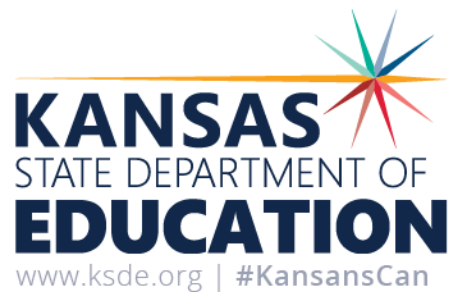




WIDA Alternate ACCESS ELP ASSESSMENT



Kansas leads the world in the success of each student.

Kansas Alternate ACCESS Checklist

- This state checklist is a guide for personnel involved in administering WIDA Alternate ACCESS.
- The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state.
- This checklist has been customized for Kansas. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.



Upcoming Deadlines

| | | |
|--|-------------|--------------|
| Test Materials Ordering Available in WIDA AMS (LEAs) | Fri 12/1/23 | Fri 12/15/23 |
| LEAs Import Student Data into WIDA AMS | Fri 12/1/23 | Fri 12/15/23 |



WIDA AMS



WIDA AMS

DRC INSIGHT WIDA MY APPLICATIONS

LH

WIDA AMS

Welcome! What would you like to do today?

- Add/Edit Users
- Import Students
- Manage Students
- Manage Test Sessions / Registrations
- Download Individual Student Reports
- Score WIDA Screener Responses
- Order and Manage ACCESS Materials
- Download Status Reports
- Install and Configure Testing Software

Get Help Public Test Resources

Public Test Resources

- View the [Test Demo](#) to demonstrate test features to students. The Test Demo is a series of videos that explains to students how they will take the online test and interact with the test platform.
- Use the [Test Practice](#) items to help students understand how to respond to ACCESS for ELLs Online and WIDA Screener Online items on the test platform. While using the Test Practice items, students can familiarize themselves with the features available to them during the actual assessment. To access and view the Test Practice items on Windows, macOS, ChromeOS, or Linux devices, you must use the Chrome browser. If you are on an iPad, you must use the Safari browser.
- Use the [Sample Items](#) to help students, educators, and families get a better understanding of ACCESS for ELLs Online. None of the sample items appear on the operational test; however, they are similar to items that students will see on the test. To access and view the Sample Items on Windows, macOS, ChromeOS, or Linux devices, you must use the Chrome browser. If you are on an iPad, you must use the Safari browser.

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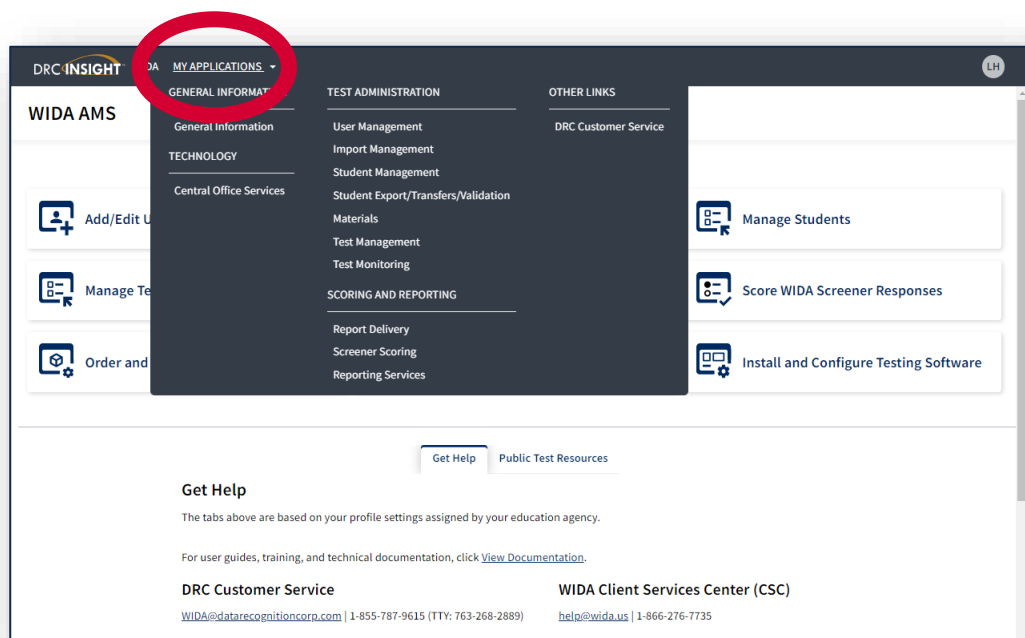
[Contact Us](#) [Terms of Use](#) [Privacy Policy](#) [Browser Requirements](#)

DRC



WIDA AMS Main Navigation Menu

Click My Applications to display a dropdown menu



- Student Management
- Test Management
- Import Management
- Materials



New Feature and Applications

New

The screenshot displays the DRC INSIGHT WIDA application interface. At the top left, the logo "DRC INSIGHT WIDA" is visible. The main navigation bar includes "GENERAL INFORMATION" with a dropdown arrow. A dropdown menu is open, listing several categories and their sub-items:

- GENERAL INFORMATION**
 - [General Information](#)
- TECHNOLOGY**
 - [Central Office Services](#)
- TEST ADMINISTRATION**
 - [User Management](#)
 - [Import Management](#)
 - [Student Management](#)
 - [Student Export/Transfers/Validation](#)
 - [Materials](#)
 - [Test Management](#)
 - [Test Monitoring](#)
- SCORING AND REPORTING**
 - [Report Delivery](#)
 - [Screener Scoring](#)
 - [Reporting Services](#)
- OTHER LINKS**
 - [DRC Customer Service](#)

The interface also shows a user profile icon "LH" in the top right corner and a copyright notice "© DRC Insight 2023" in the bottom left corner. The DRC logo is visible in the bottom right corner of the application window.



