



**Kindergarten
ACCESS for ELLs:
Test Administrator
Training**

January 2019

**Department of Bilingual Education
and
World Languages**

ACCESS for ELLs 2019 Schedule

Description	Start Date	End Date
Test Window	1/28/2019	3/22/2019

Who to Contact

- If there are questions regarding the Spring 2019 administration of the Kindergarten ACCESS for ELLs, test administrators should initially contact the school test chairperson.
- If you have been asked to complete WIDA online training activities, but do not believe you have a login, please contact your test chairperson.

LIEP Classification

LIEP= Language Instruction Educational Program

If a student is enrolled in the following instructional model/approach:	Then grid the following LIEP Classification Code:	M-DCPS
Dual Language	Mixed Bilingual (MBL)	BISO, EFL
Maintenance or Developmental Education	EL-specific Transition Instruction (ETI)	N/A
Sheltered-English or Sheltered-Core/Basic Subject Areas	EL-specific English-only instruction (EEO)	Self-Contained ESOL (ESOL levels 1 & 2) (elementary) Developmental LA thru ESOL and M/J LA thru ESOL or English thru ESOL (secondary)
Mainstream/Inclusion-Core/Basic Subject Areas or Mainstream/Inclusion/English	Mixed Classes with English-only support (MEO)	Not in Self-Contained ESOL classes (elementary)
		Secondary ESOL students in Intensive Reading and M/J LA thru ESOL or English thru ESOL (double coded)

SCHOOL USE ONLY

LIEP CLASSIFICATION

- EL Bilingual
- Mixed Bilingual
- EL-Specific Transition Instruction
- Mixed Classes with Native Language Support
- EL-Specific with English-only Support
- Mixed Classes with English-only Support
- No Support Provided
- Parental Refusal of Services



TRAINING DESCRIPTION

This workshop is designed for test administrators scoring the Kindergarten ACCESS for ELLs Assessment. During this workshop, test administrators will focus on administering and scoring the assessment.

TRAINING OBJECTIVES

By the end of this workshop, participants will be able to:

1. Define the roles and responsibilities of the test administrator.
2. Understand the Kindergarten ACCESS for ELLs test design.
3. Describe scoring and administration procedures for the Kindergarten ACCESS test.
4. Locate resources on the secure WIDA website to facilitate training at the school site.
5. Describe the difference between accessibility supports and accommodations and implications for test administration (ESE).

AGENDA

- Welcome & Introductions
- Training Requirements & Preparations Resources
 - ❖ Before, During, and After Testing
- Scoring of Kindergarten ACCESS for ELLs
- Locating training resources to facilitate training.

Weekly Briefing # 23816

ALL PRINCIPALS/APs: Mandatory ACCESS for ELLs 2.0 Certification Requirements for All Test Administrators

Weekly Briefing # 24020

ALL PRINCIPALS: ACCESS for ELLs 2.0 Test Administrators Review of Online Training Modules Meeting in Preparation for the Administration of the 2019 ACCESS for ELLs 2.0 Assessments

<http://mdcpsbilingual.net/pdf/Briefings/briefings.pdf>

ANTICIPATION GUIDE: True or False

Directions: Before you listen to the presentation and practice test administration, please decide if each item is true or false. After listening to the presentation and practicing test administration, you may revise your answer or keep it the same. If the answer is false, indicate why.

BEFORE LISTENING	Statements	AFTER LISTENING: If false, write WHY.
GENERAL TEST ADMINISTRATION		
	Test Administrators must read the Test Administrator's script verbatim.	
	A Test Administrator can use a pen on the Speaking scoring sheet.	
	If a student says, "I don't know" the response must be scored as Adequate.	
	The Test Administrator may repeat a Speaking test item if the student doesn't respond after hearing the prompt.	
	A Test Administrator can translate test items in the student's home language to elicit a response.	
GENERAL TEST SECURITY		
	A Security Log must be signed by the Test Administrator and proctors for each test session.	
	Testing signs are only required to be posted for a group administration.	
	It is the responsibility of the Test Administrator to confirm each student receives a preidentified test booklet.	
	During a test session, the Test Administrator may grade papers, check email, and/or leave students unattended.	

WIDA Website

WIDA: <https://wida.wisc.edu/>

The WIDA Consortium provides valuable secure resources that require an account.



