



WIDATM

UNIVERSITY OF WISCONSIN-MADISON

2023-2024

**Kansas
Accessibility &
Accommodations
Manual**

WIDA Alternate ACCESS

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How to Use This Manual

This manual guides you through the selection and provision of accessibility supports and accommodations for the WIDA Alternate ACCESS. District and school administrative staff, educators, support staff, and members of decision-making teams, including those responsible for Individualized Education Programs (IEPs), 504 Plans, and support for students covered under Title II of the Americans with Disabilities Act (ADA), should be familiar with this guidance and reference it as they prepare for testing.

Use this document along with the test-specific test administrator manual, and always follow your state-specific accessibility and accommodation policies for English language proficiency testing. The recommendations in this document do not replace or amend state policy.

Critical Contact Information

When issues arise, refer to this manual, visit the [Dynamic Learning Maps \(DLM\) & Essential Elements](#) website and work with your test coordinator as well as any designated student support staff. If you have questions after consulting those resources, we're here to help! WIDA Client Services Center staff are experts in accessing WIDA materials and administering WIDA tests. Our technology and test processing partner, Data Recognition Corporation (DRC), can address concerns about managing student data and test materials.

Topic of Concern	Contact
<ul style="list-style-type: none"> State-specific policies and procedures Scheduling and material logistics Test irregularities or potential security breaches State-specific accommodations policies 	Your state education agency representative Name: Twyla Sprouse Email: tsprouse@ksde.org Phone: 785-296-5674 Website: Dynamic Learning Maps (DLM) & Essential Elements
<ul style="list-style-type: none"> WIDA Secure Portal and training courses Test administration procedures Accommodations and accessibility guidance Understanding score reports 	WIDA Client Services Center help@wida.us 866-276-7735
<ul style="list-style-type: none"> Test registrations in WIDA AMS Accessing score reports in WIDA AMS Test booklet labels Damaged test booklets 	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615 TTY: 763-268-2889

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

Participation Decisions for WIDA Assessments

The WIDA test design process and allowed supports help to ensure that WIDA assessments are accessible to all students who need to take English language proficiency assessments, including those with disabilities. See [The WIDA Accessibility and Accommodations Framework](#) topic for detail on the ways you can meet students' diverse needs during testing.

For students with the most significant cognitive disabilities, WIDA has created WIDA Alternate ACCESS. See the [Significant Cognitive Disability](#) section for details on the participation criteria for this assessment.

Accessibility and Accommodations Overview

The testing process must always be both valid and reliable to ensure meaningful assessment of a student's academic English language proficiency (ELP). This is true for a standard test administration, and it is also true for the individualized approach necessary to allow students with particular learning challenges or disabilities to engage with the test.

To ensure the validity, reliability, and administration security of Alternate ACCESS, only the accessibility supports and accommodations identified in this document should be used during test administration. **The use of accessibility supports and accommodations not described in this document can compromise the validity of the assessment and invalidate students' results.**

ELP assessments measure a different set of knowledge, skills, and abilities than content tests do. As a result, some supports available to all students taking an ELP assessment might be considered accommodations on a content test. For example, graphic support for reading passages and modeling of appropriate responses are standard features of WIDA assessments but might not be typical of content tests.

The opposite is also true: some supports that are typically available to English learners taking a content test are not acceptable supports on an ELP assessment. For example, use of a bilingual dictionary or the option to provide American Sign Language responses instead of verbal responses might be typical for a language arts or science test, but these options would not produce valid results in the context of an ELP assessment.

The following modifications would alter the set of knowledge, skills, and abilities Alternate ACCESS measures. While they might be useful for classroom instruction, they are never allowed during test administration.

- Reading aloud items on the Reading domain test
- Providing oral or written translations of items into a language other than English
- Allowing responses in a language other than English
- Signing items, passages, or response options
- Allowing use of a bilingual word-to-word dictionary

The WIDA Accessibility and Accommodations Framework

WIDA's approach to accessibility and accommodations prioritizes student engagement from the beginning and ensures that all students can engage fully and appropriately with the test.

