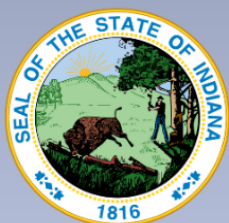


2022-2023 WIDA Assessment Guidance



**INDIANA
DEPARTMENT *of*
EDUCATION**

2022-2023 WIDA Assessment Guidance

Table of Contents

English Language Proficiency Requirements	2
Participation Requirements	3
WIDA Assessments in Grades K-12	3
WIDA ACCESS Annual Assessments Test Window	5
Indiana English Learner Entrance and Exit Criteria	6
Scheduling and Timing Guidance	8
Translation of Directions in Native Language	9
Test Results and Reporting	10
User Roles and Responsibilities	11
Training Requirements	14
Testing Modes and Technology Guidance	15
WIDA Accessibility Features and Accommodations	17
English Learners with Disabilities	18
Support and Resources	21
Appendix A: Kindergarten W-APT Guidance and Interpreting Results	22
Appendix B: Assessment Training Checklist for Test Administrators	23
Appendix C: Guidelines for Completing Student Data on Test Booklets	24
Appendix D: WIDA Office Hours for 2022-2023	25

English Language Proficiency Requirements

The Elementary and Secondary Education Act, as amended by Section 3113 of the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) to establish and implement standardized, statewide entrance and exit procedures for English learners (ELs). The standardized entrance and exit procedures are used to determine if a student is classified as 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 EEOA, all SEAs and local educational agencies (LEAs) must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet Title VI and EEOA obligations, LEAs must:

- Identify and assess all potential ELs in a timely, valid, and reliable manner;
- Provide ELs with a language assistance program, as required by the U.S. Supreme Court decision in *Lau v. Nichols*, 414 U.S. 563 (1974), that is educationally sound and proven successful, consistent with *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir. 1981);
- 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 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 in an understood language and method.

Participation Requirements

In Indiana, all traditional public schools, public charter schools, accredited non-public schools participating in the Choice Scholarship Program, and accredited non-public schools participating in Title III are required to utilize WIDA English Language Proficiency (ELP) placement and annual assessments to identify and monitor ELs.

The term “English learner” is federally defined as an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

ELs are a protected class under civil rights law. LEAs are federally required under ESSA to assess all identified ELs annually, as the assessment determines continued placement in that class. Failure to meet the 100 percent participation requirement may result in a loss of federal funding. Please note that ELP assessments must be overseen and administered by personnel who are compensated with state and local funds.

Note: LEAs must not assess any student who does not meet the eligibility criteria of a potential EL (placement assessment) or identified EL (annual assessment). This includes students who do not meet the age requirement for EL eligibility.

WIDA Assessments in Grades K-12

WIDA provides the ELP assessments administered in Indiana. ELP **placement** assessments determine initial English proficiency and inform programmatic decisions, such as initial identification of ELs and placement into an EL program. ELP **annual** assessments are used to determine identified ELs’ current level of English proficiency. The annual assessment is used for accountability purposes.

WIDA Screener Placement Assessments. WIDA Screener assessments are designed to provide an initial measure of a student's English language proficiency across the four domains of Listening, Reading, Speaking, and Writing. Results are used to determine formal identification and placement of ELs.

- [WIDA Screener for Kindergarten](#)¹ is the ELP placement assessment for kindergarten and first semester grade one students. Students in first semester kindergarten must only be administered the Listening and Speaking test domains. All four test domains are administered to students enrolling in the second semester of kindergarten and first semester of grade one. Kindergarten students assessed in the first semester are not administered the Reading and Writing domains during the second semester.
- [WIDA Screener](#) is the ELP placement assessment for grades one (second semester) through 12. WIDA Screener test forms are divided into five grade-level clusters. The appropriate grade-level cluster form to administer depends on a 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	Grade Level Cluster Form	Participating Grade (Semester)
WIDA Screener for Kindergarten	N/A	Kindergarten (1st Semester) <i>Listening and Speaking domains only</i>
		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) Grades 7 and 8 Grade 9 (1st Semester)
	Grades 9-12 Test	Grade 9 (2nd Semester) Grades 10, 11, and 12

¹ Kindergarten W-APT (K W-APT) is no longer available or supported by WIDA. K W-APT can no longer be used for EL identification and placement. See [Appendix A](#) for additional information and guidance.

WIDA ACCESS Annual Assessments. WIDA ACCESS assessments are required to be administered annually to all identified ELs in kindergarten through grade 12. Results are used to monitor an EL's progress in acquiring academic English across the four domains of Listening, Reading, Speaking, and Writing. Results also determine if a student is eligible to exit EL status and be reclassified as fluent.

