reporting Data Validation. Contact INassessments@doe.in.gov with questions or concerns during the Post-Reporting Data Validation window. As a reminder, students' Personally Identifiable Information (PII) and results data must not be shared in email.

Please review the WIDA AMS User Guide Supplement: Data Validation for detailed information and instructions.

User Roles and Responsibilities

Please note the information in Section 4 of the *2020-2021 Indiana Assessments Policy Manual* on roles and responsibilities that apply to all state-required assessments, including WIDA. Specific responsibilities are outlined below that pertain to the administration of WIDA assessments.

Corporation Test Coordinator (CTC). CTCs are responsible for the overall coordination of test administration for all state assessments. Corporations and schools must designate a single CTC in DOE Online. IDOE submits an updated CTC list to WIDA and Data Recognition Corporation (DRC) in early September each year to generate new CTC accounts and/or add current school year permissions for returning CTCs. The CTC may designate a separate Test Coordinator specifically for WIDA (e.g., Title III/EL Director) and delineate tasks and responsibilities, as appropriate. However, the CTC is ultimately responsible for ensuring successful implementation of all state assessments, including WIDA.

The CTC or designee will:
- Disseminate accurate, specific, and up-to-date details regarding WIDA assessments to staff, as appropriate, throughout the year. Please note that the CTC will receive the WIDA Assessment Updates listserv from the Office of Student Assessment and must forward these emails to the designee, if applicable.
- Be the main point-of-contact with DRC, the testing vendor for WIDA Assessment Management System (WIDA AMS).
- Set up new user accounts within WIDA and WIDA AMS.
- Collaborate with the Corporation/School STN Administrator to complete the DOE-TL data submission for WIDA ACCESS.
- Complete the required WIDA assessment Training Course modules pertaining to Test Coordinator tasks, accessible via the WIDA Secure Portal. See the Training Requirements section below.

- Ensure that TAs have successfully met the training requirements to administer all applicable WIDA assessments (placement and annual). Monitor completion under Account Management and Training Status in the WIDA Secure Portal.

- Review the *ACCESS and Screener Webinar Calendar*, available in the [Download Library](#) of the WIDA Secure Portal, and plan to participate in the applicable live or recorded webinars.

- Oversee the administration of WIDA assessments.

- Oversee security of all secure test materials. This includes the secure storage, distribution, collection, and return of test materials,

Technology Coordinator. The CTC must create user accounts for Technology Coordinators in WIDA AMS. Corporation ("District") and school level accounts may be created.

Technology Coordinators will:

- Manage all technical and system setup for online testing, including Central Office Services-Service Device (COS-SD) and student testing device setup. COS-SD and DRC INSIGHT (secure browser) Installers are downloaded in WIDA AMS.

- Confirm network capacity (bandwidth) is sufficient to support the anticipated number of students testing concurrently.

- Coordinate with DRC Customer Service on local system issues requiring troubleshooting assistance.

- Review all applicable [Technology Coordinator documents](#) available for download in the WIDA Secure Portal and WIDA AMS including, but not limited to, the *Technology User Guide*, *Supported System Requirements*, and *Technology Readiness Checklist*.

- Review the *ACCESS and Screener Webinar Calendar*, available in the [Download Library](#) of the WIDA Secure Portal, and plan to participate in the live or recorded Technology Coordinator webinars.

Test Administrator (TA). WIDA assessments must be administered only by personnel who hold an instructional, administrative, or school services license granted by IDOE, as outlined in Section 4 of the *[2020-2021 Indiana Assessments Policy Manual](#)*. Non-certified personnel may only serve as Proctors, not as TAs. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a TA. Proctors may assist the TA before, during, and after test administration.

WIDA TAs are required to be certified through WIDA for any assessments they will administer by successfully completing the corresponding training courses and quizzes. TAs must have successfully completed training within two years (24 months) of the date they are administering the test or when significant revisions to training materials occur.

