INDIANA
DEPARTMENT *of*
EDUCATION

# 2025-2026

# WIDA Assessment Guidance

**Indiana Department of Education**
Office of Student Assessment

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# English Language Proficiency Requirements

The Elementary and Secondary Education Act (ESEA), 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 parents and guardians of ELs 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 use 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 three 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. ELP assessments determine students' placement in this protected class. ESEA requires the LEA to assess all identified ELs using the annual ELP assessment, including those students whose parents have declined to enroll them in, or had them removed from, language instruction educational programs. *All* ELs enrolled in schools served by the state must be assessed annually using the state's ELP assessment until reaching proficiency. (ESEA Section 1111(b)(2)(G)). State policies cannot override or diminish the LEA's obligation to assess 100 percent of identified ELs using the annual ELP assessment. ([Non-Regulatory Guidance: English Learners and Title III of ESEA, as Amended by ESSA](#); Section E-6).

Failure to meet the 100 percent participation requirement may result in a loss of federal funding. Please note that due to the supplement not supplant provision with federal funding, 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.[1]

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[1] Students aged 22 years or older on or before October 1, 2025, cannot participate in WIDA assessments.

Table 1 outlines the categories of students reporting a non-English language and appropriate participation in WIDA ELP assessments.

**Table 1:** Categories of Students Reporting a Non-English Home Language

| Category | Description | WIDA Assessment |
|---|---|---|
| Potential EL | First time Indiana enrollee with a non-English language indicated on the Home Language Survey (HLS). | Participates in Screener |
| New EL | First time Indiana enrollee who recently met entrance criteria on a WIDA Screener assessment or, if transferring from another WIDA consortium member state, was identified using recent WIDA Screener or ACCESS results. | Participates in ACCESS |
| Returning EL | Identified EL who did not meet exit criteria on the most recent WIDA ACCESS annual assessment. | Participates in ACCESS |
| Former EL | Student who was previously identified EL but met exit criteria on a WIDA ACCESS annual assessment and was reclassified as fluent. | No longer participates in ACCESS |
| Never EL | Student with a non-English language who did not meet entrance criteria on a WIDA Screener assessment; student is classified as fluent. | Never participates in ACCESS |

## 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 align to the WIDA English Language Development (ELD) Standards. They are designed to provide an initial measure of a student's ELP across the four domains of Listening, Reading, Speaking, and Writing. WIDA Screener scores are reported as language proficiency levels (PLs) for each domain, as well as four composite categories (Oral Language, Literacy, Comprehension, Overall). Language domain PLs report to a "whole" number (e.g., 4.0, 5.0), while composite PLs report to a "half" or "whole" PL (e.g., 3.5. 4.0, 4.5).

- **WIDA Screener for Kindergarten** is the ELP placement assessment for kindergarten and first semester grade one students. Students in their first semester of kindergarten must only be administered the Listening and Speaking test domains. Kindergarten students assessed in the first semester are not administered the Reading and Writing test domains during the second semester.
- **WIDA Screener** is the ELP placement assessment for grades one (second semester) through 12. Test forms are divided into five grade clusters (1, 2-3, 4-5, 6-8, and 9-12). The appropriate grade-level cluster form to administer depends on a student's grade level and the time of year. Students in the first semester of

the beginning grade level of a cluster are administered the previous grade-level cluster form.

- **WIDA Alternate Screener** is the ELP placement assessment for potential ELs with the most significant cognitive disabilities. Test forms are divided into three grade clusters (K-2, 3-5, and 6-12). *Only students with a formal special education plan who meet or are expected to meet Indiana's Alternate Assessment criteria can participate in WIDA Alternate Screener.* Otherwise, the standard WIDA Screener assessment must be administered to the extent possible to inform EL identification and placement decisions. Appendix A provides detailed guidance regarding WIDA Alternate Screener participation, entrance criteria, and reporting.

See Table 2 for 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).

**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 proficiency in 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.

- **WIDA ACCESS for Kindergarten** 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.
- **WIDA ACCESS** (Online or Paper) is the ELP annual assessment for identified ELs in grade 1 through grade 12. Test forms are divided into five grade clusters (1, 2-3, 4-5, 6-8, and 9-12). The online test is semi-adaptive, meaning students will progress through the test based on their performance on previous items and/or domains.
- **WIDA Alternate Access** is the ELP annual assessment for ELs in kindergarten through grade 12 with significant cognitive disabilities preventing meaningful participation in the standard WIDA ACCESS assessment. Test forms are divided into four grade clusters (K-2, 3-5, 6-8, and 9-12). This large print, paper-based test must be administered to students individually.

**Note:** WIDA Screener assessments and paper-based WIDA ACCESS assessments require local scoring by the test administrator (TA). Schools are periodically monitored for compliance, which includes ensuring TAs are certified for any WIDA assessments they administer. Failure to meet certification requirements will result in corrective actions. See Training Requirements and Appendix A for additional information.

## WIDA ACCESS Annual Assessments Testing Window

WIDA ACCESS annual assessments are federally-mandated tests that can only be administered on the dates Indiana has selected as its testing window. All enrolled ELs

are required to be assessed during the testing window. The 2025-2026 state testing window is **Monday, January 12, to Friday, February 27, 2026**.

Indiana's testing window is seven weeks long to ensure that schools have adequate time to administer WIDA ACCESS assessments to all identified ELs, as federally required. Schools should schedule testing to begin earlier in the testing window. Please note the following when planning test schedules:

- Schools with identified ELs are expected to begin testing within the first three weeks of the testing window. Beginning the fourth week of the testing window, weekly targeted emails will be sent to Corporation Test Coordinators (CTCs) of corporations and non-public schools that have not started any online testing.
- Schools should consider circumstances that may interfere with scheduled testing including, but not limited to, weather delays/closings and student absences due to common winter illnesses. Scheduling testing to start earlier in the testing window ensures ample time to complete makeup testing.
- Students with chronic absences should be prioritized for testing on days when they are present during the testing window.
- Schools should avoid scheduling regular testing through the final day of the testing window, as this eliminates makeup testing opportunities for absent students scheduled to test that day. Ideally, the final week of the testing window should be reserved for makeup testing.
- **The WIDA ACCESS testing window cannot be extended for individual corporations and schools.**

Potential ELs who enroll during the testing window must first be formally identified as an EL to participate in WIDA ACCESS assessments. Per ESSA, LEAs must identify ELs within 30 calendar days of enrollment.

- Newly identified ELs who enrolled within the first two weeks of the testing window (i.e., on or before Friday, January 23, 2026) are also required to participate in WIDA ACCESS.
- For newly identified ELs who enrolled within the last five weeks of the testing window (i.e., on or after Monday, January 26, 2026), IDOE recommends, but does not require, participation in WIDA ACCESS, if time permits.
- WIDA Screener data must be used to inform EL placement and services until WIDA ACCESS results are available.

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

## Indiana EL Entrance and Exit Criteria

**Identification of ELs.** Schools are required to administer an 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). If a language other than English is indicated for any of the three HLS questions, the student is a potential EL. The HLS should only be administered one time, upon initial enrollment in Indiana. The original HLS is a legally binding document and must be included in the student's cumulative file. For students previously enrolled in Indiana or transferring from another Indiana school, the receiving school must obtain the original HLS. Schools are responsible for ensuring that parents/guardians understand the HLS and its implications prior to completion. See the IDOE HLS FAQ for more information.

The EL identification and placement process for potential ELs must be completed within 30 calendar days of enrollment in Indiana. 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 included in state reporting via the annual Multilingual Learner Report (DEX-LM) if in an Indiana school on October 1.

For eligible students who transfer from another Indiana school, the receiving school must obtain prior WIDA assessment results from the sending school, EdData (WIDA ACCESS Enrollment Report or Student Data Backpack), and/or IDOE Special Programs. Assessment results from the current or previous school year can be used to inform EL placement and services. If the student was not assessed in the current or previous school year and has not previously scored as "Fluent" on a WIDA assessment, then the appropriate WIDA Screener assessment should be administered.

The Annual Parent Notification Letter must be disseminated within the first 30 calendar days for all identified ELs (new and returning) who enrolled at the beginning of the school year. This letter must be disseminated within two weeks (14 calendar days) of the identification date for new ELs who enrolled later in the school year.

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.** A student who scores "Below Proficient" on a WIDA Screener assessment *meets* entrance criteria and is formally identified as an EL. A student who scores "Fluent" *does not meet* entrance criteria. Specific PL ranges are indicated in Table 2.

Table 2 also denotes the appropriate WIDA Screener assessment and grade-level cluster test form to administer to a potential EL. Participation is based on grade level and time of year–Semester 1 (S1) or Semester 2 (S2). See Table 10 in Appendix A for WIDA Alternate Screener participation guidance and entrance criteria.

