



INDIANA
DEPARTMENT *of*
EDUCATION

2023-2024

WIDA Assessment Guidance

Indiana Department of Education
Office of Student Assessment

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2023-2024 WIDA Assessment Guidance

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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 EL parents and guardians in an understood language and method.

Participation Requirements

In Indiana, all traditional public schools, public charter schools, accredited non-public schools participating in the Choice Scholarship Program, and accredited non-public schools participating in Title III are required to 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

¹ Students aged 22 years or older on or before October 1, 2023, cannot participate in WIDA assessments.

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. 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., 3.0, 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](#)² 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-level clusters (Grades 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 time of year. Students in the first semester of the beginning grade level of a cluster are administered the previous grade-level cluster form.
- Currently, there is no Alternate placement assessment available. WIDA Alternate Screener is in development, but will not be available during the 2023-2024 school year. Potential ELs with significant cognitive disabilities should attempt WIDA Screener for Kindergarten or WIDA Screener to the extent possible to inform EL identification and placement. Accommodations can be provided, as appropriate.

See [Table 1](#) 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.

² Kindergarten W-APT (K W-APT) is no longer available or supported by WIDA. K W-APT cannot be used for new EL identification and placement. See [Appendix A](#) for additional information and guidance.

- [Kindergarten ACCESS](#) is the ELP annual assessment for ELs in kindergarten. This paper-based test is composed of performance-based tasks for all four language domains and must be administered to students individually.
- [ACCESS](#) (Online or Paper) is the ELP annual assessment for identified ELs in grade one through grade 12 and is divided into grade-level clusters. The online test is semi-adaptive, meaning students will progress through the test based on their performance on previous items and domains.
- [Alternate Access](#) is the ELP annual assessment for ELs in kindergarten through grade 12 with significant cognitive disabilities preventing meaningful participation in the standard ACCESS assessment. This large print, paper-based test must be administered to students individually.

Note: WIDA Screener assessments and paper-based ACCESS assessments require local scoring by the Test Administrator (TA). Schools are periodically monitored for 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 B](#) 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 2023-2024 state testing window is **Tuesday, January 16, to Friday, March 1, 2024**.

Indiana's testing window is approximately 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 could potentially interfere with scheduled testing including, but not limited to, weather delays or 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 be formally identified as an EL to participate in WIDA ACCESS. Per ESSA, LEAs have two weeks to complete the identification and placement process.

- Newly identified ELs who enrolled within the first four weeks of the annual testing window are also required to participate in WIDA ACCESS.
- For newly identified ELs who enrolled within the last three weeks of the testing window, IDOE recommends, but does not require, participation in 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](#) webpage.

Indiana EL Entrance and Exit Criteria

Identification of ELs. Schools are required to administer a Home Language Survey (HLS) to identify the primary language(s) of *all* first time Indiana enrollees. In most cases, these will be students enrolling in kindergarten, but may also include students in other grade levels who are enrolling in Indiana schools for the first time (e.g., immigrant students, transfer students from another state, previously homeschooled students). For students previously enrolled in Indiana or transferring from another Indiana school, the receiving school must obtain the original HLS. If a language other than English is indicated for any of the three HLS questions, the student is a potential EL. The original HLS is a legally binding document and must be included in the student's cumulative file.

The [EL identification and placement process](#) for newly-enrolled potential ELs must be completed within 30 calendar days of the beginning of the school year or within two weeks for students who enroll later in the school year. This includes administration of the appropriate WIDA Screener assessment or acquisition of recent WIDA assessment results, if applicable. A student who meets Indiana's entrance criteria is identified as an EL. A student who does not meet Indiana's entrance criteria is considered fluent upon enrollment; however, the student must still be reported annually in statewide multilingual student reporting while enrolled in an Indiana school.

If a potential EL transferred from another Indiana school or a [WIDA Consortium member state](#), the receiving school should obtain recent WIDA placement or annual ACCESS test results from the sending state/school. Scores less than one year old can be used to make EL identification and placement decisions. If scores are more than one year old, or if results cannot be obtained within the required EL identification and placement process timeline, the student must be administered the appropriate WIDA Screener

assessment to inform EL identification and placement. There is one exception for using results that are more than one year old. If the student previously met Indiana's exit criteria of a 5.0, then the student is classified as fluent and no further WIDA assessments are required.

The EL Guidebook, sample HLS forms, and additional resources for identification are available on IDOE's [English Learning and Migrant Education webpage](#).

Specific Entrance Criteria. 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. Specific PL ranges are indicated in [Table 1](#).

[Table 1](#) also denotes the appropriate 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).