TAs are strongly encouraged to review the *ACCESS and Screener Webinar Calendar*, available in the [Download Library](#) of the WIDA Secure Portal, and participate in the live or recorded webinars applicable to their role.

TAs must actively monitor test sessions.
- It is not acceptable for TAs and/or Proctors to leave students unsupervised (for any amount of time), to concentrate on other tasks or materials, or to otherwise ignore what is happening.
- It is not appropriate to have students in the testing room who are not participating in the test being administered.
- It is not appropriate to allow a student to complete any portion of a test in a secluded area of the testing room or in a separate room that is not being monitored by the TA.
- The TA must ensure that students do not have access to unallowable personal electronic devices (e.g., smart phones, smart watches, bluetooth headphones that can connect to a personal device) during testing. These devices should not be permitted in the testing room.
  - Unallowable devices brought into the testing room must be turned off and collected by the TA.
  - It is not appropriate to have the student place the unallowable device(s) nearby (e.g., backpack, pocket, under the desk, on a nearby desk, etc.).
  - If it is discovered that a student has access to an unallowable device while secure test materials are present, the TA must immediately report the incident to the CTC. CTCs must follow the action steps outlined in the *Social Media or Unallowable Devices Concern Report*.

User Account Access. Contact INassessments@doe.in.gov if new CTC access is needed for the [WIDA Secure Portal](#) and/or [WIDA AMS](#). Please note that IDOE can only create accounts for persons designated as CTC in DOE Online. It is then the CTC's responsibility to create additional user accounts for staff members, as needed.

For assistance accessing your existing WIDA Secure Portal account, contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

For assistance accessing your existing WIDA AMS account, contact DRC Customer Service at WIDA@datarecognitioncorp.com or (855) 787-9615.

Training Requirements

WIDA Assessments Training for CTCs or Designees. CTCs or designees are required to complete some components of WIDA training. Specifically, CTCs or designees will complete training modules in the WIDA ACCESS for ELLs Online Grades 1-12 Training Course, accessible in the [WIDA Secure Portal](#), that pertain to "District Coordinator" tasks, such as managing materials, WIDA AMS functionality, monitoring test progress, and data and reporting. See the *WIDA District Test Coordinator Training Requirements Checklist* (Appendix A) for the specific modules required. Completion of the corresponding Training Course quiz is not required.

Note: IDOE recommends that WIDA school-level Test Coordinator users also review training modules related to any tasks they are responsible for completing in their roles.

WIDA Assessments Training for TAs. All TAs are required to be certified for any WIDA assessments they will administer, including placement assessments. The WIDA Secure Portal provides access to the following training resources:

- **Screener Test Materials and Training:** Kindergarten W-APT (no certification quiz), WIDA Screener Online, and WIDA Screener Paper
- **ACCESS for ELLs Training Courses:** Kindergarten ACCESS, Alternate ACCESS Grades 1-12, Paper-based ACCESS Grades 1-12, Online ACCESS Grades 1-12, and Facilitator Toolkit (Training Materials)

The CTC or designee must create WIDA Secure Portal user accounts for TAs and ensure they complete the applicable training requirements**.** Once TAs complete the certification process by passing the corresponding quiz, their training certificate ("My Training Certificate") will be updated as a record of completion in the WIDA Secure Portal. TAs must have completed training within two years (24 months) of the date they are administering the test or when significant revisions to training materials occur. **Tests administered by personnel not meeting the certification requirements (Indiana licensing and applicable WIDA training courses) may result in test invalidations.**

WIDA ACCESS and Screener Webinars. The *ACCESS and Screener Webinar Calendar* is available in the [Download Library](#) of the WIDA Secure Portal. Webinar topics cover general WIDA assessment information and pre-testing, during testing, and post-testing information and procedures. Test Coordinators, Technology Coordinators, TAs, school leaders, and EL educators should plan to attend or review webinars applicable to their roles. Recordings will be posted in the Download Library within one week following each live webinar.