**Table 2:** WIDA Screener Participation and Specific Entrance Criteria for Indiana

| WIDA Screener for Kindergarten and Screener (Online or Paper) Grades 1-12 | | | |
|---|---|---|---|
| **Grade Levels** | **Placement Assessment** | **Below Proficient (Meets)** | **Fluent (Does Not Meet)** |
| Kindergarten (S1) | WIDA Screener for Kindergarten (Listening and Speaking domains) | Oral Language Composite PL: 1.0 to 4.5 | Oral Language Composite PL: 5.0 to 6.0 |
| Kindergarten (S2) and Grade 1 (S1) | WIDA Screener for Kindergarten (all domains) | Overall Composite PL: 1.0 to 4.5 | Overall Composite PL: 5.0 to 6.0 |
| Grade 1 (S2) Grade 2 (S1) | WIDA Screener Grade 1 Test | Overall Composite PL: 1.0 to 4.5 | Overall Composite PL: 5.0 to 6.0 |
| Grade 2 (S2) to Grade 4 (S1) | WIDA Screener Grades 2-3 Test | Overall Composite PL: 1.0 to 4.5 | Overall Composite PL: 5.0 to 6.0 |
| Grade 4 (S2) to Grade 6 (S1) | WIDA Screener Grades 4-5 Test | Overall Composite PL: 1.0 to 4.5 | Overall Composite PL: 5.0 to 6.0 |
| Grade 6 (S2) to Grade 9 (S1) | WIDA Screener Grades 6-8 Test | Overall Composite PL: 1.0 to 4.5 | Overall Composite PL: 5.0 to 6.0 |
| Grade 9 (S2) to Grade 12 | WIDA Screener Grades 9-12 Test | Overall Composite PL: 1.0 to 4.5 | Overall Composite PL: 5.0 to 6.0 |

For eligible students enrolling from another [WIDA Consortium member state](#), recent WIDA Screener or WIDA ACCESS results (i.e., assessed during the current or previous school year) should be used to determine EL identification and placement, when available. Please note that states have varying entrance and exit criteria. WIDA results obtained from other states must be interpreted using Indiana's specific entrance and exit criteria. Students who scored an Overall PL of 5.0 to 6.0 on a WIDA assessment in any previous school year do not meet Indiana's entrance criteria and are classified as "Fluent." If recent WIDA assessment results are not available or cannot be obtained within the EL identification and placement timeline, then the appropriate WIDA Screener assessment must be administered.

If a student meets Indiana's entrance criteria, 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/guardians must be notified of EL program placement via the Annual Parent Notification Letter within 30 calendar days of the beginning of the school year or within two weeks of the identification date 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.** Students who meet Indiana's exit criteria are reclassified as fluent and enter a two-year monitoring period, as required by ESSA. Although they may still receive EL support and services, they do not participate in WIDA ACCESS testing during the monitoring period. Table 3 provides an overview of Indiana's exit criteria. See the *Exit Criteria for English Learners Guidance: 2025-2026* for detailed information.

**Table 3:** Overview of Indiana's EL Exit Criteria

| Assessment | Overall PL | Exit Criteria Details |
|---|---|---|
| ACCESS for Kindergarten | 5.0 or higher | Student automatically exits EL status. |
| ACCESS Grades 1-12 | 5.0 or higher | Student automatically exits EL status. |
| ACCESS Grades 3-12 | 4.3 to 4.9 (Tier B/C) | Student is eligible for an additional evidence review. |
| Alternate ACCESS | ALT PL 4 or 5 | Student is eligible for an additional evidence review. |

Please note the following additional information pertaining to Indiana's exit criteria:

- ELs participating in ACCESS Online or Paper Grades 1-12 must meet exit criteria on Tier B/C of the assessment to be reclassified as fluent. Exit criteria cannot be met on ACCESS Paper Tier A, ACCESS Online Speaking Tier A, or ACCESS Online Writing Tier A. This also means that a student who scores an Overall PL of 4.3 to 4.9 is not eligible for an additional evidence review if administered a Tier A assessment. *An Overall PL of 5.0 scored on a Tier A assessment indicates that the student was administered Tier A in error.*
- ELs with disabilities with exempt domain accommodations must participate in two or three test domains to receive an imputed overall composite scale score and PL and be eligible to meet exit criteria.

More information regarding the EL identification, provision of services, and exiting and monitoring is available on IDOE's English Learning and Migrant Education webpage.

## Non-Participation of ELs in WIDA ACCESS Testing

LEAs are federally required to assess all identified ELs; however, certain circumstances may prevent a school from obtaining 100 percent participation. Some examples include, but are not limited, to the following:

- A student is out of the state or country for the duration of the testing window.
- A student is hospitalized or otherwise incapacitated due to an illness or other health condition.
- A student refuses to participate in all four test domains (multiple documented attempts to engage a student in testing are required).
- A student has exempt accommodations for all four test domains. See WIDA Accessibility Features and Accommodations for more information regarding domain exemptions.

Section 8, Part H of the 2025-2026 Indiana Assessments Policy Manual provides guidance on testing students at alternate sites. This may be appropriate for some students who are suspended from school, hospitalized, in an alternative program or residential treatment facility, incarcerated, or homebound. Please note that a student who attends school virtually cannot be considered "absent" if the student is present for remote instruction during the testing window.

**Documentation of Not Tested ELs.** ELs who do not complete any WIDA ACCESS testing will negatively impact a school's participation rate. In the event of an EL audit, EL monitoring, or a civil rights complaint, it is important that LEAs maintain local documentation for any EL who does not participate. Local documentation may include:

- All attempts to schedule and administer the assessment throughout the seven-week testing window.
- A log or copies of communications with the parents/guardians or adult students.
- Attendance records.
- Written statement(s) from the student's physician or medical provider.
- An explanation of why the student did not participate.

The appropriate Do Not Score code should be indicated in the WIDA Assessment Management System (WIDA AMS) or on the back cover of the paper testing booklet for any domains that are not completed. See Test Results and Reporting for more information regarding Do Not Score codes.

**Reporting Non-Participants.** Documentation of not tested ELs should be retained locally and not submitted to IDOE unless requested. ELs who do not participate in any WIDA ACCESS testing, as well as those who do not receive an Overall PL, cannot exit EL status. See the *Reporting Guide: Multilingual Learners* in the IDOE Knowledge Hub for information on reporting ELs who do not have an Overall PL. Contact englishlearners@doe.in.gov if additional DEX-LM reporting guidance is needed.

**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 back into services at any time. While parents/guardians may decline EL services, the EL must still be assessed annually with the appropriate WIDA ACCESS assessment until meeting Indiana's exit criteria.[2] 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.

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[2] ESEA requires the LEA to assess all identified ELs using the annual ELP assessment, including those students whose parents have declined to enroll them in, or had them removed from, language instruction educational programs. All ELs enrolled in schools served by the state must be assessed annually using the state's ELP assessment. (ESEA Section 1111(b)(2)(G)).

## 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, as directed in the *Test Administration Manuals*. In general, WIDA Screener is administered on a single day.

**WIDA ACCESS Grades 1-12 (Online and Paper).** WIDA 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 WIDA ACCESS Grades 1-12 assessments:

- IDOE recommends administering one domain test per day to students. It is not best practice to administer all four domain tests to a student in a single day; this should be avoided.
    - A maximum of two test domains per day should be administered to students, with exceptions (e.g., assessing a newly-identified EL, limited in-person availability due to absenteeism or virtual learning, makeup testing late in the testing window). If administering multiple domain tests on a single day, ensure adequate breaks are provided between each test.
    - Consider students' grade level when determining the test schedule. For example, a first grade student may experience test fatigue more quickly than a tenth grade student. Likewise, students in higher grade clusters and tiers may take more time to complete the test.
- In general, each domain test should be administered in one sitting and not be separated across multiple days or times during a single day.
    - The Listening, Reading, and Speaking domain tests can be resumed on another day if more time is needed or an interruption to testing occurred. Permission from IDOE is not required to resume these domain tests. For ACCESS Paper administrations, the TA must not allow students to revisit or revise Reading items and responses completed on a previous day.
    - The Writing domain test must be completed on a single day, with no exceptions. Schedule Writing test sessions to begin earlier in the day. TAs must ensure that students submit the online Writing test upon completion and do not exit the test prematurely on the "gold ribbon" screen. The [WIDA ACCESS Action Request Form](#) can be submitted for "End Incomplete Test" to have an "In Progress" Writing test submitted.
- 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., provide 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.
   ○ "In Progress" online tests will be scored when the testing window closes.

● Listening and Reading domain tests must be administered **before** Speaking and Writing domain tests. Listening and Reading performance determines tier placement for Speaking and Writing. For ACCESS Online, tier placement must be viewed in the WIDA AMS under *Test Management* upon completion of Listening and Reading and prior to proceeding to Speaking and Writing.

   ○ **Speaking:** Students placed in Pre-Tier A should be administered the Speaking test in an individual test setting. Pre-Tier A is a shorter test administration, and the student may need additional support.
   ○ **Writing:** Determine which Writing test booklet (Tier A or Tier B/C) to administer to students in grades 1-3, as well as for any students in grades 4-12 with the Handwriting accommodation. *Paper-based Writing tests administered before tier placement has been assigned and confirmed will be invalidated as a test administration error. A [Testing Irregularity Report](#) must be submitted. A Corrective Action Plan may also be required.*

**WIDA ACCESS for Kindergarten and WIDA Alternate ACCESS.** WIDA's scheduling guidance and approximate test administration times for ACCESS for Kindergarten 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 using an approved translated script. WIDA provides two translated ACCESS Online Test Administrator Scripts in the 16 most common languages reported across the Consortium. These scripts can be downloaded in the [WIDA Secure Portal](#).

● ACCESS Online Grade 1 and Grades 2-3 - Listening, Reading, and Speaking
● ACCESS Online Grades 4-12 - Listening, Reading, Speaking, and Writing

Please note the following:

● A non-certified proctor who is fluent in the scripted language may read the directions to students if done so under the direct supervision of a certified TA. Since translated scripts do not include any secure test content, a recording of the scripted directions can also be created and used for test administration.
● Per WIDA policy and Indiana assessment policy, test item prompts 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 the [Test Practice Site](#) to ensure that students understand the mechanics of taking the test and become familiar with the test platform and different item types presented.

