

WIDA Alternate ACCESS

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Background Information

What is the WIDA Alternate ACCESS for ELLs?

The WIDA Alternate ACCESS is an English language proficiency assessment that is designed to test English learners in grades 1 to 12 with significant cognitive disabilities who cannot meaningfully participate in the WIDA ACCESS with accommodations. See the Alternate ACCESS Resources page for more information about the WIDA Alternate ACCESS: **[Alternate ACCESS for ELLs | WIDA \(wisc.edu\)](#)**.

Why do we need to test Multilingual learners (MLs) with significant cognitive disabilities?

Federal regulations require the assessment of all MLs who are eligible to receive ELD services. In order to comply with this regulation, OSPI has adopted the WIDA suite of assessments and a variety of accommodation options which will meet the assessment needs of most MLs. The WIDA Alternate ACCESS was adopted for measuring English language proficiency in Washington for students with the most significant cognitive disabilities. All MLs will need to participate in either the WIDA ACCESS (online, paper, or Kindergarten) or the WIDA Alternate ACCESS.

Resource: Dear Colleague letter (page 32, footnote 88):

<http://k12.wa.us/MigrantBilingual/pubdocs/January7MeaningfulParticipationDearColleagueLetter.pdf>

Excerpt: "All students who meet the definition of LEP under the ESEA—see 20 U.S.C. § 7801(25)—must be tested annually with a State-approved ELP assessment."

Testing Options and Decisions

What options are available for testing English language proficiency (ELP)?

Students participate in testing language proficiency in one of three ways:

- 1) Regular ELPA 21 without accommodations- ELs with or without disabilities participate in the regular assessment and may access any universal tools or designated supports as noted in the GTSA.
- 2) Regular WIDA ACCESS with accommodations- multilingual learners with disabilities participate in the regular assessment and may access any universal tools, designated supports, or accommodations designated in their IEP or 504 plans and as noted in the GTSA.
- 3) Alternate ELP assessment- multilingual learners with the most significant cognitive disabilities participate in the state's alternate English proficiency assessment (WIDA Alternate ACCESS).

For ELs with disabilities, the determination of how a student will participate in state and district assessments is determined by the student's IEP team in accordance with the **Guidelines for Statewide Accountability Assessments**.

Which students are eligible for the Alternate ELP assessment?

Students must be multilingual learners with significant cognitive disabilities who are unable to meaningfully participate in the WIDA ACCESS annual assessment with accommodations to be eligible for the alternate ELP assessment. For guidance on identifying eligible students, please consult the **Guidelines for Statewide Accountability Assessments**.

The Alternate ELP assessment that Washington has adopted is the WIDA Alternate ACCESS. This test is intended for ELs in grades 1 to 12 with significant cognitive disabilities. Kindergarten English learners who are eligible for an alternate assessment will participate in the first grade WIDA Alternate ACCESS test. Kindergarten cut scores will be established independent of the first grade expectations.

Who decides which test an EL will take?

Assessment decisions are made by a student's IEP team. If the English learner meets the **guidance criteria**, then s/he is eligible, but not required, to participate in the alternate ELP assessment. The final decision is made by the IEP team. OSPI has produced **Guidelines for Statewide Accountability Assessments** to support IEP team decision making..

Is the Engagement Rubric for Language Proficiency still an option?

No. In a departure from the 2017 administration of language proficiency assessments, OSPI will not continue to use the Engagement Rubric for Language Proficiency protocols with the alternate ELP assessment. Instead, all multilingual learners recommended for an alternate ELP assessment will be expected to attempt the WIDA Alternate ACCESS for ELLs assessment. The proctors will be able to apply specific stopping rules based on student responses.

Identifying students

How do I register students for the Alternate ELP Assessment?

Initial student registration (pre-identification) for the alternate ELP assessment in Washington closes in early December. The process for pre-identification takes place in WAMS through the Students Receiving Services application and can be accessed by clicking the "Assessment Operations" tab, then the "Pre-ID" tab, then the "Students Receiving Services" in the left menu on the page. The prerequisite for a student to show up in the Students Receiving Services registration application is that a student must have an active CEDARS record for the current school year, and that the student's CEDARS record indicates that the student is receiving special education services.

Students can only be pre-identified in WAMS. If students are not pre-identified you will need to follow the process to order "additional" materials described in the WIDA AMS **User Guide (located in the WIDA Secure Portal under "Resources")** and use a school-specific label from DRC on the test booklet. These students' demographic information will need to be bubbled in as the label will not reflect a specific student's information.

Information that must be bubbled includes:

District	Student Last Name	Test Date
School	SSID	
Student First name	Grade	

NOTE: Although the WIDA Alternate ACCESS assessment is only for grades 1 to 12, Washington will be testing kindergarten students with this assessment as well. They will be taking the same test as grade 1 students.

If we have students that were initially pre-identified, but their IEP teams have decided they are ready for WIDA ACCESS testing, can we use the booklets for other students that were not pre-identified, but do need to test? If we can do this, what paperwork is required?