Test Security and Integrity Training. The Office of Student Assessment requires that CTCs and/or School Test Coordinators (STCs) provide Test Security training to all school staff and ensure they sign the *Indiana Testing Security and Integrity Agreement* annually by September 30.

Spring Pretest Workshop. CTCs are required to participate in the Office of Student Assessment's Spring Pretest Workshop prior to the test window opening. The recording must be shared with designees to review relevant information pertaining to WIDA.

Testing Modes and Technology Guidance

All students are expected to test online, as appropriate and available. Some assessments and grade-level Writing domains are paper-based. ELs with disabilities who have a paper testing accommodation formally documented in an IEP, nonpublic Service Plan, CSEP, or Section 504 Plan will take all test domains on paper. In addition, schools may submit a [Non-Standard Assessment Accommodation Request](#) in the following circumstances:

- Paper testing request for refugee student(s) with limited or no formal education and/or exposure to technology.

- Paper testing request for students with religious objections for technology use.

- Handwriting request for the Writing domain test for ELs with disabilities in grades 4-12 testing online.

WIDA Placement Assessments. Kindergarten W-APT is an on-demand, paper-based assessment. All test materials must be downloaded and printed from the WIDA Secure Portal, including the TAM, Test Administrator Scripts, Test Booklets, and Score Sheets.

WIDA Screener is available both online and with paper. WIDA Screener Online is primarily delivered through DRC INSIGHT, the test delivery client. Students in grades 1-3 will handwrite their responses for the Writing domain. The WIDA Screener Online training course provides information on downloading printable test materials, setting up the online test environment, scoring Speaking and Writing tests, and viewing reports.

WIDA Screener Paper includes some materials that can be downloaded and printed and some that must be ordered/purchased from the WIDA Store. CTCs must complete [this form](#) to request WIDA Screener Paper materials.

Note: Printed materials are secure and must be handled as such. Materials should be securely stored, except when in use, and securely destroyed once no longer needed.

WIDA ACCESS Annual Assessments. Kindergarten ACCESS and Alternate ACCESS paper-based assessments and must be administered individually to ELs. ACCESS is primarily delivered online through DRC INSIGHT. ELs in grades 1-3 take a paper form for the Writing domain and must be given the appropriate tiered test form. After completing the Listening and Reading tests online, tiers will be assigned automatically for the Speaking and Writing domains and can be viewed in WIDA AMS via the Tier Placement Report. Table 3 details the testing mode for each assessment and domain.

Table 3: WIDA ACCESS Annual Assessment Test Domains

Domain	Kindergarten	Grades 1-3	Grades 4-12	Alternate
Listening	Paper	Online	Online	Paper
Reading	Paper	Online	Online	Paper
Speaking	Paper	Online	Online	Paper
Writing	Paper	Paper	Online*	Paper

*Online testers in grades 4-12 with the Handwriting accommodation for the WIDA Writing domain test will provide handwritten responses in a Writing Response Booklet. See the English Learners with Disabilities section for more information.

WIDA Assessment Management System (AMS). WIDA AMS provides the necessary tools to administer WIDA assessments. It is important to recognize that WIDA Secure Portal and WIDA AMS user accounts are separate and serve different purposes. DRC manages WIDA AMS and should be the first point of contact for questions regarding data and reporting, ordering materials, and technical issues.

WIDA AMS is utilized for the following:

- Setting up and managing COS-SD and DRC INSIGHT
- Student management, including assigning online test accommodations
- Online test session management
- Monitoring students' Testing Status
- Materials orders for ACCESS annual assessments
- Scoring WIDA Screener Speaking and Writing tests
- Viewing data reports for WIDA Screener and ACCESS assessments

Detailed information pertaining to the above tasks can be found in the [2020-2021 WIDA Assessment Management System (AMS) User Guide](#).