New for 2025-2026: Videos for Grades 1-3 and Grades 4-12 are available to deliver the ACCESS Online Test Administrator Script in American Sign Language (ASL). Videos are located in the WIDA Secure Portal. Videos can be used to deliver the Interpreter Signs Directions in ASL (SD) accommodation for ACCESS Online. Use of these videos requires a separate device. After providing directions to a student via the ASL video, the second device must be removed out of the student's vicinity.

## Test Results and Reporting

In addition to determining an EL's level of English proficiency, WIDA ACCESS scores should be used to inform programmatic placement decisions, guide classroom instruction, and monitor the EL's progress annually.

**Types of Reports.** [Table 4](#) details the types of reports available for WIDA ACCESS assessments. Electronic data files and reports can be accessed in WIDA AMS Reporting Services. Initial reports are also printed and shipped to districts in mid-May.

**Table 4:** WIDA ACCESS Data Files and Reports

| Report Type/Name | Level | Description | File Type | Reporting Services |
|---|---|---|---|---|
| District Student Response File (DSR) | District | The DSR is a data file that contains demographic and comprehensive results information for students who tested within the district. | CSV | Published Reports |
| Frequency Reports | District, School | District Frequency Reports and School Frequency Reports provide an overview of a large group's performance. These reports show the number and percentage of tested students who scored at each PL by grade level. | PDF | Published Reports |
| Student Roster Reports (SRR) | School | The SRR contains information about a group of students within a single school and grade level. It provides a concise overview of the results for a group of students. | PDF | Published Reports |
| Individual Student Reports (ISR) - English | School | The ISR provides domain and composite scale scores and PLs for a specific student and brief descriptions of each PL. ISRs should be shared with parents/guardians. | PDF | Published Reports |
| ISR - Spanish | School | ISRs are also generated in Spanish for all students in Published Reports. | PDF | Published Reports |
| ISR - Translated | School | ISRs are available in 49 languages. ACCESS Translated ISRs can be downloaded for a single student or for multiple students. | PDF | Batch Download |

All reports provide score information for the same eight categories:

- Four domain scores: Listening, Reading, Speaking, and 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, interpretive guides, and scoring rubrics, is available at ACCESS for ELLs Scores and Reports and Alternate ACCESS Scores and Reports.

**Note:** Raw scores are converted to scale scores. Scale scores are converted to PLs. Weighting of scale scores is used when calculating composite scores, and then the composite scale score is converted to a composite PL. Scale score to PL conversion is dependent upon the student's grade level, per the ACCESS Scale Score to Proficiency Level Lookup Tables. For example, an overall composite scale score of 344 converts to PL 5.0 for a grade 1 student and PL 3.0 for a grade 9 student on WIDA ACCESS.

**Do Not Score Codes.** Do Not Score codes are used in specific circumstances to suppress scores from reporting for a domain. Table 5 details each code.

**Table 5:** Do Not Score Codes and Circumstances

| Code | Do Not Score Circumstance |
|---|---|
| ABS | The student was absent and did not take a particular domain test. As the testing window is seven weeks long, this code should only be used in rare circumstances (e.g., long-term illness or hospitalization, student is out of the country). |
| INV | A particular domain test was invalid according to state or district policy. A Testing Irregularity Report must be submitted for documentation of invalidated test domains. |
| DEC | The student declined (refused) to take or complete a particular domain test. Students cannot opt out of testing. This code may only be used after at least three unsuccessful attempts have been made to engage the student in the assessment. Attempts should be documented locally. |
| SPD | The student's disability always prevents meaningful participation in a specific domain test. This code can only be used for students who have approved domain exempt accommodations documented in their formal plan. |

It is important to note the following with regards to Do Not Score codes:

- Do Not Score codes are indicated in WIDA AMS Test Management for online test registrations and on the back cover of the test booklet for paper tests.
- Tests marked with Do Not Score codes will appear in reporting. Impacted domain and associated composite scores will report as NA.
- During the open testing window, Do Not Score codes must not be applied to tests administered in error. Instead, an online test administered in error must be regenerated and a Do Not Process label must be affixed to any paper tests

administered in error. Submission of a [Testing Irregularity Report](#) is required for tests administered in error.

- Do Not Score codes can be added or removed by LEAs during data validation windows. Tests administered in error that are identified after the testing window closes must be invalidated. Submission of the [WIDA ACCESS Action Request Form](#) is necessary for Do Not Score codes to be added or removed by IDOE during post-reporting data validation.

**Communication of Student Results.** Student results (i.e., ISRs) should be shared with parents/guardians in a timely manner. Additionally, it is the LEA's responsibility to ensure that results are communicated in a manner that can be understood by the student's parent or guardian. If the parent or guardian is not fluent in English, the appropriate translated report must be provided. If an oral translation of results is needed, the LEA must provide a human translator or a digital copy of the translated report and ensure the recipient has access to a screen reader tool.

**Rescore Requests.** Indiana does not have a rescore process for WIDA ACCESS assessments and is unable to approve requests for rescores. ACCESS Online Speaking and Writing responses and ACCESS Paper Writing responses are handscored by raters using the [WIDA Language Charts](#) (formerly Speaking and Writing Interpretive Rubrics) and Scoring Scales. Data Recognition Corporation (DRC) provides raters with training that ensures reliable scoring of Speaking and Writing responses. DRC also monitors rater reliability and implements other quality control measures, including an automated second read (scoring) for 20% of Speaking and Writing responses. Inter-rater reliability data indicates that scoring is consistent and reliable.

**Note:** Score codes (raw scores/task scores) and nonscorable codes (e.g., B = Blank, I = Insufficient/Incomprehensible, T = Off-topic) attached to a student's assessment tasks can be viewed in the DSR data file to provide insight on a student's performance on each domain test. If a student scores lower than expected on a specific domain or is missing a domain score, review the scoring information in the DSR file to determine if the student received low scores or nonscorable codes on any domain tasks. ACCESS and Alternate ACCESS DSR layout files can be downloaded in WIDA AMS.

**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 coding incorrect or incomplete student data on a Writing Response Booklet, a duplicate student record in WIDA AMS, or a Do Not Score code marked in error.

- **Pre-reporting data validation** occurs prior to the initial results release. During the pre-reporting data validation window, LEAs can make real-time data corrections in WIDA AMS for individual students. *Not participating in this process*

*may result in missing test scores or split reporting for impacted students in initial results (electronic and printed reports).* This is also the last opportunity to request student transfers for reporting via the [WIDA ACCESS Action Request Form](#).

- **Post-reporting data validation** occurs after the initial results release. During the post-reporting data validation window, the SEA analyzes the state data files to identify remaining data discrepancies and make corrections and matches, when possible. Common data discrepancies, such as a single missing or incorrect data field (e.g., misspelled name, incorrect/missing date of birth, incorrect student testing number [STN]) will be identified and corrected through the post-reporting data validation process. In most cases, corrections to student demographic data will resolve instances of split reporting. 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 in June. No additional data corrections can be made following the post-reporting data validation window, as this would delay state reporting timelines.

However, LEAs are able to report data discrepancies identified in initial reporting via the [WIDA ACCESS Action Request Form](#) during post-reporting data validation. While submission of this form is not required for common data discrepancies, it is necessary for more unique situations, such as the addition or removal of a Do Not Score code.

Review the [*WIDA AMS User Guide Supplement: Data Validation*](#) for detailed information and instructions for completing pre-reporting data validation.

## User Roles and Responsibilities

Section 4 of the [*2025-2026 Indiana Assessments Policy Manual*](#) provides detailed information 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 (WTC).** 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 DRC annually in early September to generate new CTC accounts and add current school year permissions for returning CTCs. Mid-year CTC changes must promptly be reported to IDOE's [Office of Student Assessment](#) so access to assessment systems and required training can be granted.

CTCs may designate one WTC and delineate WIDA assessment tasks and responsibilities, as appropriate. The WTC can be any staff member who is familiar with EL policy and the EL population (e.g., EL director). The WTC will be added to the WIDA Assessment Updates listserv distribution list. The CTC will receive WIDA assessment updates via the weekly Indiana Assessment Updates listserv. Upon designating a WTC,

2025-2026 WIDA Assessment Guidance

the CTC is responsible for ensuring that the WTC has district-level access and permissions in WIDS AMS and the WIDA Secure Portal. The CTC must also remove access and permissions from the former WTC, as applicable.

Please note, the CTC is ultimately responsible for ensuring successful implementation of all state assessments, including WIDA, as outlined in the *2025-2026 Indiana Assessments Policy Manual* and below. If designating a WTC, 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.

All CTCs must submit the [WIDA Test Coordinator Designee Form](#) annually by September 30 to indicate if a WTC is being designated for the school year. After that date, a new or replacement WTC cannot be designated. WTCs must have an adequate amount of time to become familiar with IDOE assessment policy and the WIDA assessment program, as well as time to complete required training. If a WTC is not designated or the reported person can no longer serve in this role, then the CTC assumes all responsibility for completing WIDA assessment tasks.

The CTC and/or WTC 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 listservs.
- Facilitate the completion of tasks detailed on WIDA Monthly Checklists.
- Be the main point-of-contact with DRC, the testing vendor for WIDA AMS.
- Set up new user accounts within the WIDA Secure Portal and WIDA AMS.
- Collaborate with the data administrator to ensure the demographics data for all identified ELs is current and accurate in the student information system (SIS) by Friday, October 31. Pre-ID data populates students and test registrations in WIDA AMS and generates initial materials orders and Pre-ID labels.
- Complete IDOE's WIDA ACCESS Pretest Workshop in Moodle.
- Complete the required *Online ACCESS: Administration* training course.
- Ensure that TAs have successfully met the [training requirements](#) to administer all applicable WIDA assessments (Screener and ACCESS) by monitoring completion via the Certification Report in the WIDA Secure Portal.
- Review the schedule of webinars, available in the WIDA Secure Portal, and plan to participate in the applicable live or recorded webinars.
- Oversee the administration of WIDA assessments.
- Ensure that only identified ELs participate in WIDA ACCESS 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 user 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 webinars or review recordings for Technology Coordinators hosted by WIDA and DRC. Webinars are accessible via the WIDA Secure Portal.