Online Help Feature

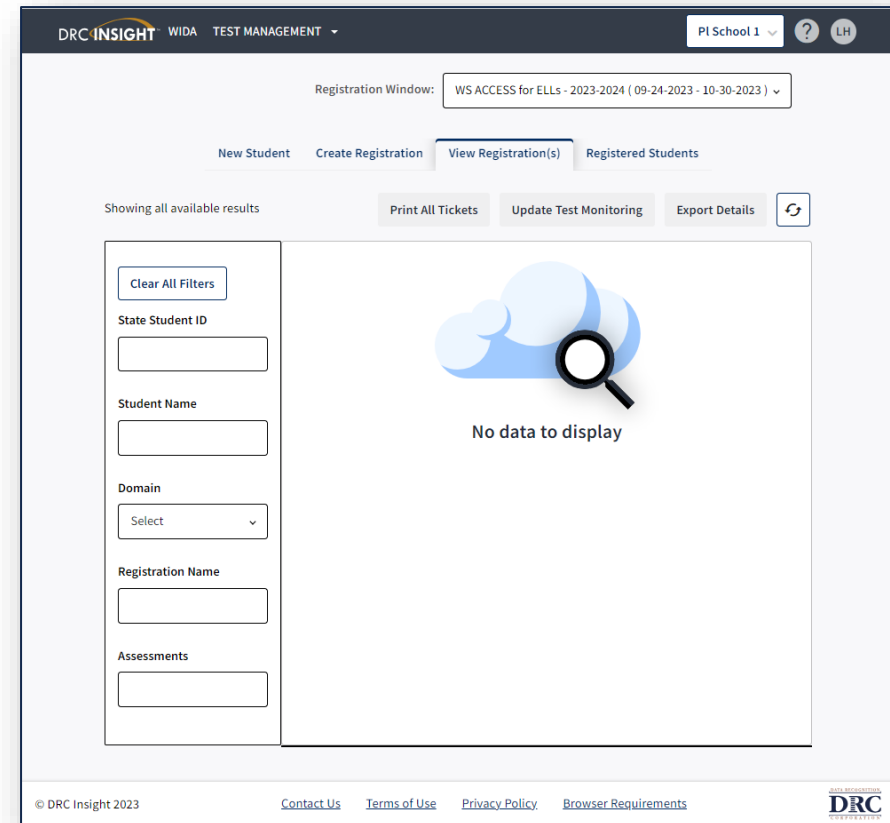


A screenshot of the DRC INSIGHT Student Management Online Help interface. The top navigation bar includes "DRC INSIGHT", "WIDA", and "STUDENT MANAGEMENT". On the right side of the navigation bar, there is a dropdown menu labeled "Pl School 4", a question mark icon, and a "LH" icon, all of which are circled in orange. Below the navigation bar, the page title is "Student Management Online Help". A list of help topics is displayed, including "Introduction to Student Management", "Adding a Student to WIDA AMS", "Editing a Student", "Editing Student's Accommodations", "Exporting Student Records", "Updating Accommodations for Multiple Students", "Updating Multiple Student Records", "Viewing a Student's Assessments and Registrations", and "Transferring Students". At the bottom of the interface, there is a search bar with the placeholder text "Name or State Student ID".



Test Management

- Confirm or select registration window
- Create a new student and add them to a registration
- View/edit registrations
- Print test tickets



Materials Arrive

- All materials shipped are securely and must be signed for upon delivery.
- Use the boxes to return materials when you finish testing.