- [Kindergarten ACCESS for ELLs](#) is the ELP annual 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 for ELLs](#) is the ELP annual assessment for identified ELs in grade one through grade 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 for ELLs](#) is the ELP annual assessment for ELs in grade one through grade 12 who have significant cognitive disabilities preventing meaningful participation in the standard ACCESS assessment. This large print, paper-based test aligns with the WIDA Alternate ELP Levels, which are interpretations of scale scores and unique from other WIDA ACCESS assessments, and must be administered to students individually.

Note: WIDA Screener assessments and paper-based ACCESS assessments require local scoring by the Test Administrator (TA). Schools are periodically monitored for EL compliance, which includes ensuring TAs are certified for any WIDA assessments they administer. Failure to meet certification requirements will result in corrective actions.

WIDA ACCESS Annual Assessments Test Window

WIDA ACCESS annual assessments are federally-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 2022-2023 state test window for WIDA ACCESS assessments is **Monday, January 9, to Friday, February 24, 2023**.

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 makeup testing.
- IDOE strongly discourages scheduling regular testing through the final day of the test window, as this eliminates makeup testing opportunities for absent students scheduled to test that day.
- **The WIDA ACCESS test window cannot be extended for individual corporations and schools.**

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

Indiana English Learner Entrance and Exit Criteria

Identification of English Learners. Schools are required to administer a Home Language Survey (HLS) to identify the primary 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 a potential EL. Please note that the original HLS must be placed in the student's cumulative file.

The [EL identification and placement process](#) for newly-enrolled potential ELs must be completed within 30 calendar days of the beginning of the school year or within two weeks for students who enroll later in the school year. This includes administration of the appropriate WIDA Screener assessment or acquisition of recent WIDA assessment results, if applicable. A student who meets Indiana's entrance criteria 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 annually in statewide multilingual student reporting while enrolled in an Indiana school.

If a potential EL transferred from another Indiana school or a [WIDA Consortium member state](#), the receiving school should obtain recent WIDA placement or annual ACCESS test results from the sending state/school. Scores less than one year old can be used to make EL identification and placement decisions. If scores are more than one year old, or if results cannot be obtained within the required EL identification and placement process timeline, the student must be administered the appropriate WIDA Screener assessment to inform EL identification and placement. There is one exception for utilizing results that are more than one year old. If the student previously met Indiana's exit criteria of a 5.0, then the student is classified as fluent and no further WIDA assessments are required.

The EL Guidebook, sample HLS forms, and additional resources for identification are available on IDOE's [English Learning and Migrant Education](#) 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 annual assessment within the last year are also formally identified. Please note that WIDA Consortium member states

have varying entrance and exit criteria. Recent WIDA results obtained from other states must be interpreted using Indiana's specific criteria.

WIDA Screener aligns to the WIDA English Language Development (ELD) 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 three composite scores—Oral Language, Literacy, and Overall.

- First Semester Kindergarten (Listening and Speaking domains only):
 - **Below Proficient:** Oral Language Proficiency Level of 4.5 or below.
 - **Fluent:** Oral Language Proficiency Level of 5.0 to 6.0.
- Second Semester Kindergarten through Grade 12:
 - **Below Proficient:** Overall Proficiency Level of 4.9 or below.
 - **Fluent:** Overall Proficiency Level of 5.0 to 6.0.

If a student meets Indiana's entrance criteria on a WIDA placement assessment, the student is formally classified as an EL and enters the school's EL program. Additionally:

- 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 EL 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 language proficiency via the appropriate WIDA ACCESS assessment until meeting Indiana's specific exit criteria for reclassification as fluent.

Specific Exit Criteria. Indiana's current exit criteria is an Overall Composite Proficiency Level of 5.0 to 6.0 on a WIDA ACCESS annual assessment. Students who meet Indiana's exit criteria are reclassified as fluent. These students enter a two-year, formal monitoring period, as required by ESSA. Although they may still receive EL support services, they do not participate in WIDA ACCESS testing during the monitoring period.

Please note the following:

- ELs in grades 1-12 being assessed with ACCESS Paper must achieve an Overall Composite Proficiency Level of 5.0 to 6.0 on Tier B/C of the assessment to be reclassified as fluent. Exit criteria cannot be met on Tier A.
- ELs with disabilities participating in less than four domains due to domain exempt accommodations must participate in at least two domains in order for an Overall Composite Scale Score and Proficiency Level to be calculated and to be eligible to meet exit criteria.
- 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 and Migrant Education](#) on IDOE's website.