DOE-TL ("Test Layout") Data Submission. The DOE-TL data submission is used to report all English learners participating in the WIDA ACCESS annual test window. **The DOE-TL data submission window is open through November 6, 2020. Late submissions will not be accepted.**

Student data reported via the DOE-TL data submission is shared with DRC to:

- Populate student data and online test sessions in WIDA AMS for the current school year WIDA ACCESS test administration
- Generate initial materials orders (including paper, large print, and braille test materials)
- Generate Pre-ID Labels
- Generate District/School Labels
- Generate return materials, including UPS return shipping labels

Students not reported via the DOE-TL who are eligible to participate in WIDA ACCESS annual assessments (i.e., ELs who enroll or are identified after the DOE-TL window) must be added to WIDA AMS manually, and an additional materials order placed for any needed paper testing materials. For paper testers, District/School Labels must be utilized and the students' information must be accurately completed on Student Test Booklet covers. See Appendix B for detailed information.

The DOE-TL layout file can be accessed at IDOE Data Reporting Help. Contact Data Reporting Support at https://help.doe.in.gov or (800) 527-4931 for assistance.

Note: The DOE-TL and the DOE-LM are separate data submissions. DOE-LM data will not populate WIDA ACCESS assessment data.

WIDA Accessibility Features and Accommodations

IDOE recognizes that the validity of assessment results depends on every student having appropriate universal tools, designated supports, and accommodations, as needed, based on the constructs being measured by the assessment. Section 4 of the *Accessibility and Accommodations Guidance* outlines the accessibility features that are allowed during the online and paper test administration of WIDA assessments for all EL students whom a need has been indicated by an educator (or team of educators), provided that all standardized testing and security requirements are met.

Accommodations on WIDA assessments are available only to ELs with disabilities and only when the student requires the accommodation(s) to participate meaningfully and

appropriately in a WIDA assessment. Accommodations must be formally documented in the student's educational record (e.g., IEP, Service Plan, CSEP, or Section 504 Plan). WIDA assessments may be administered to ELs with accommodations by classroom teachers or program area staff (e.g., EL teacher, special education teacher); however, TAs must meet all certification and training requirements and should be familiar with the student(s) they are assessing. TAs must also be made aware of and be familiar with each student's allowable accommodations.

Note: ILP accommodations are not applicable to WIDA assessments. Paper testing is not an allowable ILP accommodation.

English Learners with Disabilities

No EL student is exempt from participating in the annual English language proficiency assessment. Nearly all ELs who also have an identified disability will participate in WIDA ACCESS. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments. ELs with disabilities may receive test accommodations, per the student's IEP, Service Plan, CSEP, or Section 504 Plan.

Accommodations for ELs with Disabilities. The WIDA Consortium has shared [extensive guidance](#) regarding accommodations for WIDA ACCESS. However, to ensure compliance with Indiana policy and guidance, please refer to the list of approved accommodations in Section 4 of the *Accessibility and Accommodations Guidance*.

The following new accommodations are approved for the 2020-2021 school year for WIDA assessments. Please note that these accommodations are not indicated in a student's WIDA AMS profile and require manual entry in WIDA AMS by a District or School Test Coordinator user.

- Handwriting for WIDA ACCESS Online Writing Domain, Grades 4-12
  - Students access Writing test items via the online platform and handwrite their responses in a paper Writing Response Booklet.
  - This accommodation must be documented in the student's formal plan and a [Non-Standard Assessment Accommodation Request](#) submitted.
  - Students must be manually assigned to an Online "HW" (Handwriting) test session in WIDA AMS and an Additional Materials Order placed for Writing Response Booklets.

- Exempt from Participating in One or More Domain Tests
  - Students whose disability prevents meaningful participation in one or more domains is exempt from participating in the specific domain test(s). For example, a student who is deaf is unable to participate in Listening.