WIDA WIDA ACCESS for ELLs SCHOOL PACKING LIST (STATE) MATERIAL SHIPMENT

WIDA ACCESS for ELLs
SCHOOL PACKING LIST
(STATE) MATERIAL SHIPMENT

WIDA ACCESS for ELLs
SCHOOL PACKING LIST
(STATE) MATERIAL SHIPMENT

WIDA ACCESS for ELLs
SCHOOL PACKING LIST
(STATE) MATERIAL SHIPMENT

| On Order Item | Qty | On Hand | Serials/Boxes |
|--|-----|---------|---------------|
| PACKING LISTS AND OTHER MISCELLANEOUS MATERIALS | | | |
| 1 School Order Summary | 2 | 1 | |
| 1 School Packing List | 2 | 1 | |
| 1 School Security Checklist | 2 | 1 | |
| TEST BULLETIN LABELS | | | |
| 1 Set of District Labels | 2 | 1 | |
| 1 Set of District Labels | 2 | 1 | |
| 1 Set of District Labels | 2 | 1 | |
| MANUALS | | | |
| 1 ACCESS for ELLs District and School Use Coordinator Manual | 2 | 1 | |
| 1 ACCESS for ELLs District Administrator Manual | 2 | 1 | |
| ONLINE ADMINISTRATIVE MATERIALS | | | |
| 1 Online Grade 1 Test Administrator's Script - Version 2 | 2 | 1 | 107010-107010 |
| 1 Online Grade 2 Test Administrator's Script - Version 2 | 2 | 1 | 207010-207010 |
| 1 Online Grade 3-12 Test Administrator's Script | 2 | 1 | |
| ONLINE WRITING TEST MATERIALS | | | |
| 1 Online Grade 1 Test A, Writing Test Booklet - Version 2 | 2 | 1 | 107010-107010 |
| 1 Online Grade 2 Test A, Writing Test Booklet - Version 2 | 2 | 1 | 207010-207010 |
| 2 Online Grade 3 Test A, Writing Test Booklet - Version 2 | 2 | 2 | 307010-307010 |
| 1 Online Grade 3 Test A, Writing Test Booklet - Version 2 | 2 | 4 | 207010-207010 |
| PAPER ADMINISTRATIVE MATERIALS | | | |
| 1 Kindergarten Answer Materials Key | 2 | 1 | 001010-001010 |
| PAPER TEST MATERIALS | | | |
| 1 Kindergarten Student Response Booklet | 2 | 1 | 001010-001010 |



Secure and Confidential

- Only authorized staff handles test materials.
- Place all secure materials in locked storage.
- Do not leave materials unattended
- Do not share test information with students.
- Do not copy any test booklets or other secure materials

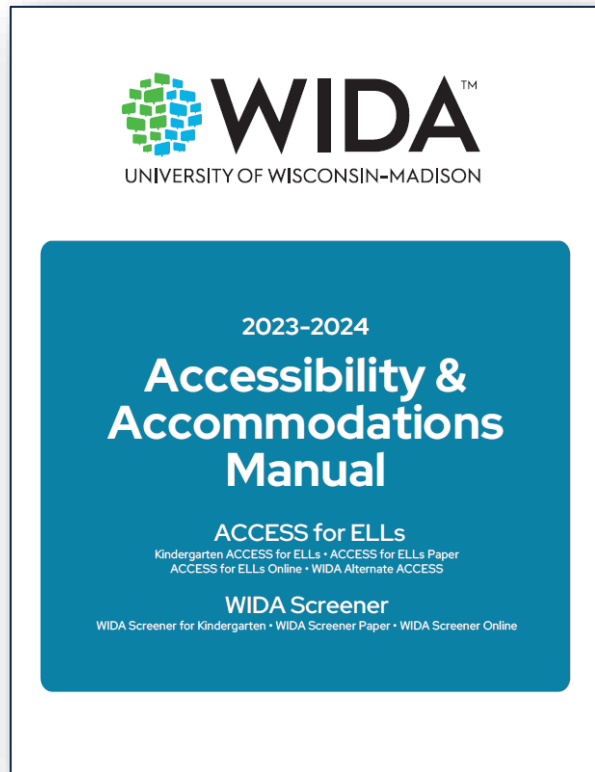


District and School Test Coordinator Manual

- Provides information on the management and logistics of test administration.
 - Sectioned by main responsibilities
 - Scheduling
 - Returning materials
-
- We are in the process of customizing a KS specific document that will contain information pertinent to the Alternate ACCESS only. This will be housed on the WIDA Secure Portal.



WIDA KS Accessibility and Accommodations Framework

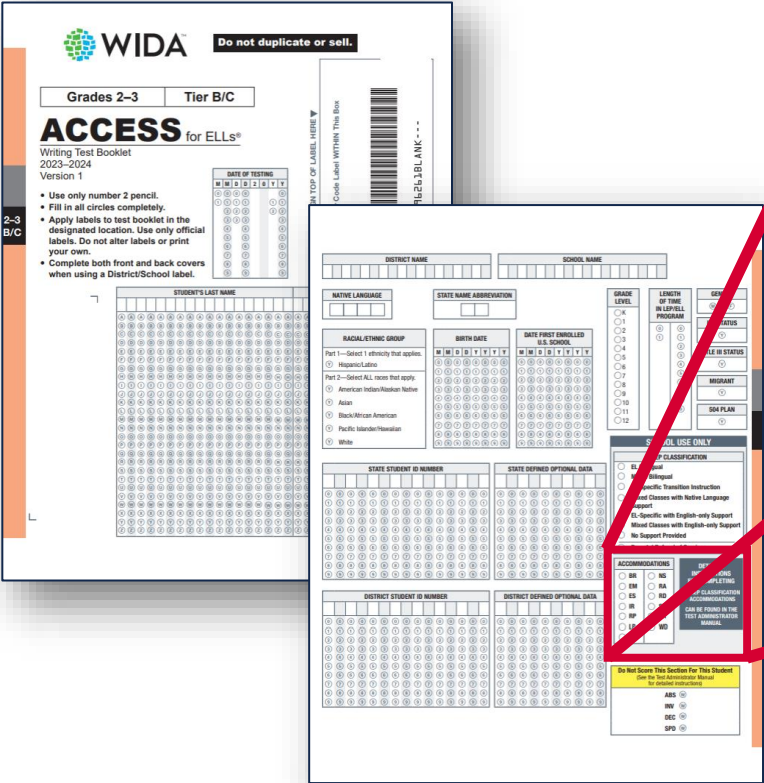


- Provides information on the accessibility and supports
- Participation guidance
- Accommodations
- Accommodations checklist
- The Kansas specific manual is posted on the KSDE DLM website and the WIDA Secure Portal