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. However, parents/guardians do have the right to opt their student out of EL services. Refusal of EL services by a parent/guardian must be documented, signed, and retained 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 WIDA ACCESS 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 Screener Assessments. WIDA's scheduling guidance and approximate test administration times for WIDA Screener 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*. In general, WIDA Screener assessments are administered on a single day.

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 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 arrives late in the test window, makeup 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, power or internet outage).
 - As directed by an accommodation (e.g., extended time, extra breaks) in a student's formal plan.

- The Writing domain test must be completed on a single day--no exceptions. Administration of the Writing test should be scheduled to start earlier in the day. TAs must ensure that students submit the Writing test upon completion and do not exit the test while on the “blue ribbon” screen.
- 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 until the test is complete, or have the student stop testing).
 - If a student is unable to complete the online Listening or Reading domain, submit an “End Incomplete Test” request via the [WIDA ACCESS Action Request Form](#) so a tier is assigned for the Speaking and Writing domains.
 - Online tests that are still “In Progress” at the end of the test window will be ended by the system. Completed items will be scored.

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 TAM.

Translation of Directions in Native Language

Translation of directions in a student’s native language is only permissible when utilizing an approved translated script. The following translated scripts will be published by IDOE and available on IDOE’s [WIDA webpage](#) for schools to utilize, as needed:

- *WIDA ACCESS Online Test Administrator Script for Grades 1-3 - Spanish Translation for Listening, Reading, and Speaking Domains.*
 - **Note:** The secure *WIDA ACCESS Online Test Administrator Script for Grade 1* and *WIDA ACCESS Online Test Administrator Script for Grades 2-3* must be utilized for administering the Writing domain tests. Spanish translation is not available for the Writing domain, as the Test Administrator Scripts contain secure Writing test content.
- *WIDA ACCESS Online Test Administrator Script for Grades 4-12 - Spanish Translation for All Domains.*

A non-certified proctor who speaks Spanish fluently may read the scripted directions to students; however, this must only occur under the direct supervision of a certified TA. Since the Spanish translated scripts published by IDOE are not secure, a recording of the scripted directions can also be created and utilized for test administration.

Please note the following:

- 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.

- 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' ELP 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 WIDA annual assessments:

- Individual Student Reports (ISRs)
- Student Roster Reports
- Frequency Reports (District and School)

All reports provide score information for the same eight categories:

- Four domain scores:
 - Listening
 - Reading
 - Speaking
 - Writing
- Four composite scores:
 - Oral Language (50% Listening + 50% Speaking)
 - Literacy (50% Reading + 50% Writing)
 - Comprehension (70% Reading + 30% Listening)
 - Overall (15% Listening + 35% Reading + 15% Speaking + 35% Writing)

Additional information, including sample reports, is available at [ACCESS for ELLs Scores and Reports](#) and [Alternate ACCESS 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 or incomplete student data on a Writing Response Booklet or a duplicate student record in the WIDA Assessment Management System ([WIDAAMS](#)).

Pre-Reporting Data Validation occurs prior to the initial results release. During the Pre-Reporting Data Validation window, the LEA is able to make real-time data corrections in WIDAAMS for individual students. Not participating in this process may result in missing test scores or split reporting for impacted students in the initial results posted in WIDAAMS (data files and electronic reports) and printed reports. Post-Reporting Data Validation occurs after the initial results release (data files and electronic reports) in WIDAAMS. During the Post-Reporting Data Validation window, the SEA analyzes the state data file to identify data discrepancies and make data

corrections and matches, when possible. Any changes made during this process will result in the delivery of new data files and electronic reports in WIDA AMS when final results are released. No additional data corrections can be made following the Post-Reporting Data Validation window, as this would delay state reporting timelines.

Note: Common data discrepancies identified by the LEA 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 *2022-2023 Indiana Assessments Policy Manual*, available on the [IDOE Assessment website](#), on user 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) and WIDA Test Coordinator. CTCs are responsible for the overall coordination of test administration for all state assessments. LEAs 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 add current school year permissions for returning CTCs.

The CTC may designate one WIDA Test Coordinator and delineate tasks and responsibilities, as appropriate. Please note, the CTC is ultimately responsible for ensuring successful implementation of all state assessments, including WIDA, as outlined in the *2022-2023 Indiana Assessments Policy Manual* and below. If designating a WIDA Test Coordinator, the CTC must work closely with that person to ensure that all tasks are completed by the established deadlines and all testing protocols are followed. The CTC will continue to be the main point of contact for any testing issues that arise.

