**Appendix C-2: WIDA Assessments Descriptions**
2021-2022 School Year

WIDA designed its accessibility and accommodation framework to ensure:
- Application of effective linguistic scaffolding and Universal Design principals to the development of test items
- Availability of flexible administrative considerations and universal tools for all students
- Purposeful design and delivery of accommodations for students with disabilities
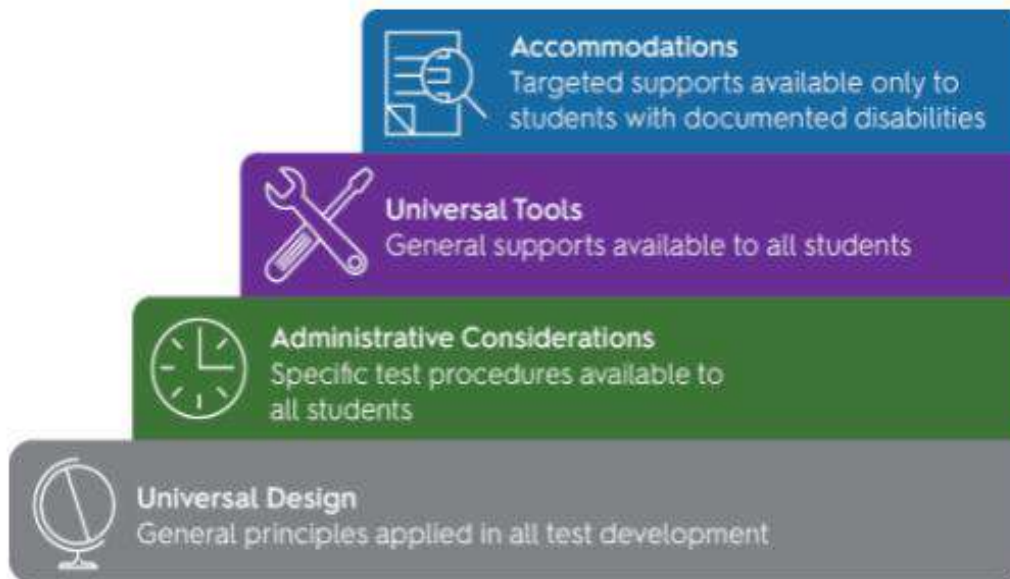
High Importance! **These accommodations are not allowed on language proficiency testing**, as they change what the test measures. **The following modifications would alter the set of knowledge skills, and abilities ACCESS for ELs and WIDA Screener measure.** While they might be useful for classroom instruction, **they are never allowed during test administration.**
- Reading aloud items on the Reading domain test
- Providing oral or written translation of items into a language other than English
- Signing items, passages, or response options
- Allowing use of a bilingual word-to-word dictionary

***For more Detailed Descriptions and additional information, refer to the WIDA Accessibility and Accommodations Manual

Administrative Considerations

Test Timing and Scheduling

Supervised Breaks	Any student may take a break at any point, as needed. These breaks might be planned in advance based on student-specific needs, such as tendency to quickly become fatigued or anxious during testing. Whenever possible, keep the student in the testing environment during breaks. Have the student pause the online test or close any open test booklets before standing up, stretching, or walking around the room. If the student must leave the testing environment, for example to go to the restroom, access medical equipment, or take a sensory break, ensure the student is escorted and that interaction with other students is minimized. This administrative consideration might not interfere with the testing experience of any other student.
Short Segments	In rare instances, students may need longer breaks than provided through the **Supervised Breaks**, you can administer the test in multiple short administration sessions that are predetermined and based on breaks in classroom instruction familiar to the student. Each language domain test should be completed within one school day. WIDA recommends using the paper-format test with this administration format. Test administrators must collect and securely store all test materials between testing segments
Extended Testing Time	WIDA's assessments are not timed tests. Timing guidance is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day.

Test Item Responses

Monitor Placement of Responses	Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can intervene to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet. • Don't confirm or correct students' responses. Never provide or change a response for a student. • Don't answer questions about content or language. Instead, remind students to do their best.