WIDA Secure Portal

Use the WIDA Secure Portal to access test training manuals and resources, as well as Professional Learning modules.



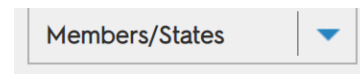
- Training for test coordinators and test administrators
 - ❖ WIDA user accounts provide access to WIDA Secure Portal
 - ❖ Test preparation, administration and post-testing resources; training courses; and user account management

<https://portal.wida.us/client/documents/WIDAsecurePortalUserGuide.pdf>

Florida's WIDA Webpage

- Drop down menu on the top of the webpage
- Map on consortium page
- In the ACCESS training course_

<https://wida.wisc.edu/memberships/consortium>



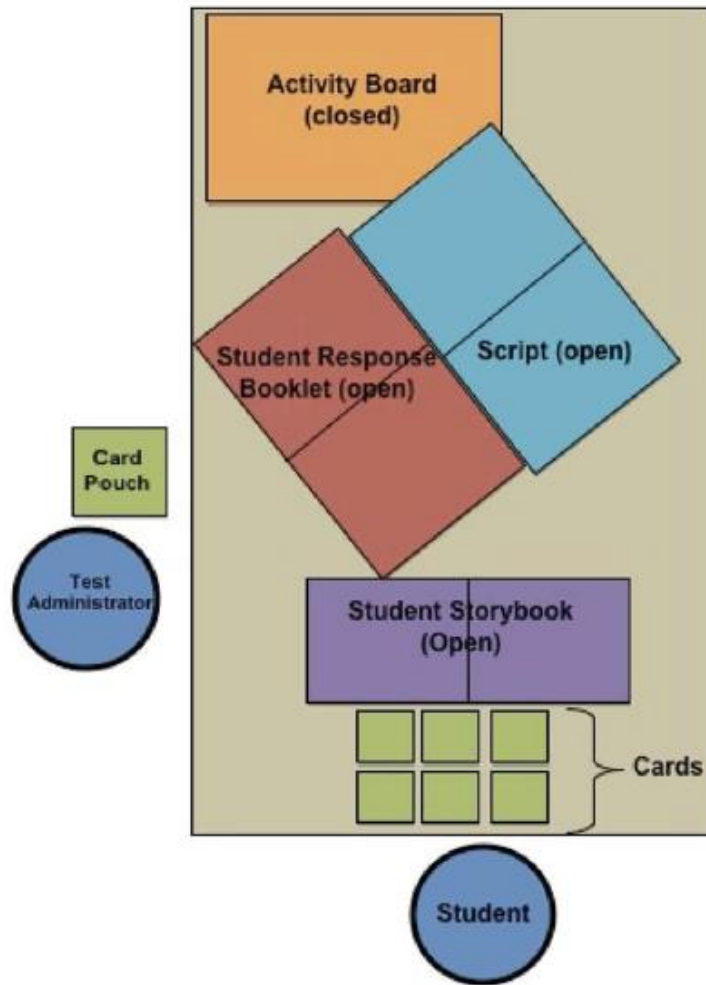
Obtaining a WIDA Secure Portal Account

- Contact your School Test Coordinator.

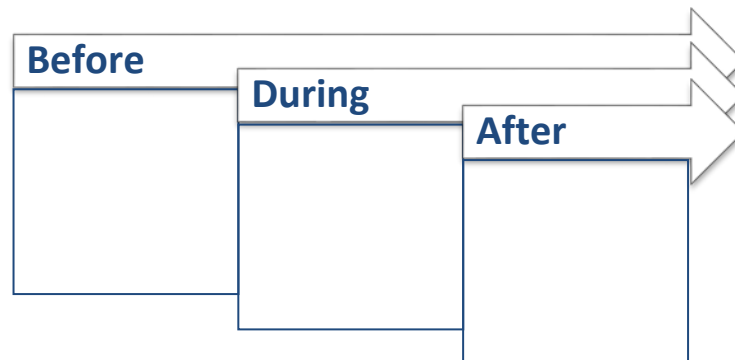
Forgot Your Username or Password

- Have an account but forgot your password or having trouble logging in? Contact the WIDA Client Services Center at help@wida.us
- Have a WIDA Secure Portal account but forgot your password? Go to our password reset page. <https://portal.wida.us/ResetPasswordRequest.aspx>

Table Set Up



Administering the Test



Section 8: Kindergarten ACCESS for ELLS

8.1 Test Design

Test Design

Kindergarten ACCESS for ELLs is an individually administered, adaptive assessment designed to take an **average of 45 minutes per student**. Test items are thematically centered around two sections, each based on a particular type of text, either narrative or expository.