Table 1: WIDA Placement Test Participation and Specific Entrance Criteria for Indiana

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 5 (S2) to Grade 8 (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 Grades 10-12	WIDA Screener Grades 9-12 Test	Overall Composite PL: 1.0 to 4.5	Overall Composite PL: 5.0 to 6.0

Additionally, for eligible students enrolling from another WIDA Consortium member state, recent Screener or 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 WIDA Consortium member states have varying entrance and exit criteria. WIDA results obtained from other states must be interpreted using Indiana’s specific criteria. Students who previously scored an Overall PL of 5.0 to 6.0 on a WIDA Screener or ACCESS assessment in any previous school year do not meet entrance criteria and are classified as “Fluent.”

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 must be notified of EL program placement within 30 calendar days of the beginning of the school year or within two weeks if the student enrolls later in the school year.
- The student must be assessed annually for English language proficiency via the appropriate WIDA ACCESS assessment until meeting Indiana's specific exit criteria for reclassification as fluent.

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

Indiana's exit criteria is undergoing changes that will apply to WIDA ACCESS assessments administered in 2023-2024. Students who score an Overall PL of 5.0 or higher on Kindergarten ACCESS or ACCESS Grades 1-12 will automatically exit EL status. Students who score an Overall PL within a specified range (to be determined) will be eligible for a portfolio of evidence review to inform an exit determination. Additionally, Indiana is developing exit criteria for Alternate ACCESS, which will be implemented beginning with the 2023-2024 assessment results. Detailed information regarding the portfolio of evidence criteria and decision-making process will be communicated once approved.

Please note the following additional information pertaining to exit criteria:

- ELs being assessed with ACCESS Paper must meet exit criteria on Tier B/C of the assessment to be reclassified as fluent. Exit criteria cannot be met on Tier A. An Overall PL of A5 does not meet exit criteria and is an indication that the student was administered Tier A in error.
- ELs with disabilities participating in less than four domains due to domain exempt accommodations must complete at least two domains to receive an Overall scale score and PL calculation 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](#).

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.³ Schools must continue to meet annual parent notification requirements. Additionally, schools continue to have a responsibility to meet the EL's academic and language needs through an ILP and accommodations, as needed.

Scheduling and Timing Guidance

WIDA Screener Assessments. WIDA's scheduling guidance and approximate test administration times for WIDA Screener assessments are detailed in each corresponding *Test Administration Manual*. Schools must follow the prescribed scheduling guidance, including the order of domains to be administered, as directed in the *Test Administration Manuals*. In general, WIDA Screener assessments are administered on a single day.

WIDA ACCESS Grades 1-12 (Online and Paper). ACCESS Grades 1-12 assessments are untimed and self-paced. WIDA's scheduling guidance and approximate test administration times are included in the *District and School Test Coordinator Manual* (TCM) and *Test Administrator Manual* (TAM). IDOE offers the following additional state-specific guidance regarding scheduling and timing of ACCESS Grades 1-12 assessments:

- IDOE 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., a newly-identified EL arrives late in the testing window, makeup testing on the last day of the testing window). If administering multiple domain tests on a single day, ensure adequate breaks are provided between each test.
 - Schools should consider students' grade level and test fatigue level when determining the test schedule. For example, a first grade student may experience test fatigue more quickly than a tenth grade student. Likewise, for some domains, students in higher grade-level clusters and tiers may take more time to complete the test.
- In general, each domain test should be administered in one sitting and not be separated across multiple days or times during a single day.

³ 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)).

- 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 “blue 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., allow the student to take a break, allow the student to continue until the test is complete, or have the student stop testing).
 - If a student is unable to complete the online Listening or Reading domain, submit an “End Incomplete Test” request via the [WIDA ACCESS Action Request Form](#) so a tier is assigned for the Speaking and Writing domains.
 - “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, the Tier Placement Report must be viewed in 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.*

Kindergarten ACCESS and Alternate ACCESS. WIDA’s scheduling guidance and approximate test administration times for Kindergarten ACCESS and Alternate ACCESS assessments are detailed in the TAM. Schools must follow the prescribed scheduling guidance for each assessment as directed in the TAM.

Translation of Directions in Native Language

Translation of directions in a student's native language is only permissible when using an approved translated script. IDOE provides Spanish-translated Test Administrator Scripts for the following WIDA assessments and domains:

- 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:

- Spanish-translated Test Administrator Scripts will be consolidated in a single document and available on IDOE's [WIDA webpage](#) prior to the ACCESS testing window.
- A non-certified proctor who speaks Spanish fluently may read the scripted directions to students; however, this must only occur under the direct supervision of a certified TA. Since the scripts published by IDOE are not secure, 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 and responses must never be translated for a student, as this would impact the validity of the assessment.
- It is permissible to translate, rephrase, and explain directions on 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.