The WIDA Test Coordinator may be any staff member who is familiar with EL policy and wida securethe EL population (e.g., Title III or EL Director). The WIDA Test Coordinator will be assigned Account Coordinator permissions in the [WIDA Secure Portal](#) and District Coordinator permissions in WIDA AMS. The WIDA Test Coordinator will also be added to the mailing list to receive the WIDA Assessment Updates listserv from the Office of Student Assessment. The CTC will continue to receive this listserv, as well.

All CTCs must submit the [WIDA Test Coordinator Designee](#) form no later than Friday, September 30, 2022, to indicate if a WIDA Test Coordinator is being designated or not. After that date, new or replacement WIDA Test Coordinators can no longer be designated. WIDA Test Coordinators must have an adequate amount of time to become

familiar with IDOE assessment policy and the WIDA assessment program, as well as time to participate in and complete required training and workshops. If a WIDA Test Coordinator is not designated or the reported person can no longer serve in the WIDA Test Coordinator role, then the CTC assumes all responsibility for completing WIDA assessment tasks.

The CTC and/or WIDA Test Coordinator will:

- Disseminate accurate, specific, and up-to-date details regarding WIDA assessments to staff, as appropriate, throughout the school year. This includes relevant information shared in WIDA Assessment Updates listserv.
- Be the main point-of-contact with DRC, the testing vendor for WIDA AMS.
- Set up new user accounts within WIDA and WIDA AMS.
- Collaborate with the corporation/school data administrator to ensure the demographics data for all identified ELs is accurate and up to date in the student information system (SIS) prior to the established Data Exchange deadline on Tuesday, November 1, 2022. This data will populate student-level information for online testing in WIDA AMS and generate initial materials orders and student Pre-ID labels.
- Complete IDOE's WIDA ACCESS Pretest Workshop in Moodle.
- Complete the required WIDA ACCESS Online Training Course in Canvas. See the [Training Requirements](#) section for more details.
- Ensure that TAs have successfully met the training requirements to administer all applicable WIDA assessments (placement and annual) by monitoring completion in the WIDA Secure Portal.
- Review the *ACCESS and Screener Webinar Calendar*, available in 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.
- Oversee the Pre-Reporting Data Validation process.
- Access, review, and share (as appropriate) test results data in a timely manner.

Technology Coordinator. The CTC must create user accounts for Technology Coordinators in WIDA AMS. 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 available for download in WIDA AMS and via online app stores, if applicable.
- Confirm network capacity (i.e., 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.

- Attend live or review recordings of webinars for Technology Coordinators hosted by WIDA and DRC. Webinars are accessible via the WIDA Secure Portal.

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 *2022-2023 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 in Canvas. See the [Training Requirements](#) section for more details.

TAs are strongly encouraged to attend or review live or recorded webinars applicable to their role.

TAs must actively monitor test sessions. Please note the following:

- 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., cell 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 an unallowable device nearby (e.g., in a backpack, in a pocket, under the desk, on a neighboring desk) where it is still within the student's reach.
 - 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*, located in Appendix C of the *2022-2023 Indiana Assessments Policy Manual*.

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 WIDA Secure Portal and WIDA AMS 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. WIDA assessment training courses are accessible via the WIDA Secure Portal and delivered in Canvas. The delivery platform and structure of the WIDA assessment training courses were updated on Wednesday, September 1, 2021. **WIDA assessment training course certifications obtained on or after Wednesday, September 1, 2021, are valid for the 2022-2023 school year for all WIDA assessments, except Alternate ACCESS.** The *Alternate ACCESS: Administration and Scoring* training course will be updated for 2022-2023 and launch on Thursday, September 1, 2022. Alternate ACCESS TAs must recertify on or after that date. Please note that all modules within a training course must be completed in order to obtain the course certificate. This includes the Participant Agreement contained in the “Completion” module.

TAs are required to be certified for any WIDA assessments they will administer. Tests administered by personnel not meeting the certification requirements (Indiana licensing and applicable WIDA training courses) may result in test invalidations. The Assessment Training Course Checklist for TAs is available in [Appendix B](#). As a reminder, any WIDA assessment training course certifications obtained prior to Wednesday, September 1, 2021, are not valid for assessments administered in 2022-2023.

CTCs, School Test Coordinators (STCs), and WIDA Test Coordinators are required to complete the *Online ACCESS for ELLs: Administration* training course. This training course details important information pertaining to District and School Coordinator user tasks (e.g., managing materials, assigning accommodations, WIDA AMS functionality, monitoring test progress, reporting).