**Test Administrator.** 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 *2025-2026 Indiana Assessments Policy Manual*.[3] Non-certified personnel may only serve as proctors. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a certified 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 in the testing room.
- 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 directly

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[3] The following instructional licenses are allowable for TAs: Professional Educator License, Emergency Permit, Workplace Specialist License, Career Specialist Permit, Transition to Teaching (T2T) Permit, Charter School License, American Board for Certification of Teacher Excellence (ABCTE) Permit, and Alternative Special Education License.

monitored by the TA (i.e., a certified TA must be present within the same room as the student; periodically monitoring through a window is not sufficient).

- The TA must provide and maintain an appropriate testing environment free of distractions. This includes limiting disruptions, such as talking and other preventable noise.
- The TA must ensure that students do not have access to unallowable resources during testing. This includes print resources and scratch paper for Speaking.
- The TA must ensure that students do not have access to unallowable electronic devices during testing. This includes smart phones, smart watches, a second computer device (e.g., tablet, laptop, Chromebook), and wireless headphones. 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 *2025-2026 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. IDOE can only create accounts for the person designated as CTC in DOE Online. It is then the CTC's responsibility to create user accounts and assign permissions for other 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. Training courses consist of multiple modules and a quiz. Users must score 80% or higher to obtain course certification.

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 training courses) may result in test invalidations. The Assessment Training Course Checklist for TAs is available in Appendix B.

CTCs, School Test Coordinators (STCs), and WTCs are required to complete the *Online ACCESS: 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 WTC'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.

In general, training course certifications obtained within two years (24 months) of the test administration date are valid. An exception to this occurs when significant changes to a training course are made. The training courses listed in Table 6 are new or revised for 2025-2026 and require first time certification or recertification to administer and score specific tests. Certifications for these training courses must be on or after the date the training course becomes available. Certifications for all other training courses must be dated within 24 months of the test administration date to be valid.

**Table 6:** New and Revised WIDA Assessment Training Courses for 2025-2026

| Training Course | Date Available | Certification Notes |
|---|---|---|
| *WIDA Alternate Screener: Administration and Scoring* | July 1, 2025 | Certification required for TAs administering WIDA Alternate Screener |
| *Speaking for Grades 1-5: Scoring Screener and ACCESS Braille* | July 1, 2025 | Certification required for TAs administering ACCESS Braille Speaking in grades 1-5[4] |
| *Speaking for Grades 6-12: Scoring Screener and ACCESS Braille* | July 1, 2025 | Certification required for TAs administering ACCESS Braille Speaking in grades 6-12[4] |
| *Speaking for Grades 1-5: Scoring ACCESS Paper* | September 2, 2025 | Certification required for TAs administering ACCESS Paper in grades 1-5 |
| *Speaking for Grades 6-12: Scoring ACCESS Paper* | September 2, 2025 | Certification required for TAs administering ACCESS Paper in grades 6-12 |
| *WIDA ACCESS for Kindergarten: Administration and Scoring* | September 29, 2025 | Certification required for all TAs administering ACCESS for Kindergarten |

**WIDA Webinars.** WIDA and DRC host a series of live webinars throughout the year. Webinar topics cover general WIDA Screener and WIDA 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

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[4] The original *Speaking for Grades 1-5: Scoring ACCESS Paper* and WIDA Screener and *Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener* training courses are no longer available. Training course certifications are no longer valid for scoring ACCESS Paper Speaking tests. However, they remain valid for scoring WIDA Screener Speaking tests in 2025-2026 if certification is dated within 24 months of test administration and scoring.

roles. Attendees have the opportunity to have 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.** IDOE 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.** The 2025-2026 WIDA ACCESS Pretest Workshop will be available in Moodle by Monday, November 10. CTCs and WTCs are required to complete the Pretest Workshop by Friday, December 12. Relevant information pertaining to WIDA ACCESS assessments must be shared with STCs, TAs, and EL staff, as appropriate. The Office of Student Assessment will monitor CTC completion of the Pretest Workshop. CTCs must ensure that WTCs also complete the Pretest Workshop by Friday, December 12. Other staff members can access the Pretest Workshop in Moodle using the Access Code: **WIDA2026PTW**.

**WIDA Accommodations Overview Training.** The WIDA Accommodations Overview Training video will be available by Monday, November 10. TAs who will administer WIDA ACCESS assessments to ELs with accommodations must view this training video prior to test administration. CTCs, WTCs, or STCs are responsible for monitoring and documenting completion by TAs, as applicable.

## Testing Modes and Technology Guidance

All students are expected to test online, as appropriate and available. Some WIDA assessments and grade-level Writing domains are paper-based. ELs with paper testing accommodations documented in an Individualized Education Program (IEP), Non-Public Service Plan (SP), Choice Special Education Program (CSEP), or Section 504 Plan will take all test domains on paper. A [Nonstandard Assessment Accommodation Request](#) for paper testing can be made in certain circumstances. See [Table 4](#) for more information.

**WIDA Screener Assessments.** WIDA Screener for Kindergarten and WIDA Alternate Screener are on-demand, paper-based assessments. All test materials can 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, except 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 corresponding 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 are available from the WIDA Store. All existing LEAs received at least one WIDA Screener Paper Grades 1-12 District Kit in 2017-2018, which included reusable secure test materials. All kit materials except secure test booklets and Speaking and Listening audio are available for download via the WIDA Secure Portal. LEAs can purchase materials directly from the WIDA Store, if needed.

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

**WIDA ACCESS Assessments.** Table 7 details the testing mode for each annual assessment and test domain. ACCESS for Kindergarten and Alternate ACCESS are fully paper-based assessments and must be administered individually to ELs. ACCESS Online (Grades 1-12) is primarily delivered 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. Tier placement is available in WIDA AMS Test Management upon completion of the online Listening and Reading tests.

ACCESS Paper (Grades 1-12) is fully paper-based and available only as an accommodation. Accommodated test forms for students with large print and braille accommodations are also fully paper-based. See WIDA Accessibility Features and Accommodations for more information.

**Table 7:** WIDA ACCESS Testing Modes

| ACCESS Test Domain | ACCESS for Kindergarten | ACCESS Online Grades 1-3 | ACCESS Online Grades 4-12 | ACCESS Paper Grades 1-12 | Alternate ACCESS Grades K-12 |
|---|---|---|---|---|---|
| **Listening** | Paper | Online | Online | Paper | Paper |
| **Reading** | Paper | Online | Online | Paper | Paper |
| **Speaking** | Paper | Online | Online | Paper | Paper |
| **Writing** | Paper | Paper | Online[5] | Paper | Paper |

Review Appendix C for guidance regarding the handling of secure test materials. Table 12 in Appendix C contains a checklist of WIDA ACCESS materials and indicates materials to return to DRC and materials to destroy or discard locally.

**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. DRC Customer Service is the first point of contact for questions regarding online test setup, data and reporting, ordering materials, and technical issues.

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[5] ACCESS 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.

WIDA AMS is used 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 (i.e., device or server).
  - DRC INSIGHT is the secure browser installed on student testing devices.
- Student management, including assigning online test accommodations.
- Online test management.
- Monitoring test status and completion.
- Materials orders for WIDA ACCESS annual assessments.
- Scoring WIDA Screener Speaking and Writing tests.
- Accessing results for WIDA Screener and WIDA ACCESS assessments.

Detailed information pertaining to the above tasks can be found in the *2025-2026 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. All identified ELs and associated student demographic information are extracted via Data Exchange annually on or after November 1 to populate the Pre-ID file. It is critical that student data for all identified ELs is accurate and up to date in the LEA's SIS and IDOE Special Programs prior to November.

- The specific ACCESS test a student will participate in and accommodations are populated from IDOE Special Programs for students with an IEP or SP.
- Section 504 Plan and CSEP accommodations are extracted via Data Exchange from the LEA's SIS and incorporated into the Pre-ID file.

IDOE submits the Pre-ID file to DRC in mid-November. This is a one time submission for the current school year's WIDA ACCESS testing window. *Data is not transmitted from IDOE to DRC via an automated nightly feed.* Contact Data Reporting Help if assistance is needed.

The Pre-ID file:

- Populates student data and online test registrations in WIDA AMS for the current school year's 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.

**Adding Students in WIDA AMS.** Students not reported via the Pre-ID file who are eligible to participate in WIDA ACCESS Online (i.e., ELs who enroll or are identified after the Pre-ID file is populated) must be manually added to WIDA AMS by the LEA. WIDA-specific accommodations can also be manually updated in WIDA AMS. An EL

who participates in fully paper-based testing (e.g., ACCESS for Kindergarten, Alternate ACCESS, ACCESS Paper) can be manually added in WIDA AMS, but it is not required. When the student test booklet is scanned and processed by DRC, a new student record will populate in data validation and reporting if there is not an existing student record in WIDA AMS that matches.