Test Results and Reporting

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

Types of Reports. The following score reports are available for ACCESS assessments:

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

All reports provide score information for the same eight categories:

- Four domain scores: Listening, Reading, Speaking, 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, is available at [ACCESS for ELLs Scores and Reports](#) and [Alternate ACCESS Scores and Reports](#).

Do Not Score Codes. Do Not Score codes are used in specific circumstances to suppress scores from reporting for a domain. [Table 2](#) details each code.

Table 2: 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 the student’s WIDA AMS profile for online test sessions or 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, any 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.

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 or a duplicate student record in the WIDA Assessment Management System ([WIDA AMS](#)).

- **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 the initial results posted in WIDA AMS (data files and electronic reports) and printed reports. Pre-reporting data validation is the last opportunity to report student transfers for reporting.* Student transfer requests can be submitted via the [WIDA ACCESS Action Request Form](#).
- **Post-reporting data validation** occurs after the initial results release in WIDA AMS. 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. 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.

Common data discrepancies identified after pre-reporting data validation and in initial reporting do not need to be reported to IDOE for post-reporting data validation. However, LEAs can report data discrepancies via the [WIDA ACCESS Action Request Form](#) by selecting “Data Validation” as the Request Type. While submission of this form is not required to report common data discrepancies, it is necessary for more unique situations, such as the addition or removal of a Do Not Score code.

Please 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 [2023-2024 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 Data Recognition Corporation (DRC) in early September each year 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. Please note, the CTC is ultimately responsible for

ensuring successful implementation of all state assessments, including WIDA, as outlined in the *2023-2024 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.

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 assigned Account Coordinator permissions at the district level in the [WIDA Secure Portal](#) and District Coordinator permissions in WIDA AMS. The WTC will also be added to the mailing list to receive WIDA Assessment Updates listservs. The CTC will continue to receive this listserv, as well.

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, new or replacement WTCs can no longer 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 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 corporation/school data administrator to ensure the demographics data for all identified ELs is accurate and up to date in the student information system (SIS) prior to the established Data Exchange deadline on Monday, November 6. This data will populate student-level information for online testing in WIDA AMS and generate initial materials orders and student Pre-ID labels.
- Complete IDOE's WIDA ACCESS Pretest Workshop in Moodle.
- Complete the required *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 *ACCESS and Screener Webinar Calendar*, available in the WIDA Secure Portal, and plan to participate in the applicable live or recorded webinars.
- Oversee the administration of WIDA assessments.
- 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 accounts may be created.

Technology Coordinators will:

- Manage all technical and system setup for online testing, including Central Office Services-Service Device (COS-SD) and student testing device setup. COS-SD and DRC INSIGHT (secure browser) Installers are available for download in WIDA AMS and via online app stores, if applicable.
- Confirm network capacity (i.e., bandwidth) is sufficient to support the anticipated number of students testing concurrently.
- Coordinate with [DRC Customer Service](#) on local system issues requiring troubleshooting assistance.
- Review all applicable Technology Coordinator documents available for download in the WIDA Secure Portal and WIDA AMS including, but not limited to, the *Technology User Guide*, *Supported System Requirements*, and *Technology Readiness Checklist*.
- Attend live or review recordings of webinars for Technology Coordinators hosted by WIDA and DRC. Webinars are accessible via the WIDA Secure Portal.

Test Administrator (TA). WIDA assessments must be administered only by personnel who hold an instructional, administrative, or school services license granted by IDOE, as outlined in Section 4 of the *2023-2024 Indiana Assessments Policy Manual*.⁴ 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 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.

⁴ 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.

- It is not appropriate to have students in the testing room who are not participating in the test being administered.
- It is not appropriate to allow a student to complete any portion of a test in a secluded area of the testing room or in a separate room that is not being monitored by the TA.
- The TA must provide and maintain an appropriate testing environment free of distractions. This includes limiting disruptions, such as talking and other noise.
- The TA must ensure that students do not have access to unallowable personal electronic devices (e.g., cell phones, smart watches, Bluetooth headphones that can connect to a personal device) during testing. These devices should not be permitted in the testing room.
 - Unallowable devices brought into the testing room must be turned off and collected by the TA. It is not appropriate to have the student place an unallowable device nearby (e.g., in a backpack, in a pocket, under the desk, on a neighboring desk) where it is still within the student's reach.
 - If it is discovered that a student has access to an unallowable device while secure test materials are present, the TA must immediately report the incident to the CTC. CTCs must follow the action steps outlined in the *Social Media or Unallowable Devices Concern Report*, located in Appendix C of the *2023-2024 Indiana Assessments Policy Manual*.