Additionally, it is the CTC or WIDA Test Coordinator’s responsibility to:

- Create WIDA Secure Portal user accounts for STCs and TAs;
- Assign access to the Assessment Training Package; and
- Monitor the Certification Report to ensure TAs successfully complete applicable training course(s) prior to administering the corresponding assessments.

WIDA Webinars. WIDA and DRC host a series of live webinars throughout the year. Webinar topics cover general WIDA Screener and ACCESS assessment information, as well as pre-testing, during testing, and post-testing information and procedures. Test Coordinators, Technology Coordinators, TAs, EL educators, and school leaders are

strongly encouraged to attend or review webinars applicable to their roles. Attendees have the opportunity to have their questions answered by representatives from WIDA and DRC during live webinars. Recordings are available in the WIDA Secure Portal within one week following each live webinar. Please note that webinars are not a substitute for completion of WIDA assessment training courses for TAs.

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

WIDA ACCESS Pretest Workshop. CTCs and WIDA Test Coordinators are required to participate in the Office of Student Assessment's WIDA ACCESS Pretest Workshop by Friday, December 9, 2022. Relevant information pertaining to WIDA ACCESS must be shared with CTCs, TAs, and EL staff, as appropriate. The Office of Student Assessment will monitor CTC completion of the Pretest Workshop. CTCs must ensure that WIDA Test Coordinators also complete the Pretest Workshop.

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, non-public Service Plan, CSEP, or Section 504 Plan will take all test domains on paper. In addition, schools may submit a Nonstandard Assessment Accommodation Request in the following circumstances:

- Paper testing request for ELs with limited or no formal education and/or exposure to technology (i.e., refugee students).
- 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 all other domains online.

WIDA Screener Placement Assessments. WIDA Screener for Kindergarten is an on-demand, paper-based assessment. All test materials must be downloaded and printed from the WIDA Secure Portal. Materials can be printed in color or black and white. Materials can also be purchased from the [WIDA Store](#); however, LEAs are responsible for any costs incurred. All materials, with the exception of response booklets and score sheets, are reusable.

WIDA Screener Online is primarily delivered through DRC INSIGHT. Students in grades 1-3 handwrite their responses for the Writing domain. The WIDA Screener Online training courses provide 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. All existing LEAs

received at least one WIDA Screener Paper Grades 1-12 District Kit in 2017-2018, which contained reusable materials. All kit materials except test booklets and Speaking and Listening audio are accessible via the WIDA Secure Portal. CTCs can complete the [WIDA Screener Paper Materials Request Form](#) to request WIDA Screener Paper materials. IDOE will place the order and cover the cost of approved requests. Please allow up to two weeks for requests to be processed and orders to be delivered. Additionally, corporations and schools in Indiana are able to purchase materials directly from the WIDA Store; however, IDOE is unable to reimburse those purchases.

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 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 2 details the testing mode for each assessment and domain.

Table 2: WIDA ACCESS Annual Assessment Testing Modes

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 to the online test prompts in a Writing Response Booklet. See [English Learners with Disabilities](#) for more information.

WIDA Assessment Management System. 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.
 - COS-SD is an application that allows the online testing environment to be configured and managed from a central location.
 - DRC INSIGHT is the secure browser installed on student testing devices.
- 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.
- Accessing results for WIDA Screener and ACCESS assessments.

Detailed information pertaining to the above tasks can be found in the *2022-2023 WIDA Assessment Management System (AMS) User Guide*.

WIDA ACCESS Student Pre-ID File. IDOE reports all identified ELs to DRC via the Pre-ID file. The Pre-ID file is populated through [Data Exchange](#). It is critical that student data for all identified ELs is accurate and up to date in LEA's SIS and Indiana IEP prior to the established annual Data Exchange deadline on November 1. Accommodation data for ELs with an IEP or non-public Service Plan will be extracted from Indiana IEP and incorporated into the Pre-ID file. Accommodation data for students with a CSEP or Section 504 Plan will be incorporated into the Pre-ID file through Data Exchange.

The Pre-ID file:

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

Students not reported via the Pre-ID file who are eligible to participate in WIDA ACCESS assessments (i.e., ELs who enroll or are identified after Tuesday, November 1, 2022) must be manually added to WIDA AMS. An Additional Materials Order (AMO) may also be necessary if paper testing materials are needed and overage materials are not available. For paper tests, District/School labels must be utilized and the students' information completed on test booklet covers. See [Appendix C](#) for detailed information. Contact [Data Reporting Help](#) at (800) 527-4931 for assistance.