Test Environment

Adaptive and Specialized Equipment or Furniture	Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards— should have access to this equipment during testing. If the student's use of this equipment will be a distraction to other students, arrange an individual test administration.
Alternative Microphone	Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform.
Test the technology set up and provide students an opportunity to practice prior to testing day.	If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration
Familiar Test Administrator	The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.
Individual or Small Group Setting	Test students in any group size that makes them most comfortable, that reflects their typical classroom environment, or that follows any group size guidelines documented in an IEP or 504 Plan.
Specific Seating	Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.

Test Content Presentation	
Test Format	Students may use the paper format of the test to address individual student needs. For example, you can give a student the paper test even though students throughout the school or district typically test in the online test platform. Keep in mind: • A paper-based format is available for students taking the online test to handwrite answers on the Writing test in grades 4-12. • When students take Alternate ACCESS for ELLs, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present item responses in a format that meets individual student needs. **DOE Approval for Paper-Pencil for ACCESS 2.0 and Alternate ACCESS. – Complete Appendix C-3 For Kindergarten ACCESS - DOE not require approval**
Redirection	Quietly, without disturbing other test takers, direct student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in the student's home language
Encouragement	Quietly, without disturbing other test takers, offer verbal praise for on task behavior. For example, say "good job!" after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student's answer. Encouragement must not be tied to the student's test performance.
Read Aloud to Self	Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student's reading will be a distraction to other students, arrange an individual test administration.
Universal Tools – Available to all ELs	
Audio Aids	Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the requirements of the test. For example, noise reducing headphones must still allow the student to hear test items that are read aloud by a test administrator or presented as recorded audio. **CONSIDERATIONS FOR ONLINE TESTING:** If the headphones and headset required for testing are not compatible with a personal audio amplification device, such as a hearing aid or cochlear implants, test the student individually in a separate room and use the speakers in the testing device or external speakers.
Color adjustments	Students can use transparent color overlays to alter how they see the test content in a test booklet or on a screen. These tools, provided by the school or by the student, can increase contrast or otherwise allow students to better see the test content. **CONSIDERATIONS FOR ONLINE TESTING:** A variety of defined color adjustment options are built into the test platform and grouped into color contrast settings, which adjust all colors on the screen, and color overlay settings, which change the background color
Highlights, Colored Pencils or Crayons	Students can use a variety of tools to mark specific text. **CONSIDERATIONS FOR ONLINE TESTING:** A highlighter tool is built into the test platform. Mouse control is needed to use this tool. **CONSIDERATIONS FOR PAPER TESTING**: Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only.
Keyboard Navigation	Students can move from screen to screen and make selections in the online test platform using a keyboard instead of a mouse. See Appendix C-12 of this Manual for more information.
Line guide or tracking tool	Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language. **CONSIDERATIONS FOR ONLINE TESTING:** A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool. **CONSIDERATIONS FOR PAPER TESTING:** Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.