User Account Access. Contact INassessments@doe.in.gov if new CTC access is needed for the WIDA Secure Portal and/or WIDA AMS. Please note that IDOE can only create accounts for persons designated as CTC in DOE Online. It is then the CTC's responsibility to create additional WIDA Secure Portal and WIDA AMS user accounts for staff members, as needed.

For assistance accessing your existing WIDA Secure Portal account, contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

For assistance accessing your existing WIDA AMS account, contact DRC Customer Service at WIDA@datarecognitioncorp.com or (855) 787-9615.

Training Requirements

WIDA Assessments Training. WIDA assessment training courses are accessible via the WIDA Secure Portal and delivered in Canvas. Please note that all modules within a training course must be completed, including successful completion of the quiz, in order to obtain the course certificate.

TAs are required to be certified for any WIDA assessments they will administer. Tests administered by personnel not meeting the certification requirements (Indiana licensing and applicable WIDA training courses) may result in test invalidations. The Assessment Training Course Checklist for TAs is available in [Appendix B](#).

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 the training courses are made.

IMPORTANT: The following ACCESS training courses will be updated for 2023-2024 and require recertification to administer the corresponding assessments:

- *Online ACCESS: Administration* - Updated to reflect significant changes to WIDA AMS and DRC INSIGHT
- *Paper ACCESS: Administration* - Updated to reflect significant changes to WIDA AMS and DRC INSIGHT
- *Alternate ACCESS: Administration and Scoring* - Updated to reflect changes to Alternate ACCESS assessments

These updated training courses launch on Friday, September 1. Training course certifications obtained prior to that date are not valid for the associated ACCESS assessments administered in 2023-2024.

Additionally, updates to the *Screener Online: Administration* training course launch on Friday, September 1. All other WIDA assessment training courses will remain the same for 2023-2024. Certification dates for these training courses, including *Screener Online: Administration*, must be within 24 months of the test administration date to be valid.

WIDA Webinars. WIDA and DRC host [a series of live webinars](#) throughout the year. Webinar topics cover general WIDA Screener and ACCESS assessment information, as well as pre-testing, during testing, and post-testing information and procedures. Test Coordinators, Technology Coordinators, TAs, EL educators, and school leaders are strongly encouraged to attend or review webinars applicable to their roles. Attendees have the opportunity to have their questions answered by representatives from WIDA and DRC during live webinars. Recordings are available in the WIDA Secure Portal within one week following each live webinar. Please note that webinars are not a substitute for completion of WIDA assessment training courses for TAs.

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

WIDA ACCESS Pretest Workshop. The 2023-2024 WIDA ACCESS Pretest Workshop will be available in Moodle by Monday, November 6. CTCs and WTCs are required to complete the Pretest Workshop by Friday, December 15. Relevant information pertaining to WIDA ACCESS 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 15. Other staff members can access the Pretest Workshop in Moodle using the Access Code: **WIDA2024PTW**.

WIDA Accommodations Overview Training. The WIDA Accommodations Overview Training video will be available by Monday, November 6. 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, 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 Placement Assessments. WIDA Screener for Kindergarten is an on-demand, paper-based assessment. 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, with the exception of response booklets and score sheets, are reusable.

WIDA Screener Online is primarily delivered through DRC INSIGHT. Students in grades 1-3 handwrite their responses for the Writing domain. The 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. Corporations and schools are able to purchase materials directly from the WIDA Store.

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

WIDA ACCESS Annual Assessments. Kindergarten ACCESS and Alternate ACCESS 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 for Writing available in WIDA AMS via the Tier Placement Report upon completion of the online Listening and Reading tests. [Table 3](#) details the testing mode for each main annual assessment and test domain.

Table 3: WIDA ACCESS Annual Assessment Testing Modes

ACCESS Test Domain	Kindergarten ACCESS	ACCESS Online Grades 1-3	ACCESS Online Grades 4-12	Alternate ACCESS
Listening	Paper	Online	Online	Paper
Reading	Paper	Online	Online	Paper
Speaking	Paper	Online	Online	Paper
Writing	Paper	Paper	Online*	Paper

**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.*

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.

WIDA Assessment Management System. WIDA AMS provides the necessary tools to administer WIDA assessments. It is important to recognize that WIDA Secure Portal and WIDA AMS user accounts are separate and serve different purposes. DRC manages WIDA AMS and should be the first point of contact for questions regarding data and reporting, ordering materials, and technical issues.