Note: The Student Transfer Form in WIDA AMS should be utilized when an EL has completed some, but not all, ACCESS domain tests at one Indiana school, and then transfers to another Indiana district/school during the test window. ELs who transfer before starting any testing or after completing all testing can be moved to the new district/school in WIDA AMS by submitting the [WIDA ACCESS Action Request Form](#). This will prevent the occurrence of duplicate student records in WIDA AMS.

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 *2022-2023 Accessibility and Accommodations Information for Statewide Assessments* outlines the accessibility features (Administrative Considerations, Universal Tools, and

Accommodations) permissible on WIDA assessments. More details can be found in WIDA's [Accessibility and Accommodations Manual](#).

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.

English Learners with Disabilities

No EL student is exempt from participating in the annual ELP 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. An EL 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 shares [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 *2022-2023 Accessibility and Accommodations Information for Statewide Assessments*.

Additionally, the following Indiana-specific accommodations are approved for WIDA ACCESS assessments. Please note that these accommodations are not indicated in a student's WIDA AMS profile; however, they do require manual action to be taken in WIDA AMS by a District or School 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 Nonstandard Assessment Accommodation Request submitted.
 - Students must be manually assigned to an Online "HW" (Handwriting) test session in WIDA AMS.
 - An AMO must be placed for Writing Response Booklets.
- **Exempt from Participating in One or More Domain Tests**
 - A student whose disability always 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.
- A student who is nonverbal is unable to participate in Speaking.
- A student who is administered the braille format of the test is exempt from Speaking, as that domain is not available in braille.
- The following must occur in order for an Overall Composite Scale Score and Proficiency Level to be calculated:
 - The exemption for each applicable domain must be documented in the student's formal plan (e.g., Exempt - Listening, Exempt - Reading, Exempt - Speaking, Exempt - Writing).
 - The [WIDA ACCESS Domain Exemptions Form](#) must be submitted in order for the accommodation(s) to be verified.
 - 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.
 - The student must participate in at least two domains. An Overall Composite Scale Score and Proficiency Level cannot be calculated if less than two domains are completed.
- For online testing, completion of the Listening and Reading domain tests generates tier placement for the Speaking and Writing domain tests. For online testers with Listening and/or Reading domain exemptions, the SEA must end the incomplete tests in WIDA AMS prior to the student being administered the Speaking and Writing domains. This will occur based upon WIDA ACCESS Domain Exemptions Form submissions.
- Overall Composite Scale Scores and Proficiency levels for students with domain exemptions **will not** populate in DRC's reporting. Calculations will be made outside of WIDA AMS and shared with schools when final state reporting is made available in late June or early July.

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 meets Indiana exit criteria.

Braille ACCESS Testing. WIDA ACCESS offers Unified English Braille (UEB) for Listening, Reading, and Writing domains. UEB is available on tests for grades 1-5. Both UEB with Nemeth and UEB Technical are available on tests for grades 6-12. Specify UEB with Nemeth or UEB Technical, as well as contracted or uncontracted braille, when you order materials. AMOs for braille require IDOE approval.

Alternate ACCESS. Alternate ACCESS is an annual ELP assessment for ELs in grades 1-12 with significant cognitive disabilities preventing meaningful participation in WIDA ACCESS Online or Paper. It is produced in a large print, paper format. Alternate ACCESS meets federal accountability requirements and provides educators with a measure sensitive to ELP 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 ELs should participate in this assessment.
- If the Case Conference Committee (CCC) determines the EL will participate in I AM, then the student is required to take Alternate ACCESS.
- If the CCC determines the EL will participate in ILEARN or the SAT, then the student is not eligible for Alternate ACCESS and must take ACCESS.
- 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, as determined by the CCC, should instead take Alternate ACCESS. These students are on track to participate in I AM.
- Currently, there is no placement assessment for Alternate ACCESS. Potential ELs with significant cognitive disabilities should attempt WIDA Screener to inform EL identification and placement to the extent possible.
- Alternate ACCESS aligns with the WIDA Alternate ELP 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, ELs cannot meet Indiana’s exit criteria on Alternate ACCESS.

New for 2022-2023: Alternate ACCESS Field Test. The Alternate ACCESS Field Test is a standalone, paper-based field test that will be administered in early 2023. All ELs with severe cognitive disabilities in kindergarten through grade 12 will be required to participate. Please note that the field test must be administered in addition to Kindergarten ACCESS and Alternate ACCESS Grades 1-12. The Alternate ACCESS Field Test assessment window is **Tuesday, February 14, to Monday, April 17, 2023.**

The Alternate ACCESS Field Test is a key component of the [Advancing ALTELLA](#) project and will contribute to the following releases in 2023-2024:

- WIDA Alternate Screener.
- Redesigned Alternate ACCESS containing newly developed items.
- An Alternate ACCESS grade-level cluster that includes kindergarten.