Documenting Accommodations

Bubble test booklet



ACCOMMODATIONS

- | | |
|--------------------------|--------------------------|
| <input type="radio"/> BR | <input type="radio"/> NS |
| <input type="radio"/> EM | <input type="radio"/> RA |
| <input type="radio"/> ES | <input type="radio"/> RD |
| <input type="radio"/> IR | <input type="radio"/> SD |
| <input type="radio"/> RP | <input type="radio"/> SR |
| <input type="radio"/> LP | <input type="radio"/> WD |
| <input type="radio"/> MC | |

DETAILED INSTRUCTIONS FOR COMPLETING

- LIEP CLASSIFICATION
 - ACCOMMODATIONS
- CAN BE FOUND IN THE TEST ADMINISTRATOR MANUAL



Contacts



WIDA

Contact the WIDA Client Services Center for questions regarding

- Assessments, training, and certification
- WIDA Secure Portal login credentials and account creation
- Test administration preparation and procedures
- Content of score reports
- Standards and Can Do Descriptors
- help@wida.us 1-866-276-7735

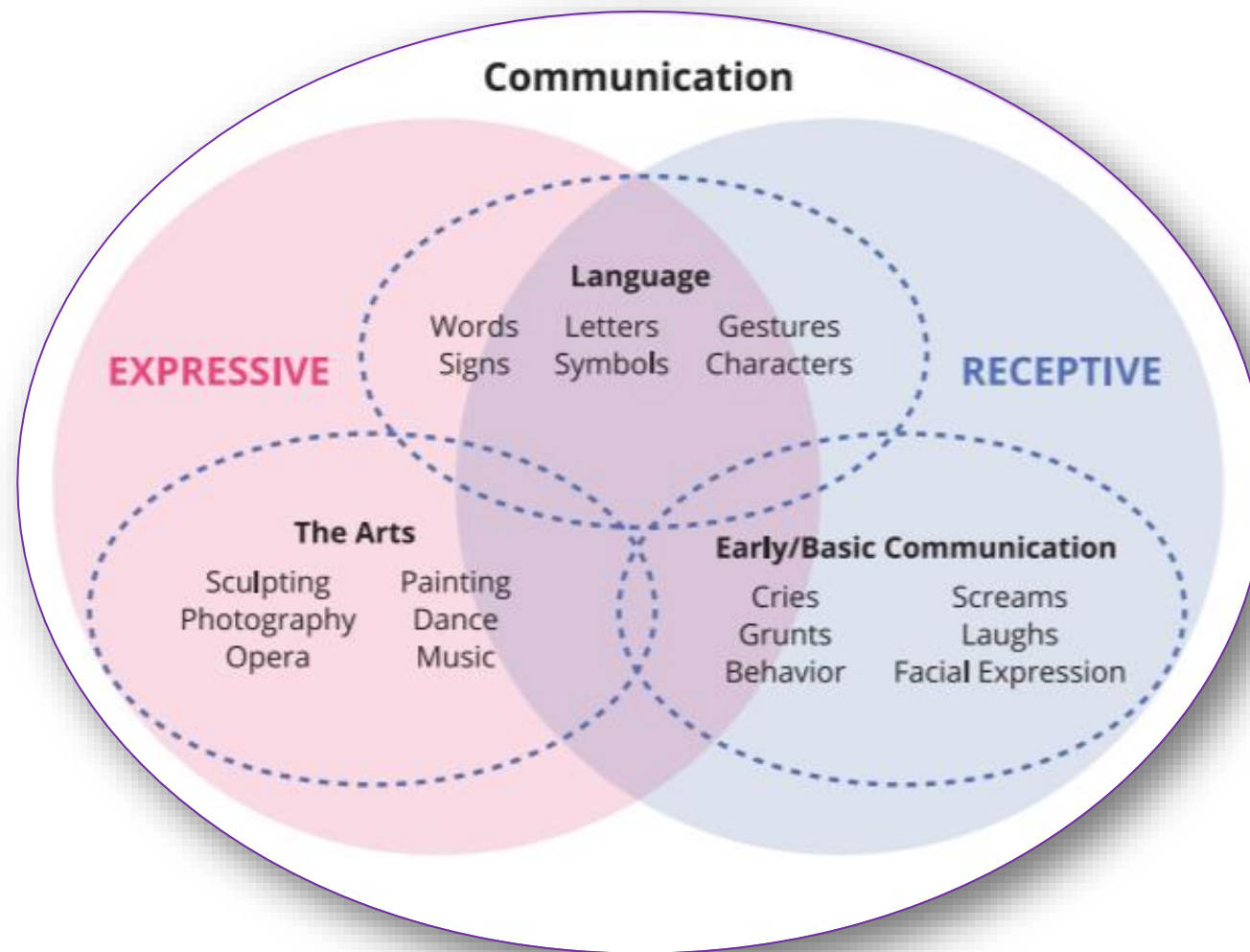
DRC

- Contact Data Recognition Corp for questions regarding
- WIDA AMS logins and permissions
- Test material ordering for initial materials and additional materials
- Returning test materials
- Booklet labels
- Editing/adding student information
- Student transfers
- Viewing reports
- WIDA@datarecognitioncorp.com 1-855-787-9615

English Learners with Most Significant Cognitive Disabilities



Communication



Communication Beliefs

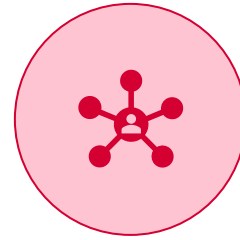


All individuals and all behaviors (including gestures, cries, noises)

communicate.