WIDA AMS is 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.
 - DRC INSIGHT is the secure browser installed on student testing devices.
- Student management, including assigning online test accommodations.
- Online test session management.

- Monitoring students' Testing Status.
- Materials orders for ACCESS annual assessments.
- Scoring WIDA Screener Speaking and Writing tests.
- Accessing results for WIDA Screener and ACCESS assessments.

Detailed information pertaining to the above tasks can be found in the [2023-2024 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 Indiana IEP annually by November 1.

- IEP and Non-Public Service Plan accommodations are extracted from Indiana IEP and incorporated into the Pre-ID file. ELs must be indicated in Indiana IEP under Special Considerations in order to indicate participation in WIDA ACCESS or Alternate ACCESS, with or without accommodations.
- 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. The Pre-ID file:

- Populates student data and online test sessions 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.

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

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

This will prevent the occurrence of duplicate student records in WIDA AMS. It is not possible to transfer students or test events between WIDA consortium member states.

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 D](#) details the most common testing issues and irregularities that arise during the WIDA ACCESS testing window and 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 *2023-2024 Accessibility and Accommodations Information for Statewide Assessments* outlines the accessibility features (Universal Tools, Administrative Considerations, 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, Service Plan, CSEP, or Section 504 Plan). *ILP accommodations are not applicable to WIDA ACCESS assessments*. WIDA assessments may be administered to ELs with accommodations by classroom teachers or program area staff (e.g., EL teacher, special education teacher); however, TAs must meet all certification and training requirements and should be familiar with the student(s) they are assessing. TAs must also be made aware of and be familiar with each student's allowable accommodations.

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, Service Plan, CSEP, or Section 504 Plan.

ELs with an IEP or non-public Service Plan must be indicated as having needs related to English language proficiency in Indiana IEP. Select *Students > Special Education > IEP Process or SP Process*. From the IEP Process (or SP Process) Dashboard, select *Special Considerations and Behavioral Concerns* ([Figure 1](#)). Under Special Considerations, select "Yes" for the following question: *Does the student have needs*

related to *English Language Proficiency*? A brief description of the student’s language needs can be provided in the text box.

Figure 1: Special Considerations and Behavioral Concerns (Indiana IEP)

Participation in WIDA must also be indicated. After “Yes” has been indicated for needs related to English language proficiency under *Special Considerations*, select *Accommodations* from the IEP Process (or SP Process) Dashboard. Under English Language Proficiency ([Figure 2](#)), select the ELP assessment in which the student will participate (i.e., WIDA ACCESS or Alternate ACCESS). If an ELP assessment “with accommodations” is selected, then accommodations for WIDA assessments can be added.

Figure 2: English Language Proficiency Assessment Selection (Indiana IEP)

Please note that “Alternate English Language Proficiency Assessment” (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. The WIDA Consortium 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 *2023-2024 Accessibility and Accommodations Information for Statewide Assessments*.

Indiana-Specific Accommodations. [Table 4](#) 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 4: Indiana-Specific Accommodations

Accommodation and Description	Required Actions
<p>Exempt from Participating in One or More Domain Tests: <i>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:</i></p> <ul style="list-style-type: none"> ● <i>A student who is deaf is unable to participate in Listening.</i> ● <i>A student who is nonverbal is unable to participate in Speaking.</i> ● <i>A student with a braille accommodation is unable to access the Speaking test.</i> 	<ol style="list-style-type: none"> 1. Ensure the exempt accommodation is correctly documented in the student’s formal plan for each applicable domain. 2. Submit the WIDA ACCESS Domain Exemptions Form for the exempt accommodation(s) to be verified by IDOE. 3. During the ACCESS testing window, mark each impacted domain with Do Not Score code SPD (Special Education). <p>Note: Do Not Score codes are marked in WIDA AMS for online tests (the student must be assigned to an online test session for each exempt domain) and on the back cover of the paper test booklet for paper tests.</p>
<p>Handwriting for ACCESS Online Writing Domain, Grades 4-12: <i>A student accesses Writing test items via the online platform and handwrites responses in a paper Writing Response Booklet.</i></p>	<ol style="list-style-type: none"> 1. Ensure the Handwriting accommodation is documented in the student’s formal plan. 2. Remove the student from the standard Writing online test session in WIDA AMS. 3. Assign the student to an Online “HW” (Handwriting) test session in WIDA AMS. 4. Place an AMO for Writing Response Booklets.
<p>Paper Testing, Grades 1-12: <i>A student is unable to access or participate in online testing and instead participates in ACCESS Paper. Examples include, but are not limited to:</i></p> <ul style="list-style-type: none"> ● <i>A student with a paper testing as an accommodation.</i> ● <i>A student with limited or no formal education and/or exposure to technology (i.e., refugee).</i> ● <i>A student with religious objections for technology use.</i> ● <i>A student with a temporary medical condition (e.g., concussion).</i> ● <i>A student in a facility without internet access (e.g., correctional facility, hospital).</i> 	<ol style="list-style-type: none"> 1. Ensure the paper testing accommodation is documented in the student’s formal plan. 2. For ELs who do not have paper testing as an accommodation, but are not able to test online, submit the Nonstandard Assessment Accommodation Request Form for approval. 3. Remove the student from online test sessions if assigned in error. 4. Determine tier assignment (Tier A or B/C) and place an AMO for ACCESS Paper materials, if needed.