Please note the following:

- Do not add a student in WIDA AMS without first confirming that the student is an identified EL and has not already been added or tested.
- When manually adding or editing a student in WIDA AMS, demographic data must match the student's information *exactly* as it appears in ED ID to prevent data discrepancies in initial reporting.
- When manually adding a student in WIDA AMS, ensure the student is being added under the correct school site. The school site should match the student's current enrollment record in ED ID. This will ensure the student's results report to the correct school. Never add or move a student to the _*District-level Additional Orders Only Site* in WIDA AMS. This site is only to be used when placing an Additional Materials Order (AMO).
- WIDA-specific accommodations indicated in WIDA AMS must be selected in the student's IEP, SP, CSEP, or Section 504 Plan to prevent testing irregularities and test invalidations.
- An AMO may be necessary if paper test materials are needed and overage materials are not available. For paper tests, District/School labels must be used and the students' information accurately completed on test booklet covers. See Appendix D for detailed information.
- Do not create "sample" students in WIDA AMS. Accessing secure test content using a false student record is a violation of test security.

**Note:** Students cannot be removed from WIDA AMS. If a non-EL student was erroneously reported as EL or is manually added in WIDA AMS, the student should be removed from any online test registrations. This will prevent the student from appearing in Test Status completion data and Student Status reports. This will also prevent the student from being tested in error.

**Student Transfers:** If an identified EL transfers during the testing window, it is extremely important to gather information regarding the student's testing status prior to manually adding the student in WIDA AMS and administering WIDA ACCESS to the student. Gathering information on the student's testing status will prevent the student from being tested more than once and potentially prevent invalidations. If a student tests more than once, submit a Testing Irregularity Report. Only the first test attempt is valid. Table 8 details different student transfer scenarios and the appropriate steps to take when a student enrolls.

**Table 8:** Student Transfer Scenarios during the WIDA ACCESS Testing Window

| Transfer Scenario | Action Steps |
|---|---|
| A student who completed some, but not all, WIDA ACCESS Online testing transfers to another Indiana district/school | Submit the Student Transfer Form in WIDA AMS (go to *Student Exports/Transfers/Validation > Student Transfer Form* tab). DRC will move the student record and completed tests to the new district/school in WIDA AMS. This will allow the student to complete any remaining domain tests at the new school. |
| A student who completed all or no WIDA ACCESS testing transfers to another Indiana district/school | Submit the WIDA ACCESS Action Request Form. IDOE will verify the student's current enrollment and move the student record to the new district/school in WIDA AMS. The student's results will be reported to the new school. |
| A student transfers out of Indiana or withdraws and does not enroll in another Indiana district/school (e.g., dropout, homeschool) | Remove the student from Not Started online test registrations. If the student completed any testing, the student will be included in the school's reporting. The school should include the Individual Student Report with transcript requests. |
| A student transfers to Indiana from another WIDA Consortium member state | Student records and test events cannot be transferred between states in WIDA AMS. If a student partially completed WIDA ACCESS testing in another state, they must complete the full test in Indiana. If the student completed all testing in another state, do not retest the student. Instead, submit a transcript request to the out-of-state school when that state's results are available. |
| A student who completed some, but not all, of a paper-based WIDA ACCESS test (e.g., ACCESS for Kindergarten, ACCESS Paper, Alternate ACCESS) transfers to another Indiana district/school | LEAs must coordinate a secure transfer of the paper test materials from the original district/school to the new district/school so the student can complete the test. Submit the WIDA ACCESS Action Request Form to have the student's WIDA AMS record transferred to the new district/school. If the student record is transferred in WIDA AMS, then the original Pre-ID label from the sending school can be used. If the student record is not transferred in WIDA AMS, then a District/School label must be used and student information bubbled, per Appendix D. |
| A student in grades 1-3 who completed ACCESS Online Listening and Reading transfers to another Indiana district/school | Submit the WIDA ACCESS Action Request Form. IDOE will verify the student's current enrollment and move the student record to the new district/school in WIDA AMS. IDOE will provide Writing tier placement to the new school. The new school will administer the appropriate Writing test booklet to the student. A District/School label must be used and student information bubbled, per Appendix D. |

## Common Testing Issues and Irregularities

Testing issues and irregularities can negatively affect the accuracy of assessment data and reporting. Testing irregularities may lead to test invalidations. Appendix E details common testing issues and irregularities that arise during the WIDA ACCESS testing window and the required actions if they occur.

## 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

*2025-2026 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*.

In general, only ELs with disabilities are eligible to receive accommodations on WIDA assessments and only when the student requires the accommodation(s) to participate meaningfully and appropriately. However, a Nonstandard Assessment Accommodation Request can be made in certain circumstances, such as paper testing if online testing is not available or appropriate for a student or scribe for a student with a broken arm.

Accommodations must be documented in a student's formal plan (e.g., IEP, SP, CSEP, or Section 504 Plan). *ILP accommodations are not applicable to WIDA ACCESS assessments.* WIDA ACCESS 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.

**ELs with Disabilities.** No EL is exempt from participating in the annual ELP assessment. Nearly all ELs who also have an identified disability will participate fully in WIDA ACCESS or Alternate ACCESS. IDEA requires all students to participate in statewide assessments. An EL with disabilities may receive test accommodations, per the student's IEP, SP, CSEP, or Section 504 Plan.

WIDA ACCESS assessment participation must be indicated in IDOE Special Programs for ELs with an IEP or SP. In the Accommodations section under English Language Proficiency, select "Yes" for *Does the student have needs with English language proficiency?* Then select the specific WIDA ACCESS assessment in which the student will participate. Selecting an ACCESS assessment *with accommodations* will allow accommodations to be selected for the student.

- ACCESS Online with accommodations
- ACCESS Online without accommodations
- ACCESS Paper with accommodations
- ACCESS Paper without accommodations
- ACCESS for Kindergarten with accommodations
- ACCESS for Kindergarten without accommodations
- Alternate ACCESS with accommodations
- Alternate ACCESS without accommodations

**Note:** Alternate ACCESS (with or without accommodations) must be selected in order for the student to be indicated as an Alternate ACCESS tester on the Pre-ID file and for Alternate ACCESS materials to be included with initial materials orders.

**WIDA-Specific Accommodations.** WIDA shares extensive guidance detailing all WIDA-specific accommodations. However, to ensure compliance with Indiana policy, please refer to the list of approved accommodations in Section 4 of the *2025-2026 Accessibility and Accommodations Information for Statewide Assessments*.

WIDA-specific accommodations captured when Pre-ID data is populated will automatically be indicated in a student's WIDA AMS profile. WIDA accommodation codes can be manually marked and unmarked under the Accommodations tab in a student's WIDA AMS profile. Accommodations marked in a student's WIDA AMS profile must be indicated in the student's formal plan or approved as a non-standard assessment accommodation. Please note that Manual control of audio (MC), Repeat item audio (RP), and Extended Speaking response time (ES) are embedded accommodations when pertaining to ACCESS Online tests. These accommodation codes must be selected in the student's profile to be provided during online testing.

**Indiana-Specific Accommodations.** Table 9 details Indiana-specific accommodations approved for WIDA ACCESS assessments. These accommodations cannot be indicated in a student's WIDA AMS profile, but do require manual action to be taken in WIDA AMS by a District or School Coordinator user.

**Table 9:** Indiana-Specific Accommodations

| Accommodation and Description | Required Actions |
|---|---|
| **Exempt from Participating in One or More Domain Tests:**<br>A student whose disability always prevents meaningful participation in one or more domains is exempt from participating in the specific domain test(s). ELs who participate in at least two domains have the opportunity to meet exit criteria. Examples include, but are not limited to:<br>• A student who is deaf is unable to participate in Listening.<br>• A student who is nonverbal is unable to participate in Speaking.<br>• A student with a braille accommodation is unable to access the Speaking test. | 1. Ensure the exempt accommodation is correctly documented in the student's formal plan for each applicable domain.<br>2. Submit the WIDA ACCESS Domain Exemptions Form for exempt accommodations documented in a CSEP or Section 504 Plan. Submission of this form is no longer required for exempt accommodations documented in IDOE Special Programs.<br>3. During the WIDA ACCESS testing window, mark each impacted domain with Do Not Score code SPD (Special Education).<br>**Note:** Do Not Score codes are marked in WIDA AMS Test Management for online tests (the student must have a test registration for each exempt domain) and on the back cover of the test booklet for paper tests. |
| **Handwriting for ACCESS Online Writing Domain, Grades 4-12:**<br>A student accesses Writing test items via the online platform and handwrites responses in a paper Writing Response Booklet. | 1. Ensure the Handwriting accommodation is documented in the student's formal plan.<br>2. Remove the student from the standard online Writing test registration in WIDA AMS.<br>3. Register the student for the Online "HW" (Handwriting) test in WIDA AMS.<br>4. Place an AMO for a Writing Response Booklet. The student must have access to the appropriate ACCESS Online Writing Response Booklet when beginning the Writing HW test. |

| Accommodation and Description | Required Actions |
|---|---|
| **ACCESS Paper, Grades 1-12:** <br> A student is unable to access or participate in online testing and instead participates in ACCESS Paper. Examples include, but are not limited to: <br> • A student with paper testing as an accommodation for other state assessments. <br> • A student with limited or no formal education and/or exposure to technology (i.e., refugee). <br> • A student with religious objections for technology use. <br> • A student with a temporary medical condition (e.g., concussion). <br> • A student in a facility without internet access (e.g, correctional facility, hospital). | 1. Ensure the student is indicated as participating in ACCESS Paper in IDOE Special Programs or has paper testing as an accommodation in a CSEP or Section 504 Plan. <br> 2. For ELs who do not have a paper testing accommodation and are unable to test online, submit the Nonstandard Assessment Accommodation Request Form for approval. <br> 3. Remove the student from online test registrations if assigned in error. <br> 4. Determine tier placement (Tier A or B/C) and place an AMO for ACCESS Paper materials, if needed. For 2025-2026, only Tier B/C will be included in initial materials orders. |

**Additional Guidance for Domain Exemptions.** Please note the following additional information regarding ELs with exempt accommodations who participate in less than four domains.