Visit the [Alternate ACCESS Field Test webpage](#) for more information and updates.

Note: An updated *Alternate ACCESS: Administration and Scoring* training course launches on Thursday, September 1, 2022, and includes an Alternate ACCESS Field Test module and updated quiz questions. Therefore, any TA who will be administering Alternate ACCESS and the Alternate ACCESS Field Test must recertify for 2022-2023. Certification must be completed on or after Thursday, September 1, 2022, and prior to administering Alternate ACCESS and the Alternate ACCESS Field Test in 2023.

Support and Resources

WIDA Client Services Center. Contact WIDA Client Services Center for questions regarding WIDA user accounts, assessments, training, test administration 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 Webpage: <https://wida.wisc.edu/memberships/consortium/in>

DRC Customer Service. Contact DRC for questions regarding WIDA AMS (User, Student, and Test Management); technology support and set up (COS-SD, DRC INSIGHT); materials ordering and processing; and reporting.

- Phone: (855) 787-9615
- Email: WIDA@datarecognitioncorp.com
- WIDA AMS: <https://www.wida-ams.us>

IDOE Office of Student Assessment. The Office of Student Assessment provides policy, guidance, resources, and support for state assessments.

- Website: <https://www.in.gov/doe/students/assessment>
- Phone: (317) 232-9050
- Fax: (317) 233-2196
- Email: INassessments@doe.in.gov
- WIDA Office Hours (See [Appendix D](#))

IDOE English Learning and Migrant Education (ELME). ELME provides policy, guidance, resources, and support for English learning programming, grants, the Migrant Education Program, and refugee students.

- Website: <https://www.in.gov/doe/grants/english-learning-and-migrant-education>
- Email: englishlearners@doe.in.gov

IDOE Data Reporting Help. Data Reporting Help provides support for state reporting and Data Exchange.

- Website: <https://www.in.gov/doe/it/data-reporting-help>
- Support Ticket: <https://help.doe.in.gov>
- Phone: (317) 232-0808 or (800) 527-4931

Appendix A: Kindergarten W-APT Guidance and Interpreting Results

WIDA officially retired K W-APT on Thursday, June 30, 2022. This assessment is no longer available or supported by WIDA. Printed K W-APT materials retained by schools must not be used to assess students and should be securely destroyed.

Results from K W-APT tests administered to students in 2022-2023 and beyond are not considered a valid measure of a student's English proficiency and cannot be used for EL identification and placement. If K W-APT is administered to a student in error, the student must be reassessed with WIDA Screener for Kindergarten. Please note the following regarding students who enroll from other WIDA Consortium member states:

- Results from K W-APT tests administered on or before Thursday, June 30, 2022, can be used for EL identification and placement.
- Results from K W-APT tests administered on or after Friday, July 1, 2022, are not valid and should be disregarded. Administer WIDA Screener for Kindergarten to determine EL identification and placement.

Interpreting K W-APT Results. K W-APT is not intended to give specific diagnostic results aligned to the WIDA performance levels. This assessment does not provide an Overall Composite Proficiency Level, but instead evaluates a student's English language skills as Low, Medium, High, or Exceptional. The chart below includes Indiana's guidance for converting K W-APT raw scores to a proficiency level. 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 (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.

Kindergarten W APT Score Conversion Chart				
Kindergarten (First Semester)	Below Proficient			Fluent
Listening and Speaking Raw Score	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
Listening and Speaking Raw Score	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

Appendix B: Assessment Training Checklist for Test Administrators

Test Administrator (TA) Name: _____

Note: The certification date for each assessment (except Alternate ACCESS) must be on or after Wednesday, September 1, 2021, in order to be valid for 2022-2023 WIDA test administrations. The *Alternate ACCESS: Administration and Scoring* training course must be completed on or after Thursday, September 1, 2022.