Low-vision aids or magnification devices	Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student. **CONSIDERATIONS FOR ONLINE TESTING:** A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool. *Testing with an iPad? Use the pinch-to-zoom feature as usual and select the magnifier tool to return to the default display size.* **CONSIDERATIONS FOR PAPER TESTING:** Students can use a low-vision device with a regular or large print test booklet. Answers recorded in a large print booklet must be transcribed.
Scratch paper and sticky notes	Students can make notes, draft text, or sketch diagrams as they test. **This content is never scored.** Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. Scratch paper can be used on any domain test, but WIDA recommends that students use scratch paper only for the Writing test. Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil. **Used scratch paper is considered secure test material.** Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed. **CONSIDERATIONS FOR ONLINE TESTING:** A sticky notes tool is built into the test platform for the Writing test. Activate the tool, and then click on the screen to create a small box in which to type notes. Sticky notes can be closed and reopened, and they stay on the screen on which they're created as the student moves through the test. Sticky notes can be used instead of or in addition to physical scratch paper.
Accommodations– Available to ELs with IEPs and 504 Plans	
Braille (BR)	Materials must be ordered. Unified English Braille (UEB) is available on tests for grades 1– 5. Both UEB with Nemeth and UEB Technical (UEB Math/Science), are available on tests for grades 6–12. Specify UEB with Nemeth or UEB Technical, as well as contracted or uncontracted braille, when you order materials. Confirm students are proficient in the braille code selected prior to assigning this accommodation. WIDA recommends that the results of the braille assessment be used with caution since braille proficiency may confound the assessment of English language proficiency. Each braille test kit contains an embossed test booklet, a test booklet for transcription, a test administrator script, a speaking test booklet, and a CD of audio files. The embossed test booklet contains tactile graphics, labels, picture descriptions, and transcriber's notes. Translating picture descriptions into a student's home language is appropriate, as doing so will provide the student with same support available to sighted test takers. **Ideally, the test administrator providing this accommodation is proficient in braille.** Students may record answers on the embossed test booklet, on blank braille paper, or by using a brailler or braille notetaker. In the Listening and Reading tests, students may dictate as the test administrator transcribes answers into the test booklet. Review Appendix C-9 Scribe Guidance for ACCESS and the Scribing Protocol Video. Transcribing is covered under the Scribe accommodation. Review Appendix C-13: Transcription
Extended Speaking test response time (ES)	This option must be pre-selected This accommodation provides additional time for cognitive processing or motor planning for speaking. This accommodation may support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. When this accommodation is selected in WIDA AMS for an online-format test, the online test platform allows twice the standard response time for each Speaking task. When test administrators provide this accommodation for a paper-format test, they pause the Listening and Speaking CD after the audio file plays and allow the student to respond.
Extended testing of a test domain over multiple days (EM)	In the extremely rare situation that a single domain test administration must extend across multiple days, this accommodation must be entered in WIDA AMS prior to testing.

In-person human reader (IR)	**This accommodation applies only to text.** Test administrators read labels or captions but never describe images. Answer choices may be read aloud only during the Listening domain tests. This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper-format test may be used to provide lip reading support. · • When test administrators provide this accommodation for an online-format test, they supplement the pre-recorded audio by reading text answer choices and text labels in graphics. Test administrators also read all text that appears on screen for the grades 4-12 Tier B/C writing tasks. There is no additional script when providing this accommodation for the online-format test. • When test administrators provide this accommodation for WIDA Screener Paper, they read from the appropriate recording script, available for free in the WIDA Store. Test administrators also read instructions, test items, text answer choices, and text labels in graphics labels exactly as they appear in the test booklet. • When test administrators provide this accommodation for ACCESS for ELLs Paper, they read from the Human Reader Accommodation Script, which must be ordered specially in advance of testing. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. To order this item, collect the information you have about the student for whom this accommodation applies. Then contact DRC Customer Service and order this item during your additional materials ordering window. For the Listening and Speaking tests, schedule two test administrators for each test whenever possible. An extra test administrator allows the adults to read the scripted dialogue between an example student and the primary test administrator. For the Writing test, the test administrator reads all the text in the test booklet.
Repeat in-person human reader (RP)	When test administrators provide this accommodation, they follow the guidelines for the In-Person Human Reader accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images. During a Listening domain test, test administrators can repeat their reading one time only. This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.
Interpreter signs test directions in ASL (SD)	To provide this accommodation, arrange for an interpreter to sign test logistics, directions and practice items into American Sign Language (ASL) or another signed system. ASL is a complete and rich communication system that is a language other than English. **Translation of actual test items is not allowed.**
Large print (LP)	Large print test materials are printed in 18-point font on 11x17 paper. Large print test kits must be specially ordered, and they include everything required to administer the test. Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored.
Manual control of item audio (MC)	This accommodation allows students to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs due to a disability. Students will see and must click a Play button on every screen where audio would otherwise play automatically. Once the student clicks Play, the audio cannot be paused, stopped, or replayed. When test administrators provide this accommodation for a paper-format test, they ask students whether they are ready to listen before playing any track of the Listening and Speaking CD.
Repeat item audio (RA)	This accommodation allows students to hear recorded audio a second time. This accommodation may support students who need repetition for language processing, attention, or focus needs due to a disability. Students will see and must click a Repeat button on every screen where audio can be repeated. Once the student clicks Repeat, the audio cannot be paused or stopped. Students can click the Repeat button to replay the audio one time in the Listening test. In the Speaking and Writing tests, students can click the Repeat button to replay the audio as many times as needed. When test administrators provide this accommodation for a paper-format test, they ask students whether they are ready to listen to the audio of the Listening and Speaking CD. When students indicate they are ready to hear the audio again, test administrators replay the track. In a Listening test, test administrators replay the audio only one time. In a Speaking test, test administrators repeat the process until the student is ready to move on.