- To be considered for a domain exemption, the student's disability must *always* prevent meaningful participation in the specified domain. For example, a student with a communication disorder who is not non-verbal can participate in the Speaking domain. Students are not penalized in scoring for speech impediments.
- In order for an Overall scale score and PL to be calculated:
    - The steps outlined in Table 4 must be completed.
    - The student must participate in two or three domains.
- For ACCESS Online, 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, IDOE 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. Do not remove students from the exempt online test registrations in WIDA AMS.
- New for 2025-2026: Overall composite scale scores and PLs for students with approved domain exemptions who participate in two or three domains *will* populate in DRC's initial reporting.
    - Exempt domain scores and associated composite scores (excluding overall composite scores) will report as NA.
    - During pre-reporting data validation, IDOE must provide a data file to indicate the students who are eligible and approved to receive Less than Four Domains (LT4) calculations. The steps outlined in Table 9 must be completed prior to the close of the testing window to ensure impacted students receive overall scale scores and PLs in DRC's reporting.
    - Students who participate in one domain will only receive a score for that specific domain. Other domains and composite scores will report as NA.

As a reminder, no EL is exempt from participating in the annual ELP assessment, including ELs with disabilities. Just as there is no opt-out provision for students without disabilities, there is also no provision that allows a student's parent or case conference committee (CCC) to determine a student with disabilities will not participate in a particular assessment. Schools are federally required to assess 100 percent of identified ELs. Exempt accommodations must not be given unnecessarily as a means to opt a student out of participating in the assessment. Only in very rare circumstances should a student have exempt accommodations for all four domains.

- No ACCESS for Kindergarten, ACCESS Online, or ACCESS Paper tester should be exempt from all four domains. If the CCC determines that a standard WIDA ACCESS tester should be exempt from all four domains, then participation in Alternate ACCESS should be considered for that student.
- The majority of Alternate ACCESS testers will be able to participate in at least a portion of the assessment. Alternate ACCESS is designed for ELs with the most significant cognitive disabilities, and each domain test has built in stopping points after three consecutive "No Response" and/or "Incorrect" task scores.
- If there is a specific situation that warrants an exemption from all four domains on the Alternate ACCESS, schools should contact IDOE's Office of Student Assessment for guidance on how to proceed so that the student is able to participate to the highest degree possible.
- If a student does not participate in any domains of Alternate ACCESS (i.e., test administration is not even attempted), the TA should still complete the Individual Characteristics Questionnaire (ICQ). ICQ information will be included on the Individual Student Report for Educators.
- An EL not participating in any testing will negatively impact the LEA's participation rate, even if the student is exempt from all four domains.

**Accommodated Test Forms.** The following WIDA ACCESS paper test forms are available for ELs with paper testing, large print (LP), or braille (BR) accommodations:

- **ACCESS Paper:** Available for ELs in grades 1-12 who are unable to access or participate in online testing. Tier B/C is the only version of ACCESS Paper in which a student can meet Indiana exit criteria and be reclassified as fluent.
- **Large Print:** Available for ELs in kindergarten through grade 12 who have the LP accommodation. Test materials are printed in 18-point font on 11x17 inch paper. The large print kit also includes a scannable (standard) test booklet, in which student responses must be transcribed verbatim for scoring. Responses that are not transcribed into the scannable test booklet will not be scored. *ELs with an IEP or SP must be indicated as participating in Kindergarten ACCESS with accommodations or ACCESS Paper with accommodations with LP selected in IDOE Special Programs.*
- **Braille:** Unified English Braille (UEB) is available for grades 1-5. Both UEB with Nemeth and UEB Math/Science are available for grades 6-12. Specify UEB type,

as well as contracted or uncontracted braille, when ordering materials. AMOs for braille require IDOE approval. New for 2025-2026, braille is available for all four domains, including Speaking. Additional training is required to administer and score the braille Speaking domain. *ELs with an IEP or SP must be indicated as participating in ACCESS Paper with accommodations with BR selected in IDOE Special Programs.*

**Unallowable Accommodations and Supports.** The following modifications would alter the set of knowledge, skills, and abilities WIDA assessments measure and are never allowed during test administration:

- Reading aloud items on the Reading domain test.
- Providing oral or written translations of test items into a language other than English.
- Allowing student responses in a language other than English.
- Allowing the use of a bilingual word-to-word dictionary.
- Signing items, passages, or response options.
- Allowing the use of scratch paper on the Speaking domain test.

## WIDA Alternate ACCESS

WIDA Alternate ACCESS is an annual ELP assessment for ELs with the most significant cognitive disabilities preventing meaningful participation in ACCESS Online or Paper with or without accommodation. 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 regarding Alternate ACCESS participation:

- The [Alternate ACCESS Participation Decision Tree](#) can be used to determine which ELs should participate in this assessment.
- Indiana's [Alternate Assessment Participation Guidance](#) details participation criteria and additional decision-making information. If the CCC determines an EL will participate in I AM, then the student should also participate in Alternate ACCESS.
- If the CCC determines the EL will participate in IREAD-3, ILEARN, and/or the Digital SAT School Day, then the student should participate in the standard WIDA ACCESS assessment.
- ELs in kindergarten through grade two with significant cognitive disabilities preventing meaningful participation in WIDA ACCESS, as determined by the CCC, should instead take Alternate ACCESS. These students are considered to be *on track* to participate in I AM. Participation in Alternate ACCESS Grades K-2

does not lock the student into taking I AM in later grades if the CCC determines ILEARN and the standard WIDA ACCESS assessment are more appropriate.

- Any EL indicated as participating in WIDA Alternate ACCESS in IDOE Special Programs when the Pre-ID file is populated will be automatically indicated as an Alternate ACCESS tester in WIDA AMS. Alternate ACCESS materials will be included with initial materials orders. Otherwise, the student will be registered for ACCESS Online tests by default. Once updated in the formal plan, the student can be manually removed from ACCESS Online test registrations and marked as an Alternate ACCESS tester in WIDA AMS. An AMO can be placed for Alternate ACCESS materials.
- Alternate PLs report as 1 (Entering), 2 (Emerging), 3 (Developing), 4 (Expanding), and 5 (Bridging).[6] These PLs are interpretations of scale scores and unique from other WIDA ACCESS assessments.

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[6] Alternate ACCESS assessments administered prior to 2023-2024 aligned with the WIDA Alternate ELP Levels: A1 (Initiating), A2 (Exploring), A3 (Engaging), P1 (Entering), P2 (Emerging), P3 (Developing).

## 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's 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
- Email: INassessments@doe.in.gov
- WIDA Office Hours (See Appendix F)

**IDOE's Office of 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
- Indiana EL Professional Learning Opportunities Calendar

**IDOE's 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

## Appendix A: WIDA Alternate Screener Guidance

**WIDA Alternate Screener** is the ELP placement assessment for potential ELs with the most significant cognitive disabilities. Test forms are divided into three grade clusters (K-2, 3-5, and 6-12). The appropriate grade-level cluster form to administer depends on a student's grade level and the time of year. See Table 10 for detailed information.

**Participation Criteria.** Only potential ELs with a formal special education plan (i.e., IEP, SP, or CSEP) who meet or are expected to meet Indiana's Alternate Assessment Participation Criteria can participate in WIDA Alternate Screener. Participation Criteria and other considerations for determining alternate assessment eligibility are outlined in the Alternate Assessment Placement Guidance. A potential EL who does not meet the criteria and/or does not yet have a formal special education plan must participate in the standard WIDA Screener assessment to the extent possible to determine initial EL status. If the student is formally identified as an alternate tester on a later date within the same school year, then WIDA Alternate Screener can be administered at that time. The Alternate Screener results will supersede the original WIDA Screener results to inform EL identification and placement decisions.

If a potential EL enrolls from another state and has paperwork (e.g., IEP) from that state to support alternate assessment participation, then the student can be administered Alternate Screener within 30 calendar days of enrollment. If the CCC later determines that the student will not participate in alternate assessments, then the student should be rescreened with the standard WIDA Screener assessment to inform EL identification, placement, and appropriate services.

**Tell Us about Your Child Survey.** The Tell Us About Your Child Survey is a questionnaire for parents/guardians or caregivers of potential ELs and identified ELs with the most significant cognitive disabilities. The survey includes questions about a student's method of communication and language, ability to understand communication, and preferred communication supports. Schools can use the information collected to better understand the student's language and communication needs.

- Tell Us about Your Child User Guide
- Tell Us about Your Child Survey Family Letter (ZIP file of letters in 17 languages)
- Tell Us about Your Child Survey (ZIP file of surveys in 17 languages)

**Test Administration and Scoring.** WIDA Alternate Screener consists of nine test items for each grade cluster test form. The assessment typically takes 30 minutes or less to administer and score. Testing times will vary based upon a student's performance and needs. The WIDA Alternate ACCESS online score calculator is used to convert raw scores into PLs (domain and composite PLs) and generate score reports. PL scores report as <3, 3, 4, and 5. TAs must complete the *WIDA Alternate ACCESS: Administration and Scoring* training course prior to administering the assessment.