Every step toward improved

communication, attention, and interaction leads to increased independence.

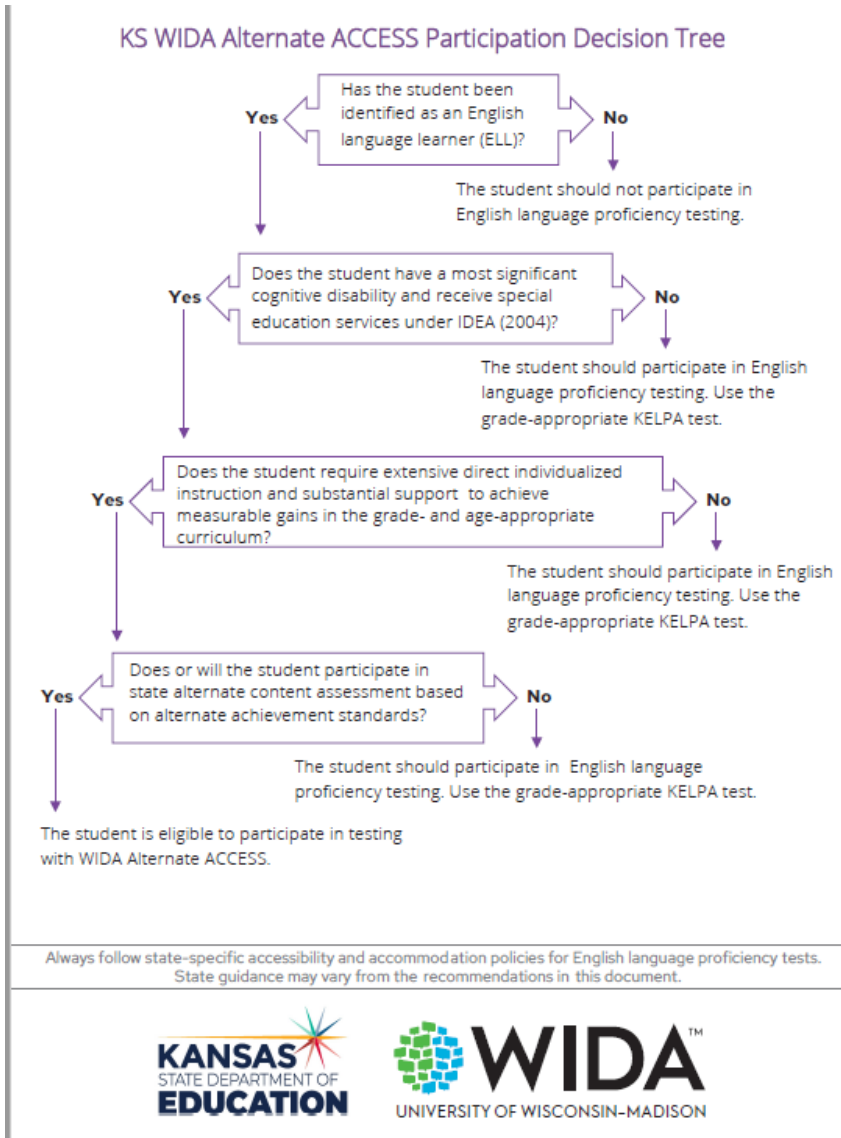


Communication is possible and identifiable for all students.

No more fundamental outcome of education exists than the *right* and the *ability* to **communicate.**



Participation Decision Tree



Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM)



WIDA Alternate ACCESS Assessment



Development in Language Domains

Assessing students' language abilities in English includes:



Listening

Measures comprehension skills that involves oral receptive language



Reading

Measures comprehension skills that involves written receptive language



Writing

Measures comprehension skills that involves written expressive language



Speaking

Measures comprehension skills that involves oral expressive language



Anchored in WIDA ELD Standards

| | |
|----------------|---|
| ELD Standard 1 | Language for Social and Instructional Purposes (ELD-SI) English learners communicate for social and instructional purposes within the school setting. |
| ELD Standard 2 | Language for Language Arts (ELD-LA) English learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. |
| ELD Standard 3 | Language for Mathematics (ELD-MA) English learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. |
| ELD Standard 4 | Language for Science (ELD-SC) English learners communicate information, ideas and concepts necessary for academic success in the content area of science. |
| ELD Standard 5 | Language for Social Studies (ELD-SS) English learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. |



Unique Features of this Test

- Simplified Language
- Repetition of Questions
- Increased Graphic Support
- Larger Testing Materials and Graphics

Listening, Reading, Speaking, and Writing
Sample Items (PDF)

SAMPLE READING TASK 1 3-5 MA A3


CUE A
Point to THREE CUPS. There are three cups.
Point to QUESTION. Which shows the number of cups?

Point to NUMBER 1. Number one.
Point to NUMBER 3. Number three.
Point to NUMBER 4. Number four.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE.

If correct, go to MOVING ON box.
If incorrect or no response, repeat CUE A.
After repeat, if incorrect or no response, go to CUE B.