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

- 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 at least two 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.

- Overall scale scores and PLs for students with domain exemptions **do not** populate in DRC's reporting. Exempt domain and associated composite scores will report as NA. Calculations are made outside of WIDA AMS after final state reporting is made available. Updated results for impacted ACCESS testers will be available in IDOE's EdData Portal in late June. Alternate ACCESS results will be available in fall 2024.

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 Kindergarten ACCESS, ACCESS Online, or ACCESS Paper tester should be exempt from all four domains. If the CCC determines that a standard 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" 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 (i.e., test administration is not even attempted), then a test should not be submitted for the student. Instead of marking Do Not Score SPD codes on the test booklet, affix a Do Not Process label, and then document the non-participation locally.

Accommodated Test Forms. The following 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.

- **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 may require IDOE approval. Braille is available for the Listening, Reading, and Writing domains. The Speaking domain requires students to view images and is not available in a braille format. The standard Speaking test is included in the braille kit; however, students with the BR accommodation may receive a domain exemption for Speaking.

WIDA Alternate ACCESS

WIDA Alternate ACCESS is an annual ELP assessment for ELs with significant cognitive disabilities preventing meaningful participation in WIDA ACCESS Online or Paper. It is produced in a large print, paper format. Alternate ACCESS meets federal accountability requirements and provides educators with a measure sensitive to ELP growth of ELs with significant cognitive disabilities. Additional information can be found on WIDA's [Alternate ACCESS webpage](#).

Please note the following regarding WIDA Alternate ACCESS participation:

- The [Alternate ACCESS Participation Decision Tree](#) can be used to determine which ELs should participate in this assessment.
- If the CCC determines the EL will participate in I AM, then the student is required to take Alternate ACCESS.
- If the CCC determines the EL will participate in IREAD-3, ILEARN, and/or the Digital SAT School Day, then the student is not eligible for Alternate ACCESS and must take ACCESS.
- ELs in kindergarten through grade two with significant cognitive disabilities preventing meaningful participation in ACCESS, as determined by the CCC, should instead take Alternate ACCESS. These students are *on track* to participate in I AM.
- Potential ELs with significant cognitive disabilities should attempt WIDA Screener to inform EL identification and placement to the extent possible. WIDA Alternate Screener will launch in summer 2025.
- Any EL indicated as participating in the “Alternate English Language Proficiency Assessment” (with or without accommodations) in Indiana IEP ([Figure 2](#)) when the Pre-ID file is populated will be automatically indicated as an Alternate ACCESS tester in WIDA AMS, and Alternate ACCESS materials will be included with initial materials orders. Otherwise, the student will be placed in ACCESS Online test sessions by default. Once updated in the formal plan, the student can be manually removed from online test sessions and marked as an Alternate ACCESS tester in WIDA AMS. An AMO can also be placed.

The redesigned Alternate ACCESS launches in 2023-2024. The new assessment incorporates the WIDA ELD Standards Framework, 2020 Edition, and includes new test content. Additional information and [updates](#) are highlighted below.

- Alternate ACCESS now contains a K-2 grade-level cluster so kindergarten students are able to participate.
- The test contains an Individual Characteristics Questionnaire (ICQ), which prompts TAs to answer questions about students. ICQ information will be reported on the ISR to help inform reclassification decisions.
- Alternate PLs will now report as P1 (Entering), P2 (Emerging), P3 (Developing), P4 (Expanding), and P5 (Bridging).⁵ These PLs are interpretations of scale scores and are unique from other WIDA ACCESS assessments.
- 2023-2024 Alternate ACCESS tests will have a delayed reporting timeline.
 - July 2024: Standard setting for the new Alternate ACCESS will take place.
 - August and September 2024: Cut score recommendations will be reviewed and endorsed by the WIDA Executive Committee.
 - Fall 2024: Results will be released (electronic and printed reports).