**Entrance Criteria.** Table 10 also denotes Indiana's entrance criteria for WIDA Alternate Screener. A student who scores "Below Proficient" (PL <3 or 3) meets entrance criteria and is formally identified as EL. A student who scores "Potentially Fluent" (PL 4 or 5) may or may not meet entrance criteria based upon additional evidence. In this case, EL status is determined locally based on the WIDA Alternate Screener results, information gathered from the Tell Us about Your Child Survey, information included in the student's formal special education plan, and other relevant classroom and observational data. If a determination is made to classify a student as Fluent (FEP), then the WIDA Alternate Screener Eligibility Form must be submitted for verification that the student was eligible to participate in the assessment.

**Table 10:** WIDA Alternate Screener Participation and Specific Entrance Criteria for Indiana

| WIDA Alternate Screener Grades K-12 | | | |
|---|---|---|---|
| **Grade Level(s)** | **Placement Assessment** | **Below Proficient** | **Potentially Fluent** |
| Kindergarten (S1) | WIDA Alternate Screener Grades K-2 Test (Listening and Speaking domains) | Oral Language Composite PL: <3 or 3 | Oral Language Composite PL: 4 or 5 |
| Kindergarten (S2) to Grade 3 (S1) | WIDA Alternate Screener Grades K-2 Test (all domains) | Overall Composite PL: <3 or 3 | Overall Composite PL: 4 or 5 |
| Grade 3 (S2) to Grade 6 (S1) | WIDA Alternate Screener Grades 3-5 Test | Overall Composite PL: <3 or 3 | Overall Composite PL: 4 or 5 |
| Grade 6 (S2) to Grade 12 | WIDA Alternate Screener Grades 6-12 Test | Overall Composite PL: <3 or 3 | Overall Composite PL: 4 or 5 |

**State Reporting.** Students reporting a non-English language who are enrolled on October 1 each year must be included in DEX-LM reporting. Table 11 provides DEX-LM reporting guidance for students who participated in WIDA Alternate Screener. For 2025-2026, use Code 12 (Screener) for Instrument Used.

**Table 11:** WIDA Alternate Screener Data Reporting Guidance

| Overall PL* | Report PL | Proficient Category | Additional Guidance |
|---|---|---|---|
| <3 | 1 | English Learner | Report PL 1 if the student did not provide a correct response to any test items. |
| <3 | 2 | English Learner | Report PL 2 if the student provided a correct response to at least one test item. |
| 3 | 3 | English Learner | N/A |
| 4 | 4 | English Learner or FEP | EL status is determined locally using the Overall Composite PL[7] and additional evidence. |
| 5 | 5 | English Learner or FEP | |

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[7] Use the Oral Language Composite PL for first semester kindergarten students.

## Appendix B: Training Course Checklist for Test Administrators

**Test Administrator Name:** _____

The certification date for each assessment training course must be within 24 months of the test administration date to be valid for 2025-2026, unless otherwise noted (*). Successful completion of modules and associated quizzes is required for certification.

| Assessments to Administer | Associated Training Course(s) | Certification Date |
|---|---|---|
| ☐ WIDA Screener for Kindergarten | *WIDA Screener for Kindergarten: Administration and Scoring* | |
| ☐ WIDA Screener Online<br>  ☐ Grades 1-5<br>  ☐ Grades 6-12 | *WIDA Screener Online: Administration* | |
| | *Speaking for Grades 1-5: Scoring Screener and ACCESS Braille* | |
| | *Writing for Grades 1-5: Scoring WIDA Screener* | |
| | *Speaking for Grades 6-12: Scoring Screener and ACCESS Braille* | |
| | *Writing for Grades 6-12: Scoring WIDA Screener* | |
| ☐ WIDA Screener Paper<br>  ☐ Grades 1-5<br>  ☐ Grades 6-12 | *WIDA Screener Paper: Administration* | |
| | *Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener* | |
| | *Writing for Grades 1-5: Scoring WIDA Screener* | |
| | *Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener* | |
| | *Writing for Grades 6-12: Scoring WIDA Screener* | |
| ☐ WIDA Alternate Screener | *WIDA Alternate Screener: Administration and Scoring* **\*Certification date must be on or after 7/1/2025.** | |
| ☐ WIDA ACCESS for Kindergarten | *WIDA ACCESS for Kindergarten: Administration and Scoring* **\*Certification date must be on or after 9/29/2025.** | |
| ☐ WIDA ACCESS Online Grades 1-12 | *Online ACCESS: Administration* **\*Certification date must be on or after 9/1/2023.** | |
| ☐ WIDA ACCESS Paper<br>  ☐ Grades 1-5<br>  ☐ Grades 6-12<br>  ☐ Braille Grades 1-5<br>  ☐ Braille Grades 6-12 | *Paper ACCESS: Administration* | |
| | *Speaking for Grades 1-5: Scoring ACCESS Paper* **\*Certification date must be on or after 9/2/2025.** | |
| | *Speaking for Grades 6-12: Scoring ACCESS Paper* **\*Certification date must be on or after 9/2/2025.** | |
| | *Speaking for Grades 1-5: Scoring Screener and ACCESS Braille* **\*Certification date must be on or after 7/1/2025.** | |
| | *Speaking for Grades 6-12: Scoring Screener and ACCESS Braille* **\*Certification date must be on or after 7/1/2025.** | |
| ☐ WIDA Alternate ACCESS Grades 1-12 | *Alternate ACCESS: Administration and Scoring* | |

## Appendix C: Handling Secure Test Materials

All secure test materials must be signed out and signed back in at the start and end of testing each day. TAs must not be permitted to store secure test materials in the classroom or testing room. All secure test materials must be collected and securely stored by the test coordinator in a central, locked location when not in use. Not doing so is a violation of test security, per the *Indiana Assessment Policy Manual*.

All WIDA ACCESS secure test materials with a security barcode must be returned to DRC by the established deadline. Districts with late returns and/or missing materials will be required to submit a corrective action plan to IDOE. Scorable materials that are returned late will not be included in data validation windows and may result in missing scores. Use the Secure Material Tracking Report to track secure test materials and the status of return materials as they are scanned in and processed by DRC.

Soiled or damaged secure test materials require submission of a Testing Irregularity Report at the time of the incident for formal documentation and guidance. Under no circumstance should secure test materials be discarded in the trash or recycling. Damaged materials must be returned to DRC. Materials soiled with bodily fluids must be securely destroyed locally. If a soiled test booklet contains student responses, then the responses must be transcribed into a clean test booklet following transcription guidance in Appendix B of WIDA's *Accessibility and Accommodations Manual*. The Materials Accountability Form in WIDA AMS must be used to document discrepancies in return materials counts and the Security Numbers of specific materials not being returned.

**Table 12:** WIDA ACCESS Materials Return and Destruction Checklist

| Return to DRC (Secure) | Destroy Locally | Destroy or Discard Locally |
|---|---|---|
| ☐ All used and unused test booklets and Writing Response Booklets<br>☐ All ACCESS Paper Test Administrator Scripts<br>☐ ACCESS Online Test Administrator Scripts for Grade 1<br>☐ ACCESS Online Test Administrator Scripts for Grades 2-3<br>☐ Listening and Speaking CDs<br>☐ All ACCESS for Kindergarten Kit materials<br>☐ All Alternate ACCESS materials<br>☐ All Large Print Kit materials<br>☐ All Braille Kit materials | ☐ Soiled secure test materials*<br>☐ ACCESS Online Test Administrator Scripts for Grades 4-12<br>☐ Printed Translated Test Administrator Scripts<br>☐ Test Administrator Manuals<br>☐ District and School Test Coordinator Manuals<br>☐ Printed test tickets*<br>☐ Unused Pre-ID labels*<br>☐ Unused District/School labels<br>☐ Unused Do Not Process Labels<br>☐ Used scratch paper*<br><br>* *denotes secure materials* | ☐ DRC return shipping labels<br>☐ DRC return bags and ties<br>☐ Excess DRC shipping boxes<br>☐ Return materials instructions<br>☐ UPS return service labels<br>☐ Packing Lists<br>☐ School Box Range Sheet<br>☐ Security Checklist (retain locally until all secure test materials are received and scanned in by DRC) |

## Appendix D: 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 and the student's information accurately completed for the test to be processed, scored, and/or matched to the student's record in WIDA AMS. *Refer to* ED ID *to ensure the demographic data being coded is accurate.* IDOE requires the following fields to be completed on the front and back covers of a test booklet without a Pre-ID label:

- **Date of Testing**
- **Last Name** (up to 18 characters; for special characters, leave a blank space)
- **First Name** (up to 14 characters; for special characters, leave a blank space)
- **State Student ID Number** (i.e., STN)*
- **Birth Date**
- **Grade Level** (defaults to the beginning of the grade cluster if not indicated)
- **State Name Abbreviation**
- **District Name** (as it appears on the District/School label, up to 18 characters)
- **School Name** (as it appears on the District/School label, up to 18 characters)

*Special handling is required when coding alphanumeric STNs on paper test booklets. Nine-digit numerical STNs are coded, as is. For STNs that begin with a letter, replace the leading letter with the corresponding two-digit code, as indicated below.*

- A = 91
- B = 92
- C = 93
- D = 94
- E = 95
- N = 96
- T = 97

For example, T23456789 is coded as 9723456789 on the test booklet. The standard nine-digit alphanumeric STN with the leading letter must be coded in WIDA AMS.

**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 testing window to request District/School labels may result in the late return of materials.