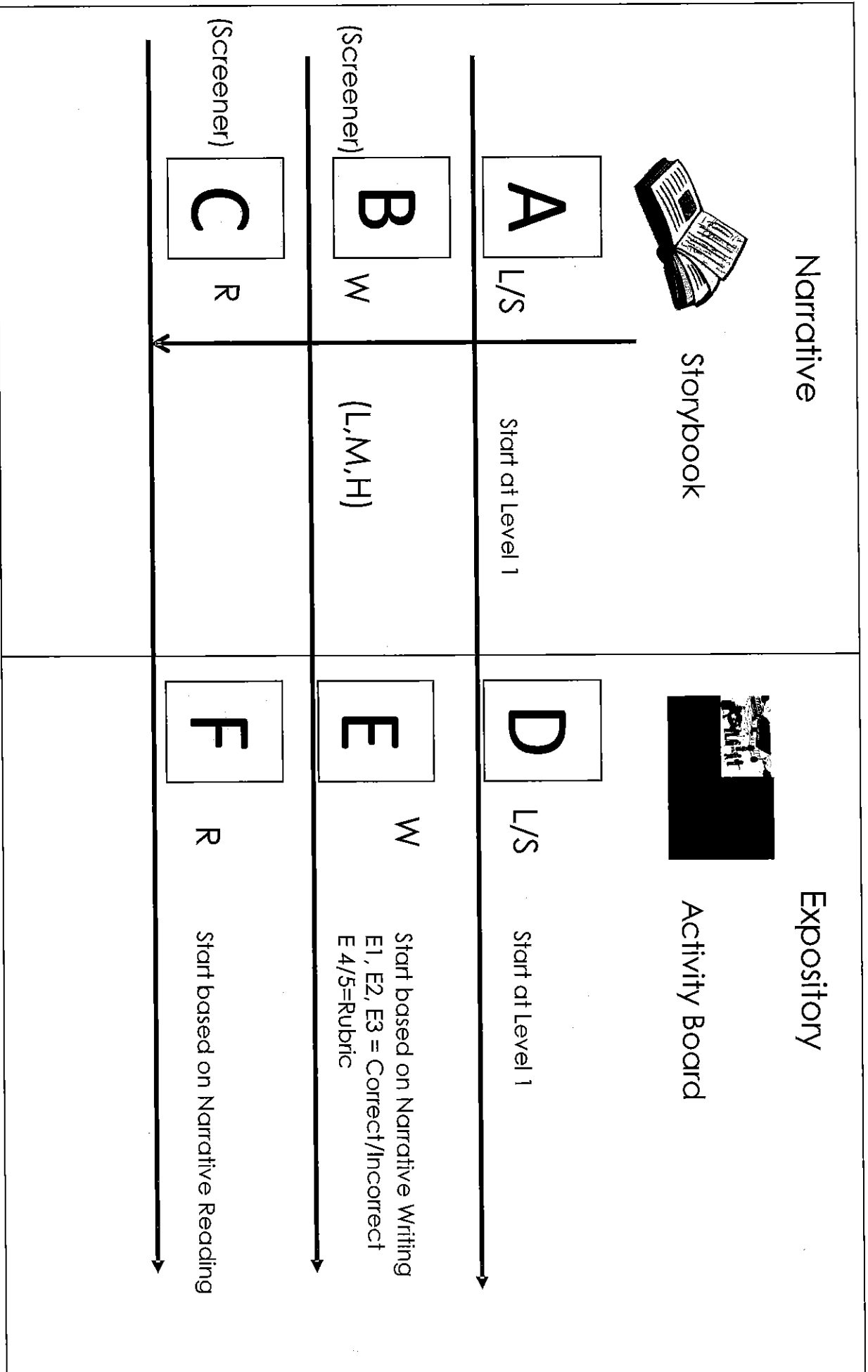
- **Both sections of the test must be administered, and the narrative section (Parts A-C) must come before the expository section (Parts D-F).**
- Within each section, there are three parts, for a total of six parts, each part assessing one or more of the language domains.
- Each part is divided into five levels, which correspond with the first five WIDA English language proficiency levels. The tasks at each level are designed to appropriately assess language at the specific proficiency level. For example, Part D, Level 3 includes the Listening and Speaking questions aimed at Proficiency Level 3.