Assessments to Administer	Associated Training Course(s)	Certification Date
<input type="checkbox"/> Screener for Kindergarten	<i>WIDA Screener for Kindergarten: Administration and Scoring</i>	
<input type="checkbox"/> Screener Online Grades 1-5	<i>WIDA Screener Online: Administration</i>	
	<i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 1-5: Scoring WIDA Screener</i>	
<input type="checkbox"/> Screener Grades Online 6-12	<i>WIDA Screener Online: Administration</i>	
	<i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 6-12: Scoring WIDA Screener</i>	
<input type="checkbox"/> Screener Paper Grades 1-5	<i>WIDA Screener Paper: Administration</i>	
	<i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 1-5: Scoring WIDA Screener</i>	
<input type="checkbox"/> Screener Grades Paper 6-12	<i>WIDA Screener Paper: Administration</i>	
	<i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 6-12: Scoring WIDA Screener</i>	
<input type="checkbox"/> Kindergarten ACCESS	<i>Kindergarten ACCESS for ELLs: Administration and Scoring</i>	
<input type="checkbox"/> ACCESS Online (Grades 1-12)	<i>Online ACCESS for ELLs: Administration</i>	
<input type="checkbox"/> ACCESS Paper (Grades 1-12)	<i>Paper ACCESS for ELLs: Administration</i>	
	<i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</i>	
<input type="checkbox"/> Alternate ACCESS (Grades 1-12) and Alternate ACCESS Field Test (Grades K-12)	<i>Alternate ACCESS for ELLs: Administration and Scoring (Updated training course launches Thursday, September 1, 2022.)</i>	

Appendix C: Guidelines for Completing Student Data on Test Booklets

For WIDA ACCESS test booklets with a Pre-ID label, only the Date of Testing must be indicated on the front cover. If information on a Pre-ID label is incorrect, update the student data in WIDA AMS and continue using the Pre-ID label. Do not write on the Pre-ID label. The Pre-ID label barcode will always be processed. Student demographic information completed on a test booklet with a Pre-ID label will not be processed.

If a test booklet does not have a Pre-ID label, a District/School label must be used instead and the student's information accurately 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 test booklet without a Pre-ID label:

- Date of Testing
- Last Name (if hyphenated, leave a blank space)
- First Name
- State Student ID Number (i.e., STN)
- Date of Birth
- Grade Level
- State Name Abbreviation
- District Name
- School Name

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. 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 **C**23456789 would be coded as **93**23456789

Note: Pre-ID labels are only available with initial materials orders. District/School labels are also included with initial materials orders. District/School labels are specific to each school within a corporation and, as such, cannot be requested via an AMO. If additional District/School labels are needed, submit the [WIDA ACCESS Action Request Form](#). IDOE will request the labels from DRC. Please allow three to five business days to receive the shipment of District/School labels from DRC. Waiting until the end of the test window to request District/School labels may result in the late return of materials.

Appendix D: WIDA Office Hours for 2022-2023

As an additional support to the field, the Office of Student Assessment will hold monthly WIDA Office Hours throughout the 2022-2023 school year. A monthly checklist with upcoming tasks and reminders will be shared in the WIDA Assessment Updates listserv the Monday prior to each monthly session. During WIDA Office Hours, IDOE staff will review the monthly checklist and answer any questions regarding WIDA assessments and upcoming tasks. Questions and additional topics for discussion can be submitted ahead of each scheduled session via [this form](#).

Wednesdays from 3 to 4 p.m. ET	General Topics
July 27, 2022 Webex Meeting Link	Wrapping up 2021-2022, beginning of the school year information and reminders, WIDA updates for 2022-2023
August 24, 2022 Webex Meeting Link	30-day EL identification and placement deadline, September 1 WIDA Secure Portal roll-over, WIDA assessment training
September 28, 2022 Webex Meeting Link	WIDA Pretest Workshop, monitoring WIDA assessment training course completion
October 26, 2022 Webex Meeting Link	Student data reminders: Data Exchange (reporting ELs) and accommodations (Indiana IEP and SIS)
November 16, 2022 Webex Meeting Link	Pre-ID file, WIDA AMS test setup availability
December 14, 2022 Webex Meeting Link	Verifying student information in WIDA AMS, test session setup, initial materials orders
January 4, 2023 Webex Meeting Link	Pre-test window Q&A, secure test materials reminders (e.g., taking inventory and tracking materials, additional materials ordering)
January 25, 2023 Webex Meeting Link	Test window check-in, Alternate ACCESS Field Test
February 22, 2023 Webex Meeting Link	End of test window reminders, returning secure materials, pre-reporting data validation, Alternate ACCESS Field Test
March 22, 2023 Webex Meeting Link	Pre-reporting data validation reminders, Alternate ACCESS Field Test check-in
April 26, 2023 Webex Meeting Link	Alternate ACCESS Field Test feedback, Initial reporting information and reminders
May 24, 2023 Webex Meeting Link	End-of-year wrap-up, lessons learned, feedback
June 28, 2023 Webex Meeting Link	Summer check-in, first look at WIDA updates for 2023-2024