Three cups



Which shows the number of cups?

| | | |
|---|---|---|
| 1 | 3 | 4 |
|---|---|---|

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SAMPLE READING TASK 1 3-5 MA A3

CUE B
Point to THREE CUPS. There are three cups.
Point to QUESTION. Which shows the number of cups?

Point to NUMBER 1. One.
Point to NUMBER 3. Three.
Point to NUMBER 4. Four. PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE.

If correct, go to MOVING ON box.
If incorrect or no response, go to CUE C.

CUE C
Point to THREE CUPS. There are three cups.
Point to QUESTION. Which shows the number of cups?


Point to NUMBER 3. This is the number 3. There are three cups. PAUSE.

Point to NUMBER 1. One.
Point to NUMBER 3. Three.
Point to NUMBER 4. Four. PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. Which shows the number of cups? PAUSE.

Go to MOVING ON box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to TASK 2.
Good. Let's turn the page and keep going.

Alternate ACCESS Test Administrator's Script © 2011 Board of Regents of the University of Wisconsin System. 11



Alternate Proficiency Levels Descriptors (PLDs)

Describe ways multilingual learners with significant cognitive disabilities might develop across six levels of English proficiency in each domain.

| Listening | | |
|---|---|--|
| At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to understand and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below. | | |
| Proficiency Level | Discourse Dimension Linguistic Complexity | Word/Phrase Dimension Vocabulary Usage |
| 5 Bridging | A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas. | General and specific content area language. Increasingly expanding familiar and novel contexts. |
| 4 Expanding | Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas. | General content words and expressions. Expanding familiar contexts. |
| 3 Developing | Simple connected statements or questions. A familiar idea with an example. | General content-related words. Routine, shared contexts. |
| 2 Emerging | Simple conveyed expression(s). A single idea in expanding familiar contexts. | General high-frequency words. Concrete, immediate contexts. |
| 1 Entering | Routine and familiar conveyed expressions. An idea conveyed within familiar contexts. | Single representations of words. Intentional communication in immediate contexts. |

| Reading | | |
|---|---|--|
| At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to understand and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below. | | |
| Proficiency Level | Discourse Dimension Linguistic Complexity | Word/Phrase Dimension Vocabulary Usage |
| 5 Bridging | Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas. | General and specific content area language. Increasingly expanding familiar and novel contexts. |
| 4 Expanding | Simple connected text. Related familiar ideas across content areas. | General content words and expressions. Expanding familiar contexts. |
| 3 Developing | Simple sentence or sentences. A familiar idea, an example. | General content-related words. Routine, shared contexts. |
| 2 Emerging | Multiple representations or short phrases. A single idea in expanding familiar contexts. | General high-frequency words. Concrete, immediate contexts. |
| 1 Entering | A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print. | Single representations of words. Intentional communication in immediate contexts. |

| Speaking | | |
|---|--|--|
| At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below. | | |
| Proficiency Level | Discourse Dimension Linguistic Complexity | Word/Phrase Dimension Vocabulary Usage |
| 5 Bridging | A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content. | General and specific content area language. Increasingly expanding familiar and novel contexts. |
| 4 Expanding | Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas. | General content words and expressions. Expanding familiar contexts. |
| 3 Developing | One or more simple statements or questions. Expression of one idea in particular content area. | General content-related words. Routine, shared contexts. |
| 2 Emerging | Chunks of language and phrases (at least two). Emerging expression of a familiar idea. | General high-frequency words. Concrete, immediate contexts. |
| 1 Entering | At least one intentional sound or word. Intentional communication of an idea. | Single representations of words. Intentional communication in immediate contexts. |

| Writing | | |
|---|--|--|
| At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below. | | |
| Proficiency Level | Discourse Dimension Linguistic Complexity | Word/Phrase Dimension Vocabulary Usage |
| 5 Bridging | Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content. | General and specific content area language. Increasingly expanding familiar and novel contexts. |
| 4 Expanding | The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area. | General content words and expressions. Expanding familiar contexts. |
| 3 Developing | The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area. | General content-related words. Routine, shared contexts. |
| 2 Emerging | The student writes a single word. Emerging expression of a familiar idea. | General high-frequency words. Concrete, immediate contexts. |
| 1 Entering | The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning. | Single representations of words. Intentional communication in immediate contexts. |



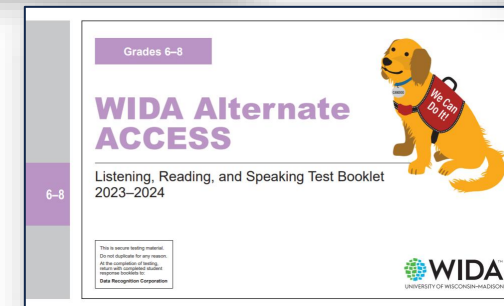
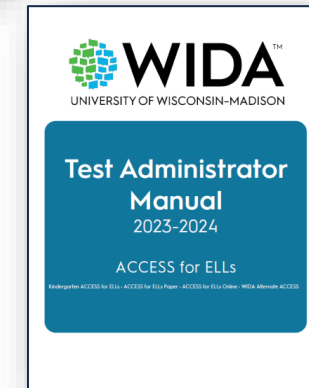
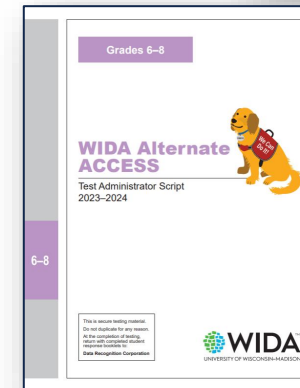
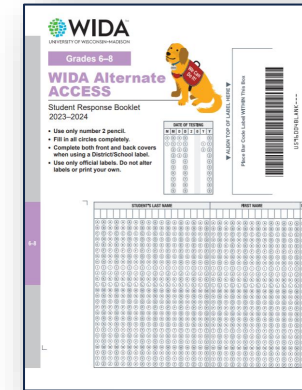
Test Materials

Each Student Needs

- Student Response Booklet

Test Administrators Need

- Test Administrator Script
- Test Administrator Manual
- Student Test Booklet



Test Design

- Has four grade-level clusters.