Yes. You can use "extra" booklets for other students. You will need to place a yellow school-specific label instead of the student-specific label (applicable only to the original pre-identified student) if you are using the booklet with a different student. Remember to bubble in all the student demographic and disability information in the Student Response Booklet.

Ensure the IEPs for each student accurately indicate the test they are participating in. You will also need to ensure that the students who were initially identified in WAMS for Alt ELP have test records in WIDA AMS.

Ordering Materials

When I order additional materials, what materials should I be ordering?

There is a long list of materials on the DRC site. When ordering materials, ensure that you are ordering materials that say "Alternate ACCESS." For each student tested, you will need

1. a Student Response Booklet
2. a Listening, Reading, Speaking Test booklet, and
3. a Test Administrator Script. (can be reused for other students in the same grade band)

Where/How do I order additional materials?

Additional materials for the WIDA Alternate ACCESS are ordered through WIDA AMS (DRC Insight). The process to follow is outlined in the WIDA-AMS User Guide. Only district coordinators have permissions to order additional materials through WIDA AMS. All additional materials order must use the "District level" site in the "school" drop down to order additional materials.

To order materials in WIDA AMS, select Materials, then click on the "Additional Materials" tab. Then fill in the information requested and select the materials you need. Remember to only order additional materials using the "District Level" option in the "School" drop-down.

How do I order labels for a school if we didn't have any students initially identified there, but we do now?

To get additional (or initial) school-specific labels for WIDA Alternate ACCESS testing, you will need to email elpassessments@k12.wa.us with the following information:

Subject Line: District/School Label Request

- **District Name:**
- **District Code:**
- **School Name:**
- **School Code:**
- **District Coordinator Name:**
- **District Coordinator Email:**
- **Shipping Address:**
- **Number of labels needed (comes in sheets of 10):**

OSPI will then forward the information to DRC for new labels. Information is needed for each school needing labels, but it can all be sent in one email. Individual student labels cannot be ordered outside of the initial file OSPI sends to DRC.

Test Administrator Training

Will OSPI provide training for proctors of the WIDA Alternate ACCESS?

The WIDA Alternate ACCESS will be revamped for the 2023-24 school year. WIDA will also be updating the training for TAs administering the test. All test administrators for the WIDA Alternate ACCESS must complete the TA training in the WIDA Secure Portal after September 1, 2023 and before administering the assessment.

Are test administrators required to be trained to administer this test?

Yes. Those administering the WIDA Alternate ACCESS are required to complete training annually. Training is located in the WIDA Secure Portal. District Assessment Coordinators can create new user accounts if you need one.

Can paraeducators give this assessment?

Yes. However, they must complete the training and be under the supervision of a certificated staff member.

Alternate Screening

Is there an alternate screener for these students?

No. There are currently no alternate screeners available. This is something Washington will continue to explore.

WIDA Administration

Where can I find essential materials for administration?

The following resources can be found by searching “manual” in the Resources section of the WIDA Secure Portal.

- ACCESS for ELLs District and School Test Coordinator Manual (Section 7)
- ACCESS for ELLs Test Administrator Essentials
- ACCESS for ELLs Test Administrator Manual (Section 7)

The **Accessibility and Accommodations Manual** is available on the public facing WIDA website.

On the WIDA Alternate ACCESS there are multiple opportunities to answer an item with varying levels of linguistic complexity. Do students receive the same score for answering at any point in the process?

Yes and No. Scores are weighted depending on the point at which a student successfully responds in the listening and reading tests. For the speaking and writing tests, if students meet the criteria at any point, they receive full credit.

What are the stopping rules with the WIDA Alternate ACCESS?

Stopping rules are stated in each domain of the WIDA Alternate ACCESS TA Script in the Moving On box for each item. Please consult the Test Administrator’s Script for specific guidance in each domain.

If a student chooses an accurate response in the listening or reading test that is not in line with other response options, is that correct?

Yes. If a student is asked to identify an “F” and the student chooses an “F” that is located somewhere besides in the response boxes, that is OK. The TA should consider that response correct.

My student does not speak and cannot make words. Do I just not administer this part of the test?

The TA cannot make the decision to test or not test a student on any part of the WIDA Alternate ACCESS. The student's IEP team is responsible for making this decision. The WIDA Alternate ACCESS assesses pre-linguistic communication as part of the speaking test. If a student is unable to proceed through the end of the assessment, follow the stopping guidance

My student has multiple disabilities. How do I indicate that on the disabilities page (page 3) of the Student Response Booklet?

To indicate multiple disabilities, mark more than one disability in either column of the disabilities chart on page three. Doing so will result in the student being recorded as MD. For more information, please see page 30 in the Test Administrator Manual (available in the WIDA Secure Portal under Resources).

Native American ELP Testing

Do Native American students in a self-contained classroom need to take this test? We don't have any academic scores for them until they begin taking the WA-AIM.

If these students are identified for English language development services, then they will need to complete an annual English language proficiency assessment. Many districts test these students on Dibbles, WaKIDS, or another academic assessment and use the results to determine the need for language proficiency screening. This process allows for earlier language interventions if necessary.

If they have not been identified as eligible for ELD services, then they are not eligible for ELP testing.