- ○ The exemption for each applicable domain (e.g., Exempt - Listening, Exempt - Writing) must be documented in the student's formal plan and a [Non-Standard Assessment Accommodation Request](#) submitted.
- ○ The impacted domain test(s) must be manually marked as "Do Not Score" with code "SPD" (Special Education) in WIDA AMS for online test administrations or on the cover of the paper test booklet for paper test administrations in order to generate an Overall Composite Score and Proficiency Level. Please note that students missing more than two test domains cannot be assigned an Overall Composite Score and Proficiency Level.
- ○ For online testing, completion of the Listening and Reading domain tests is required in order to generate tier placement for the Speaking and Writing domain tests. For online testers with an exemption for the Listening and/or Speaking domains, IDOE must end the incomplete tests in WIDA AMS prior to the student being administered the remaining two domains. This will be done based upon the Non-Standard Assessment Accommodation Request Forms received.

Paper-based Testing. For ELs who require a paper-based version of ACCESS (grades 1-12), Tier B/C is the only version allowed to formally exit a student from EL services and be reclassified as fluent when the student achieves an Overall Composite Proficiency Level of 5.0 or above.

Braille ACCESS Testing. WIDA ACCESS offers Unified English Braille (UEB) for Listening, Reading, and Writing domains. A materials order will be generated for EL students reported as needing a paper braille version of the test via the DOE-TL data submission. ELs not reported via the DOE-TL must be added to WIDA AMS manually and an additional order for materials must be placed.

New for 2020-2021, the braille paper form is now a Tier B/C level instead of Tier B. Be mindful of this change when reviewing student test scores, as this form contains some higher level proficiency items.

Alternate ACCESS. WIDA Alternate ACCESS is an English language proficiency assessment for students in grades 1-12 who are identified as ELs with significant cognitive disabilities preventing meaningful participation in WIDA ACCESS Online or Paper. Alternate ACCESS meets federal accountability requirements and provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. Additional information can be found on WIDA's [Alternate ACCESS webpage](#).

Please note the following:

- The [Alternate ACCESS Participation Criteria Decision Tree](#) can be utilized to determine which EL students should participate in this assessment.

- If the Case Conference Committee determines that the EL student will participate in I AM (Indiana Alternate Measure), then the student is required to take Alternate ACCESS.

- If the Case Conference Committee determines that an EL will participate in ILEARN (grades 3-8 or Biology ECA) or the ISTEP+ Retest, then the student is not eligible for Alternate ACCESS and must participate in ACCESS.

- Currently, there is no placement assessment for Alternate ACCESS. Newly classified LM students with significant cognitive disabilities should attempt K W-APT or WIDA Screener to inform EL identification and placement.

- Currently, there is no Alternate ACCESS assessment available for kindergarten students, so ELs in kindergarten with significant cognitive disabilities should attempt to participate in Kindergarten ACCESS.

- ELs in grades 1-2 with significant cognitive disabilities preventing meaningful participation in ACCESS should instead participate in Alternate ACCESS. This is a case conference committee decision. These students are on track to participate in the Indiana Alternate Measure (I AM) in grades 3-8 and 10.

- Alternate ACCESS aligns with the WIDA Alternate English Language Proficiency Levels—A1 (Initiating), A2 (Exploring), A3 (Engaging), P1 (Entering), P2 (Emerging), P3 (Developing). These proficiency levels are interpretations of scale scores and are unique from other WIDA ACCESS assessments.

- Currently, students cannot meet Indiana's exit criteria and exit EL services based on Alternate ACCESS results.

- Alternate ACCESS is paper-based only. A materials order will be generated for EL students reported as participating in Alternate ACCESS via the DOE-TL. ELs not reported must be added or updated in WIDA AMS manually and an Additional Materials Order must be placed.