⁵ 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 E](#))

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

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: Kindergarten W-APT Guidance and Interpreting Results

WIDA Screener for Kindergarten launched in the spring of 2021. Indiana required use of Screener for Kindergarten beginning with the 2021-2022 school year. WIDA officially retired K W-APT on June 30, 2022. This assessment is no longer available or supported by WIDA. Printed K W-APT materials retained by schools must not be used to assess students and should be securely destroyed.

Results from K W-APT tests administered to students after June 30, 2022, are not considered a valid measure of a student’s English proficiency and cannot be used for EL identification and placement. If K W-APT was administered to a student in error, the student must be reassessed with the appropriate WIDA Screener assessment.

K W-APT results obtained prior to July 1, 2022, can be honored for students who scored “fluent” per Indiana’s entrance criteria at the time of testing.

Interpreting K W-APT Results. K W-APT was not intended to give specific diagnostic results aligned to the WIDA performance levels. This assessment did not provide an Overall Composite PL, but instead evaluated a student’s English language skills as Low, Medium, High, or Exceptional. The chart below includes Indiana’s guidance for converting K W-APT raw scores to a PL.

Kindergarten W-APT Score Conversion Chart				
Kindergarten (S1)	Below Proficient			Fluent
Listening and Speaking Raw Score	0-10	11-18	19-28	29-30
Oral Proficiency Score	Low	Medium	High	Exceptional
PL for Reporting	1.0 or 2.0	2.0 or 3.0	3.0 or 4.0	5.0
Kindergarten (S2) and Grade 1 (S1)	Below Proficient			Fluent
Listening and Speaking Raw Score	0-10	11-18	19-28	29-30
Reading Raw Score	0-5	6-12	13	14-15
Writing Raw Score	0-7	8-14	15-16	17-18
PL for Reporting	1.0 or 2.0	2.0 or 3.0	3.0 or 4.0	5.0

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 2023-2024, unless otherwise noted.*

Successful completion of modules and associated quizzes is required for certification.

Assessments to Administer	Associated Training Course(s)	Certification Date
<input type="checkbox"/> Screener for Kindergarten	<i>WIDA Screener for Kindergarten: Administration and Scoring</i>	
<input type="checkbox"/> Screener Online (Grades 1-5)	<i>WIDA Screener Online: Administration</i>	
	<i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 1-5: Scoring WIDA Screener</i>	
<input type="checkbox"/> Screener Online (Grades 6-12)	<i>WIDA Screener Online: Administration</i>	
	<i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 6-12: Scoring WIDA Screener</i>	
<input type="checkbox"/> Screener Paper (Grades 1-5)	<i>WIDA Screener Paper: Administration</i>	
	<i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 1-5: Scoring WIDA Screener</i>	
<input type="checkbox"/> Screener Paper (Grades 6-12)	<i>WIDA Screener Paper: Administration</i>	
	<i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Writing for Grades 6-12: Scoring WIDA Screener</i>	
<input type="checkbox"/> Kindergarten ACCESS	<i>Kindergarten ACCESS: Administration and Scoring</i>	
<input type="checkbox"/> ACCESS Online (Grades 1-12)	<i>Online ACCESS: Administration</i> *Certification date must be on or after 9/1/2023.	
<input type="checkbox"/> ACCESS Paper (Grades 1-12)	<i>Paper ACCESS: Administration</i> *Certification date must be on or after 9/1/2023.	
	<i>Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</i>	
	<i>Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</i>	
<input type="checkbox"/> Alternate ACCESS (Grades K-12)	<i>Alternate ACCESS: Administration and Scoring</i> *Certification date must be on or after 9/1/2023.	

Appendix C: Guidelines for Completing Student Data on Test Booklets

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

If a test booklet does not have a Pre-ID label, a District/School label must be used 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. 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**
- **State Name Abbreviation**
- **District Name** (as it appears on the label, up to 18 characters)
- **School Name** (as it appears on the label, up to 18 characters)

**Special handling is required when coding an alphanumeric STN. Nine-digit numerical STNs are coded, as is. For STNs that begin with a letter, a ten-digit numerical STN must be coded with the letter replaced by a two-digit number using the following codes:*

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

For example, STN **C**23456789 would be coded as **93**23456789

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

Appendix D: 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 will be 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*	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 and during the pre-reporting data validation window.
Incorrect test or tier administered*	The incorrect 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.
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.
Speaking and Writing responses flagged for plagiarism	DRC notifies IDOE of suspected instances of plagiarism and related evidence. IDOE reviews evidence and determines if an investigation is warranted.	If the provided evidence substantiates plagiarism occurred, impacted domains will be invalidated and CTCs must conduct a formal investigation of what occurred.
Online Speaking test recording issues	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.
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.	Review Do Not Score codes during the pre-reporting data validation window. Codes can be added and removed during this window. Submit the WIDA ACCESS Action Request Form during post-reporting data validation window if errors are identified in initial reporting.