Move through the Levels in each Part, until the child reaches his/her ceiling.

Administer Parts in order, moving on to the next Part when the child no longer can complete a Level.	Narrative	Part A Listening & Speaking	A1	A2	A3	A4	A5
		Part B Writing	B1	B2 / 3 / 4 / 5 Writing Experience			
		Part C Reading	C1	C2	C3	C4	C5
	Expository	Part D Listening & Speaking	D1	D2	D3	D4	D5
		Part E Writing	E1 Low Start	E2	E3 Mid Start	E4 / 5 High Start	
		Part F Reading	F1 Low Start	F2	F3 Mid Start	F4 High Start	F5

Figure 18. Test Parts and Proficiency Levels

Kindergarten Flow Chart



Speaking Rubric of the WIDA Consortium (Kindergarten Only)			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying Linguistic Complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, although phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English-proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English-proficient peer might make

Figure 25. Speaking Rubric of the WIDA Consortium (Kindergarten Only)

Writing Rubric of the WIDA Consortium Grades PreK–K			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence: "Complete Story"	<ul style="list-style-type: none"> Text presents one clear example of a successful attempt at producing related, connected English phrases and sentences At least two clear sentences are present A logical sequence or relationship between phrases and sentences is present Each phrase or sentence contains at least two "words" 	<ul style="list-style-type: none"> "Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately "Words" are clearly recognizable and contain beginning, middle, and ending sounds (in longer words) 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede full comprehensibility of the text Inventive spelling closely approximates standard spelling Evidence of capitalization and punctuation may be present No clear observable influence of native language is present
5 Evidence: "Story"	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing at least two related or connected English phrases or sentences At least one clear sentence is present A logical or sequential word order within phrases or sentences is present Each phrase or sentence contains at least two "words" 	<ul style="list-style-type: none"> "Words" go beyond memorized, high-frequency vocabulary "Words" are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) All key "words" in the related or connected phrases or sentences are attempted 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede comprehensibility of the text Evidence of word boundaries is present Observable influence of native language may be present
4 Evidence: "Phrase or sentence"	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing an English phrase or short sentence The phrase or short sentence contains at least three "words" 	<ul style="list-style-type: none"> At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like . . .,' 'I play . . .') "Words" are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) Letter sounds within words may be out of order All key "words" in the phrase or short sentence are attempted 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the text Attempts at word boundaries may be present Observable influence of native language may be present

Writing Rubric of the WIDA Consortium Grades PreK–K

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English words 	<ul style="list-style-type: none"> At least one "word" goes beyond memorized, high-frequency words (e.g., 'cat,' 'dog') "Words" may be recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) Letter sound within words may be out of order 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the words Observable influence of native language may be present
2 Evidence: "Sound/letter correspondence"	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English sound/letter correspondence 	<ul style="list-style-type: none"> Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: <ul style="list-style-type: none"> beginning and ending word sounds beginning and middle word sounds middle and ending word sounds beginning word sounds only a single sound representing a word Examples of letters may be in list form, written vertically or horizontally Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present 	<ul style="list-style-type: none"> Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondence Observable influence of native language may be present
1 Evidence: "Letter copying"	<ul style="list-style-type: none"> Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound/letter correspondence 	<ul style="list-style-type: none"> Evidence of ability to write letters may be provided by any of the following: <ul style="list-style-type: none"> writing own names copied letter(s) random letter(s) traced letter(s) scribble writing 	<ul style="list-style-type: none"> Poor letter formation quality may impede recognition of letters
0 Evidence: "Letter and/or picture"	<ul style="list-style-type: none"> Text contains no more than one clear, independently written letter No response 	<ul style="list-style-type: none"> Symbols or pictures, perhaps copied from graphics, may be present 	<ul style="list-style-type: none"> No language control is evident due to lack of text

ACCESS for ELLs Preparation Notes
*When I return to my school, I need to
remember to . . .*

Task	Date Completed	Notes