Contact Information and Resources

WIDA Client Services Center. Contact WIDA for questions regarding WIDA user accounts, assessments, training, test administration policies and procedures, score interpretation, instructional resources, professional learning, and research.
- Website: https://wida.wisc.edu/
- Phone: (866) 276-7735
- Email: help@wida.us
- WIDA Secure Portal: https://portal.wida.us/
- Indiana WIDA Consortium Member Page: https://wida.wisc.edu/memberships/consortium/in

DRC Customer Service. Contact DRC for questions regarding WIDA AMS (User, Student, and Test Management), COS-SD, DRC INSIGHT, materials ordering and processing, reporting, and technical issues.
- Phone: (855) 787-9615
- Email: WIDA@datarecognitioncorp.com
- WIDA AMS: https://www.wida-ams.us/

IDOE Office of Student Assessment. Contact the Office of Student Assessment if you have questions about policy and guidance regarding state assessments, including WIDA English language proficiency assessments.
- Website: https://www.doe.in.gov/assessment
- Phone: (317) 232-9050 or (888) 544-7837
- Fax: (317) 233-2196
- Email: INassessments@doe.in.gov
- Indiana Assessments Policy Manual and Appendices: https://www.doe.in.gov/assessment/indiana-assessment-policies

IDOE Office of Title Grants and Support. Contact the Office of Title Grants and Support for policy, guidance, and resources regarding English Learning programming, the Migrant Education Program, global learning, and refugee students.
- Website: https://www.doe.in.gov/grants
- English Learning and Migrant Education: https://www.doe.in.gov/elme
- English Learning 101: https://www.doe.in.gov/elme/english-learning-101
- EL Guidebook and Compliance Documents: https://www.doe.in.gov/elme/english-learner-policy-and-guidance

Appendix A: WIDA District Test Coordinator Training Requirements

ACCESS for ELLs Training Course: Online Grades 1 12			
Section: Module Name	**Description**	**Required**	**Complete**
Preparing: Training Overview	Contains information about ACCESS for ELLs Online, introduces roles and responsibilities, and outlines the WIDA and WIDA AMS websites.	YES	
Preparing: Ordering Materials	Contains instructions for ordering materials in WIDA AMS.	YES	
Preparing: Accessibility Overview	Contains information about the Accessibility and Accommodations framework and guidance to make decisions about accommodations.	NO	
Preparing: Assigning Accommodations	Contains instructions to assign and edit a student's accommodations in WIDA AMS.	YES	
Preparing: Test Scheduling	Contains tips and guidance for creating a test schedule.	YES	
Preparing: Managing Test Materials	Contains instructions for inventorying and distributing test materials.	YES	
Preparing: Test Practice and Tickets	Contains instructions for printing test tickets and student rosters from WIDA AMS.	YES	
Preparing: Additional Materials Orders	Contains information for district level users regarding when and how to place Additional Materials Orders.	YES	
Testing: Administering the Test	Contains instructions for the day of administering the test.	NO	
Testing: Monitoring Test Progress	Goes through several tools in WIDA AMS that can be used to track progress during the test window.	YES	
Afterward: After Testing	Contains information about labeling student test booklets and returning test materials to DRC.	YES	
Afterward: Data Validation	Contains information about labeling student test booklets and returning test materials to DRC.	YES	
Afterward: Accessing Score Reports	Provides instructions for accessing score reports in WIDA AMS and contains an overview of the types of reports available.	YES	

Appendix B: Guidelines for Completing Student Data on Test Booklets

If a paper tester does not have a Pre-ID Label, a District/School Label must be used instead and the student's information bubbled in order for the test to be processed, scored, and/or matched to the student's record in WIDA AMS. IDOE requires the following information to be completed on the front and back covers of a student test booklet without a Pre-ID Label:

- State Student ID Number (STN)
- First Name
- Last Name
- Date of Birth
- State Name Abbreviation
- District Name
- School Name
- Date of Testing

Special handling is required for students who have an alphanumeric STN when coding the State Student ID Number on the cover of a test booklet. Students with a nine-digit numerical STN will be coded as is. For STNs that begin with a letter, a ten-digit numerical STN must be coded with the letter replaced by a two-digit number utilizing the following codes:

- A = 91
- B = 92
- C = 93
- D = 94
- E = 95
- N = 96

For example, STN C23456789 would be coded as 9323456789.