## Appendix E: WIDA ACCESS Common Testing Issues and Irregularities

| Issue/Irregularity | Details | Required Actions |
|---|---|---|
| Test ticket swap | Student accesses another student's test. TAs must pay close attention when distributing test tickets. | Pause testing for the impacted students and submit a Testing Irregularity Report. Specific guidance on how to proceed is provided on a case-by-case basis. |
| Duplicate student records | Student is added in WIDA AMS more than once. | Submit a Testing Irregularity Report if a student tests under different records and await guidance from IDOE. |
| Student tested in error[8] | A WIDA ACCESS assessment is administered to a student who is not an EL. | Submit a Testing Irregularity Report. This can be resolved during the open testing window. |
| Incorrect test or tier administered[5] | The incorrect WIDA ACCESS test, grade level cluster, or Writing test tier is administered to a student. | Submit a Testing Irregularity Report and await guidance from IDOE before proceeding. |
| Student is assigned to the ACCESS Online Writing HW (Handwriting) test in error. | A student without the Handwriting accommodation is assigned to and accesses the ACCESS Online Writing HW test. The student is unable to enter responses into the online testing platform.<br><br>Note: If the Writing HW test has not been started, remove the student from the Writing HW registration and add the student to a regular Writing registration. | If an ineligible student accesses the Writing HW test, submit a Testing Irregularity Report and await guidance from IDOE before proceeding.<br><br>IDOE will regenerate the Writing HW test. The student must complete the regular Writing test the same day that the Writing HW test is started due to item exposure. Otherwise, the student's Writing test will be invalidated. |
| Student provided accommodations in error | A student is provided accommodations that are not included in a formal plan. | Submit a Testing Irregularity Report and await follow up from IDOE. Impacted domains will be invalidated. |
| Student not provided accommodations, as required | A student is not provided specific accommodations, as required in the student's formal plan. | Submit a Testing Irregularity Report and await follow up from IDOE. Impacted domains can be scored. It is a local decision with parent input to invalidate. |
| TA not actively monitoring students | The TA is focused on other tasks, is unable to see all students in the room, or leaves the room during testing. | Submit a Testing Irregularity Report and await follow up from IDOE. |
| Unallowable electronic devices in the testing environment | Student is found to be in possession of and/or accessed an unallowable electronic device (e.g., smart phone, smart watch, tablet, wireless earbuds) in the testing room. | Submit a Testing Irregularity Report. If the device was used to capture or communicate test content, a Social Media and/or Unallowable Devices Concern Report must be submitted. |

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[8] LEAs must ensure that only identified ELs participate in WIDA ACCESS assessments and that the correct assessment is being administered to each student. Non-compliance will lead to corrective action.

| Issue/Irregularity | Details | Required Actions |
|---|---|---|
| Speaking and Writing responses flagged for suspected plagiarism or AI-generation | DRC notifies IDOE of suspected plagiarism and related evidence. IDOE reviews evidence and requests that the CTC conducts an investigation. | If the provided evidence substantiates that a student used an unallowable resource to plagiarize or generate a response, then the impacted domains are invalidated. |
| Scratch paper used during the Speaking test | The TA provides scratch paper to students during the Speaking test or a student prepares responses on the Speaking test (e.g. uses scratch paper, writing on desk, dry-erase board). | Submit a Testing Irregularity Report and await follow up from IDOE. Students who use scratch paper on the Speaking test will that that domain test invalidated. |
| Online Speaking test recording issues | The microphone is not functioning correctly or the student is not speaking loudly or clearly enough into the microphone. Use the Test Practice Site ahead of testing to ensure the student is familiar with the functionality of the test. | Ensure headsets are functioning prior to testing. Students must also confirm during the embedded microphone check. Students are unable to review or revise Speaking responses after the recording opportunity has elapsed. |
| Online Writing test not submitted | Student exits the Writing test without submitting it. This usually occurs when the student reaches the "gold ribbon" screen. The test status will display as "In Progress," rather than "Completed." | If discovered the same day the test was started, the student can log back in to submit. (The TA must never log in as a student.) If discovered on another day, submit the WIDA ACCESS Action Request Form for End Incomplete Test. |
| Do Not Score codes applied in error | Do Not Score code is marked in error in WIDA AMS for online tests or the back cover of paper test booklets. Domain and associated composite scores will report as NA. | Codes can be added and removed during pre-reporting data validation. Submit the WIDA ACCESS Action Request Form during post-reporting data validation if errors are identified in initial reporting. |

# Appendix F: WIDA Office Hours for 2025-2026

As an additional support to the field, IDOE's Office of Student Assessment will hold monthly WIDA Office Hours throughout the 2025-2026 school year, as well as two additional question and answer (Q&A) sessions during the WIDA ACCESS annual testing window. A monthly checklist with upcoming tasks and reminders will be shared in the Indiana Assessment Update listserv on the final Monday of each month. 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.

New for 2025-2026, attendees are required to register for WIDA Office Hours sessions. Click the registration links below to register for each session.

| Wednesdays from 2 to 3 p.m. ET | General Topics |
|---|---|
| July 23, 2025 Registration Link | WIDA ACCESS 2025 final results data, exit criteria, updates for 2025-2026, WIDA Alternate Screener guidance, training requirements |
| August 20, 2025 Registration Link | EL identification and placement timeline, assessment training course updates, training reminders |
| September 17, 2025 Registration Link | Monitoring assessment training course completion, DEX-LM reporting information and reminders |
| October 22, 2025 Registration Link | Training reminders, WIDA ACCESS Pre-ID file (reporting ELs and accommodations), domain exemptions |
| November 19, 2025 Registration Link | WIDA ACCESS Pretest Workshop, Accommodations Overview training, Pre-ID file status update |
| December 17, 2025 Registration Link | WIDA AMS Test Setup, WIDA ACCESS materials, preparing for testing, WIDA ACCESS Action Request Form |
| January 7, 2026 Registration Link | Pre-testing Q&A: WIDA ACCESS materials orders and tracking, WIDA ACCESS participation, common testing issues and irregularities |
| January 28, 2026 Registration Link | WIDA ACCESS testing window check-in, resources and support, assessment Jotforms, participation reminders |
| February 11, 2026 Registration Link | Open office hours Q&A: ACCESS Online statewide participation, reporting testing issues, participation reminders |
| February 25, 2026 Registration Link | ACCESS Online statewide participation, end of testing window reminders, Do Not Score codes, return of secure test materials |
| March 25, 2026 Registration Link | WIDA ACCESS secure test materials status, Materials Accountability Form, pre-reporting data validation |
| April 22 2026 Registration Link | WIDA ACCESS initial results release, post-reporting data validation, spring cleaning and other reminders |
| May 20, 2026 Registration Link | WIDA ACCESS final results release, end-of-year reminders, looking ahead to 2026-2027 |

# Change Log

| Changes from 2024-2025 to 2025-2026 | Section | Page(s) |
|---|---|---|
| Updated dates and deadlines throughout the document. | N/A | N/A |
| Updated links throughout the document. | N/A | N/A |
| Updated table numbers and appendix letters to account for additionals and order. | N/A | N/A |
| Updated references to Kindergarten ACCESS to WIDA ACCESS for Kindergarten. | N/A | N/A |
| Updated references to Indiana IEP and Indiana ILP to IDOE Special Programs. | N/A | N/A |
| Added Table 1: Categories of Students Reporting a Non-English Home Language. | Participation Requirements | 3 |
| Added information and guidance regarding the new WIDA Alternate Screener assessment, including participation criteria and entrance criteria. | WIDA Assessments in Grades K-12 and Appendix A | 5, 33-34 |
| Updated Table 3 to include Alternate ACCESS exit criteria. | Indiana EL Entrance and Exit Criteria | 9 |
| Added information regarding ASL videos for ACCESS Online Test Administrator Scripts. | Translation of Directions in Native Language | 13 |
| Added Table 4: WIDA ACCESS Data Files and Reports. | Test Results and Reporting | 13 |
| Added information regarding how scale scores are converted to proficiency levels. | Test Results and Reporting | 14 |
| Added guidance on communicating student results. | Test Results and Reporting | 15 |
| Added information regarding rescore requests. | Test Results and Reporting | 15 |
| Revised and added clarification to guidance for TAs monitoring students while they test. | User Roles and Responsibilities | 19 |
| Updated training requirements and added Table 6: New and Revised WIDA Assessment Training Courses | Training Requirements | 20 |
| Revised guidance on adding students in WIDA AMS and added a specific section and Table 8 to address student transfers and student transfer scenarios. | Testing Modes and Technology Guidance | 23-25 |
| Added guidance on indicating EL status and assessment participation in IDOE Special Programs; removed Indiana IEP screenshots. | WIDA Accessibility Features and Accommodations | 26 |
| Added information regarding indicating WIDA-specific accommodations in WIDA AMS. | WIDA Accessibility Features and Accommodations | 27 |
| Revised domain exemption guidance to align with IDOE Special Programs functionality and to include new reporting information. | WIDA Accessibility Features and Accommodations | 27-28 |
| Added guidance for large print and braille test forms to align with IDOE Special Programs functionality. | WIDA Accessibility Features and Accommodations | 29-30 |

| Changes from 2024-2025 to 2025-2026 | Section | Page(s) |
|---|---|---|
| Added information regarding the availability of braille for the Speaking domain. | WIDA Accessibility Features and Accommodations | 30 |
| Added Unallowable Accommodations and Supports subsection. | WIDA Accessibility Features and Accommodations | 30 |
| Revised Appendix B: Training Course Checklist for Test Administrators for 2025-2026. | Appendix B | 35 |
| Added Appendix C: Handling Secure Test Materials. | Appendix C | 36 |
| Expanded the list of Common Testing Issues and Irregularities. | Appendix E | 38-39 |
| Updated WIDA Office Hours dates and times and added registration links. | Appendix F | 40 |