**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.*

Appendix E: WIDA Office Hours for 2023-2024

As an additional support to the field, IDOE’s Office of Student Assessment will hold monthly WIDA Office Hours throughout the 2023-2024 school year. A monthly checklist with upcoming tasks and reminders will be shared in the WIDA Assessment Updates listserv the Monday prior to each monthly session. During WIDA Office Hours, IDOE staff will review the monthly checklist and answer any questions regarding WIDA assessments and upcoming tasks. Questions and additional topics for discussion can be submitted ahead of each scheduled session via [this form](#).

Wednesdays from 3 to 4 p.m. ET	General Topics
July 26, 2023 Webex Meeting Link	Wrapping up 2022-2023, beginning of the school year information and reminders, WIDA updates for 2022-2023
August 23, 2023 Webex Meeting Link	30-day EL identification and placement process deadline, September 1 WIDA Secure Portal roll-over, WIDA assessment training requirements
September 27, 2023 Webex Meeting Link	Monitoring WIDA assessment training course completion, DEX-LM reporting reminders
October 25, 2023 Webex Meeting Link	Student data reminders: Data Exchange (reporting ELs) and accommodations (Indiana IEP and SIS)
November 15, 2023 Webex Meeting Link	Pre-ID file status update, WIDA AMS test setup availability
December 13, 2023 Webex Meeting Link	Verifying student information in WIDA AMS, test session setup, initial materials orders
January 10, 2024 Webex Meeting Link	Pre-testing Q&A, secure test materials reminders (e.g., taking inventory and tracking materials, additional materials ordering)
January 31, 2024 Webex Meeting Link	Testing window check-in
February 14, 2023 Webex Meeting Link	Open office hours Q&A
February 28, 2024 Webex Meeting Link	End of testing window reminders, returning secure materials, pre-reporting data validation
March 27, 2024 Webex Meeting Link	Pre-reporting data validation information and reminders
April 24, 2024 Webex Meeting Link	Initial reporting information and reminders
May 22, 2024 Webex Meeting Link	Final reporting information, end-of-year wrap-up, lessons learned, feedback

Change Log

Changes from 2022-2023 to 2023-2024	Section	Page(s)
Specific ESEA/ESSA guidance regarding the 100 percent participation requirement added.	Participation Requirements	3
Information regarding development of the Alternate Screener assessment added.	WIDA Assessments in Grades K-12	4
Revised test scheduling guidance and added participation guidance for potential ELs who enroll during the testing window.	WIDA ACCESS Annual Assessments Testing Window	5-6
Table 1 revised to include both placement test participation and specific entrance criteria information.	Indiana EL Entrance and Exit Criteria	7
Revised guidance for students completing a Listening, Reading, or Speaking test across multiple days.	Scheduling and Timing Guidance	10
Emphasis regarding Tier Placement Report added.	Scheduling and Timing Guidance	10
Subsection specific to Do Not Score codes added.	Test Results and Reporting	12
Provided updates to training requirements and WIDA assessment training courses.	Training Requirements	16
WIDA Accommodations Overview Training information added.	Training Requirements	17
Common Testing Issues and Irregularities section and Appendix added.	Common Testing Issues and Irregularities; Appendix D	21; 31
Guidance on indicating EL status, WIDA participation, and accommodations in Indiana IEP added.	WIDA Accessibility Features and Accommodations	21-22
Indiana-Specific Accommodations subsection reformatted to include a table (Table 4).	WIDA Accessibility Features and Accommodations	22-23
Additional Guidance for Domain Exemptions subsection added.	WIDA Accessibility Features and Accommodations	23-24
Accommodated Test Forms subsection created	WIDA Accessibility Features and Accommodations	24-25
Alternate ACCESS section revised (updated Screener guidance, indicating participation in Indiana IEP, and 2023-2024 redesigned Alternate ACCESS). Alternate ACCESS Field Test (2022-2023) information removed.	WIDA Alternate ACCESS	25-26
Kindergarten W-APT (retired) guidance updated.	Appendix A	28
WIDA Assessments Training Course Checklist updated.	Appendix B	29
Guidance for coding STNs beginning with “T” added.	Appendix C	30
WIDA Monthly Office Hours schedule updated.	Appendix E	32