Scribe (SR)	To provide this accommodation, a test administrator or another designated individual responds in the online test platform or in a test booklet as directed by a student. For example, a student might provide verbal dictation of a Writing response, which the scribe types or writes. A student might indicate a response to a multiple-choice question using a speech-to-text device, using a picture or word board, by pointing, or with eye gaze, and the scribe selects or marks the option indicated. Consider offering this accommodation to students who routinely rely on dictation or scribing for written compositions during classroom instruction. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand. **An individual test administration must be used to provide this accommodation. When students are new to the process of scribing, practice prior to testing is especially important.** Responses must be scribed verbatim at the time of testing. **See Appendix C-9 and review the Scribing Protocol Video. Scribing includes transcribing as well as turning the pages as needed etc. Review Appendix C-13: Transcription**
Student responds using a recording device, which is played back and transcribed by the student (RD)	This accommodation may support students with writing processing issues by separating the process of responding from the process of writing. When using this accommodation, the student responds to test tasks by speaking into a recording device. As soon as possible after completing the test, the student transcribes the responses into the test platform or a test booklet. Check state policy for timeframe expectations. - If response and transcription are completed in the same testing session, the student may edit the responses as they transcribe. - If response and transcription are completed in separate testing sessions, the student must transcribe the responses verbatim. Test administrators must closely monitor student transcriptions to ensure fidelity to the original answer. To provide this accommodation, arrange for the student to bring a familiar recording device to the testing session. **Students must be comfortable with using the device of their choice, and they must be familiar with the transcription process. Always arrange an individual test administration to provide this accommodation.** **Recording devices must be stored securely in a locked location between testing sessions. After transcription is complete, all content must be deleted from the recording device.** **See Appendix C-9 and review the Scribing Protocol Video. Scribing includes transcribing as well as turning the pages as needed etc. Review Appendix C-13: Transcription**
Test may be administered in a non-school setting (NS)	In the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered in a non-school setting. This may require approval from a state official. **This accommodation must follow all security requirements and be provided by school personnel who are trained test administrators.** For online test administration, a designated technology coordinator must configure a school-owned laptop by installing all software necessary for online testing.
Word processor or similar keyboarding device to respond to test items (WD)	This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not compatible with the online test platform or the testing device. This accommodation is not necessary for students whose use of a specialty keyboard, adaptive mouse, or any other piece of equipment allows them to interact with the online test platform or paper test materials. Use of adaptive or specialized furniture or equipment is an administrative consideration that can be extended to any student. To provide this accommodation, arrange for the student to bring their device to the testing session. For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or thesaurus features are disabled, and that the device is not connected to the internet. **Student responses recorded on the device must be transcribed into the online test platform or a test booklet as soon as possible after each domain test is complete.** **Whenever possible, print the student's responses for transcription and then delete all content from the device. If printing is not an option, the keyboarding device must be stored securely in a locked location until transcription is complete and all content has been deleted. After transcription, securely destroy any printed original responses that have been transcribed.** **See Appendix C-9 and review the Scribing Protocol Video. Scribing includes transcribing as well as turning the pages as needed etc. Review Appendix C-13: Transcription**