K-2

3-5

6-8

9-12

- Allows for a variety of communication approaches.

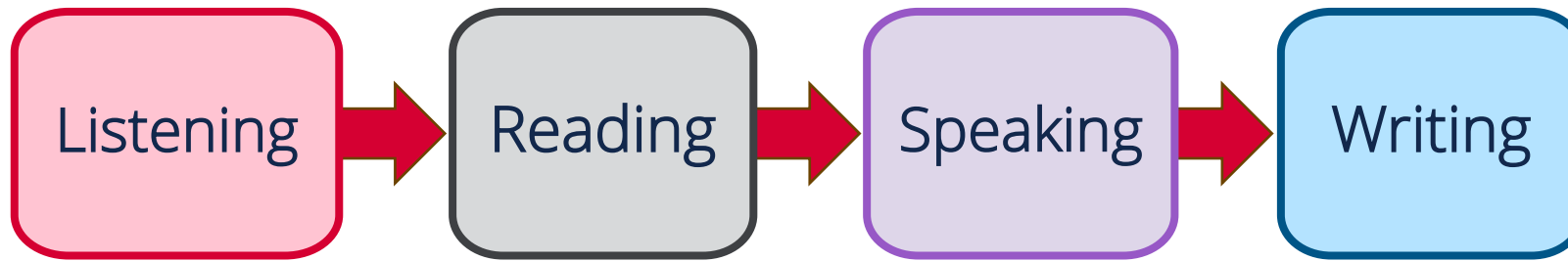


- Picture Exchange System
- Augmentative Communication



Administration Considerations

- Order of Administration



- Test format
 - Selected response: listening and reading
 - Constructed response: speaking and writing
- All sections are hand-scored by test administrator



Test Task and Timing

| Domain | Proficiency Levels | Tasks | Timing |
|-----------|--------------------|-------|------------|
| Listening | 1-5 | 10 | 30 minutes |
| Reading | 1-5 | 10 | 30 minutes |
| Speaking | 1-5 | 8 | 30 minutes |
| Writing | 1-5 | 8 | 30 minutes |



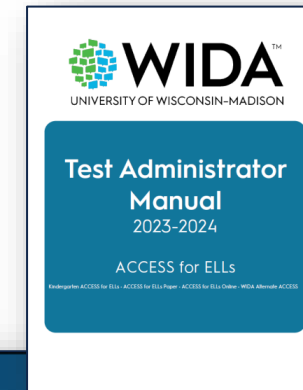
Stopping Criteria

- WIDA Alternate ACCESS is a semi-adaptive test, meaning that a stopping criteria is applied when a student is unable to complete 3 tasks or items in a row.



Scoring Speaking

An expanded version of the Expect Box can be found in the Test Administrator Manual.



| Proficiency Level | Fill in the Meets oval when: |
|-------------------|---|
| 1 | The student responds with at least one intentional sound or word. |
| 2 | The student responds with at least two chunks of language and phrases related to the task. |
| 3 | The student responds with one or more simple statements or questions related to the task. |
| 4 | The student responds with two or more simple connected statements or questions related to the task. |
| 5 | The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts. |

[Speaking Rubric \(PDF\)](#)



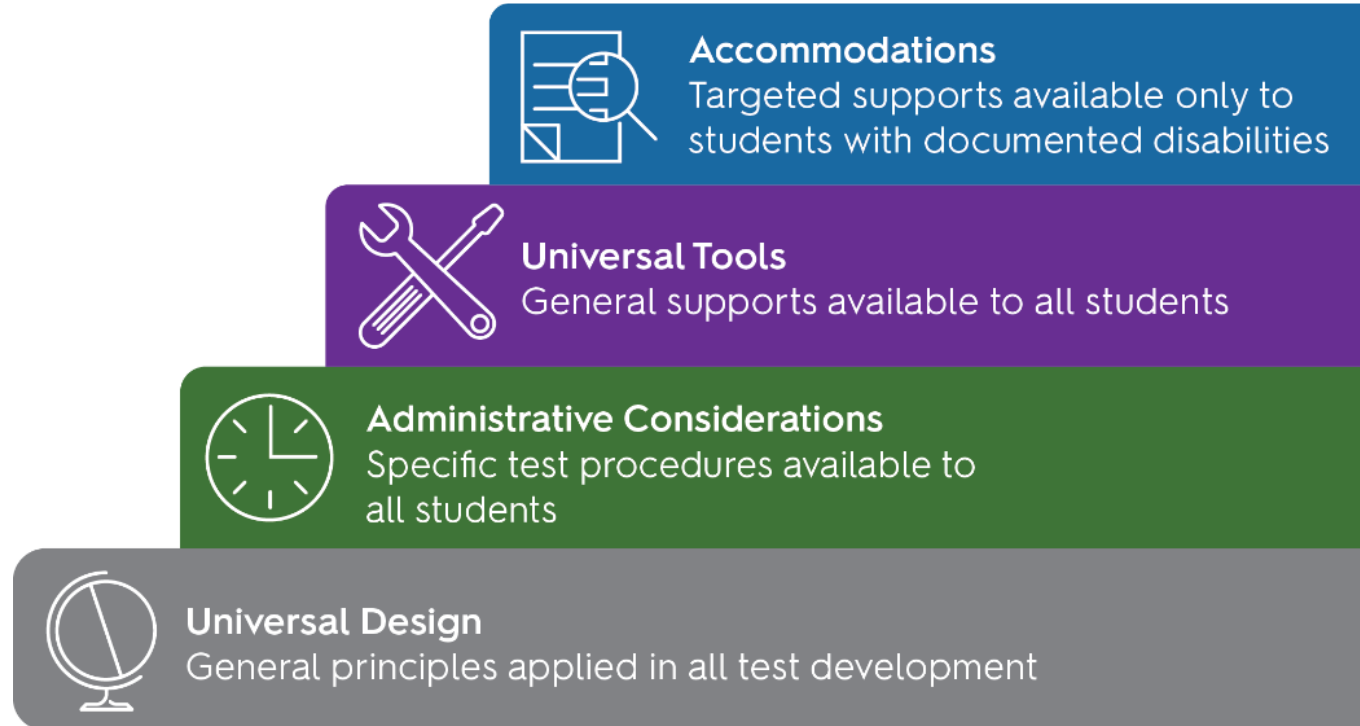
Scoring Writing

| Proficiency Level | Fill in the Meets oval when |
|-------------------|---|
| 1 | The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task. |
| 2 | The student writes a single word related to the task. |
| 3 | The student writes one or more chunks of language, phrases or clauses related to the task. |
| 4 | The student writes one simple sentence related to the task. |
| 5 | The student writes at least two simple sentences or at least one sentence with detail related to the task. |

[Writing Rubric \(PDF\)](#)



WIDA Accessibility and Accommodations Framework



[Accommodations Checklist \(PDF\)](#)



Training Resources

WIDA Alternate ACCESS Training Course Accommodations



[QuickStart Guide for Preparing to Administer \(PDF\)](#)
[Test Administrator Essentials \(PDF\)](#)



Individual Characteristics Questionnaire

- Download before testing and work with educators to document the individual student's characteristics.
- Student Disabilities Information.
- Test Administration Information.
- This information is reported on the Individual Student Report to aid in reclassification decisions.

What is the student's writing ability? The student can use AAC devices. Choose the best description.

What is the student's level of engagement? Choose the best description.

What are the student's receptive communication abilities? You may choose more than one that best represents the student.

How many hours per week does the student spend... in classrooms where instruction is in English?

What is the student's reading ability? Choose the best description.

What is the student's mathematical ability? Choose the best description.

What are the student's expressive communication abilities? You may choose more than one that best describes the student.

Individual Characteristics Questionnaire WIDA Alternate ACCESS

Is there an English language acquisition specialist on the IEP team? Yes No

Does the student take the alternate assessment in English language arts, math, and/or science based on alternate academic achievement standards (AAAS)? Yes No

| Disabilities | Primary Disability (Choose 1) | Secondary Disability (Choose 1 if applicable) |
|---|-------------------------------|---|
| Autism Spectrum Disorder (AS) | <input type="checkbox"/> | <input type="checkbox"/> |
| Deaf-blindness (DB) | <input type="checkbox"/> | <input type="checkbox"/> |
| Developmental Delay (DD) | <input type="checkbox"/> | <input type="checkbox"/> |
| Hearing Impairment, including Deafness (HI) | <input type="checkbox"/> | <input type="checkbox"/> |
| Intellectual Disability (ID) | <input type="checkbox"/> | <input type="checkbox"/> |
| Multiple Disability (MD) | <input type="checkbox"/> | <input type="checkbox"/> |
| Orthopedic Impairment (OI) | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Health Impairment (OHI) | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional Disturbance (ED) | <input type="checkbox"/> | <input type="checkbox"/> |
| Specific Learning Disability (SLD) | <input type="checkbox"/> | <input type="checkbox"/> |
| Speech or Language Impairment (SLI) | <input type="checkbox"/> | <input type="checkbox"/> |
| Traumatic Brain Injury (TBI) | <input type="checkbox"/> | <input type="checkbox"/> |
| Visual Impairment, including Blindness (VI) | <input type="checkbox"/> | <input type="checkbox"/> |

| What is the student's most recent performance on the state's annual assessment? | Performance Level | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | Emerging | Nearing Target | At or Exceeds Target | N/A |
| English Language Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Don't forget!

WIDA Alternate ACCESS scores and reports will not be released at the typical time this year.



- ❑ In **fall 2024**, scores will be released in WIDA AMS, and reports will be delivered to district/school sites.
- ❑ Go to the KSDE DLM webpage once scores and reports are available to find guidance on scores



Contact Information

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tsprouse@ksde.org

Cary Rogers
Education Program Consultant
Special Education and Title
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(785) 296-0916
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