WIDA's assessments are rooted in the understanding that:

- English learners (ELs) have diverse learning needs and styles.
- All ELs are capable of making progress toward English language proficiency.

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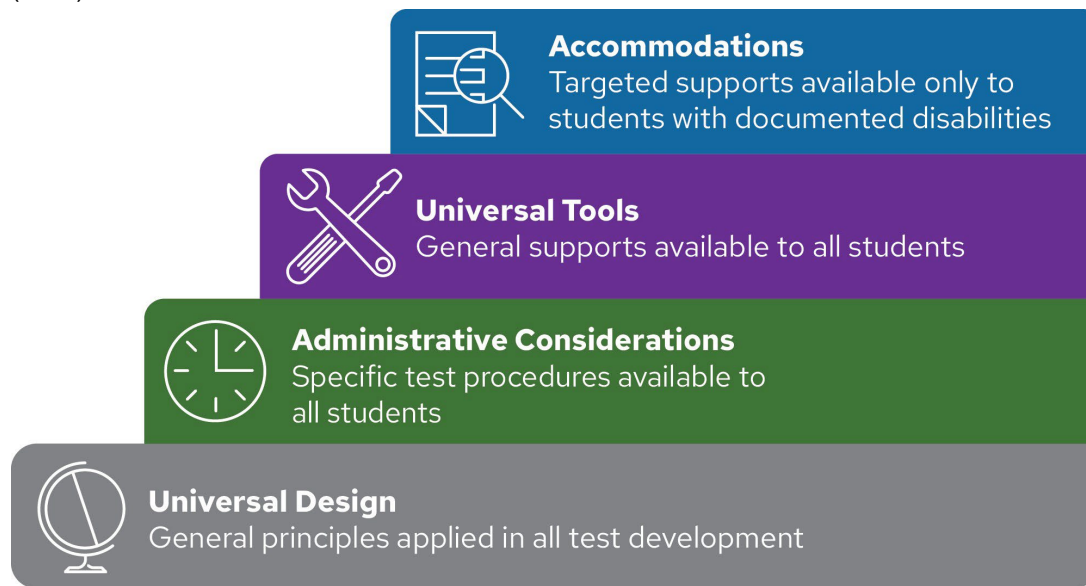
- To effectively collaborate on content-related, grade-appropriate tasks, ELs must acquire discipline-specific language practices so that they can interpret and produce context-appropriate language and fully participate in academic contexts.

With these considerations in mind, WIDA’s test development process incorporates universal design principles that increase accessibility for all test takers. Universal design encourages the use of graphic support, scaffolding, and thematic grouping of items to make it easier for all learners to engage with test content and show what they can do.

Administrative considerations are always available to any student who might benefit from some personalization of standard test procedures, such as a familiar test environment or an extra break. Administrative considerations must be selected prior to the test and are provided by test administrators, test coordinators, and other support staff.

Universal tools provide increased accessibility and can be used by any student at any time. These supports often align with tools readily available in a typical school or home learning environment, such as scratch paper, highlighters, or line guides.

Finally, for those who have an identified and documented disability, accommodations provide targeted support. Accommodations are typically available only to students with Individual Education Programs (IEPs) or 504 Plans.



Universal Design

The WIDA Accessibility and Accommodations Framework is built on a foundation of universal design features that include test content presented in multiple modalities, item prompts with supportive graphics, embedded scaffolding, and modeled responses to guide students’ language use. Variety in how information is presented, as well as how students interact with test content, help minimize the factors

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that could prevent students from fully showing what they can do in terms of the set of knowledge, skills, and abilities the test is designed to assess.

Administrative Considerations

Individualized administration procedures give educators the flexibility they need to provide optimal testing conditions. These considerations can be extended to any test taker and, in most cases, must be facilitated by the test administrator. Critically, the administrative considerations described in this document do not change what the test measures or the way scores are interpreted and used.

Test Timing and Scheduling

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

Test Environment

- **Adaptive and Specialized Equipment or Furniture.** Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics, or adaptive keyboards— should have access to this equipment during testing.
- **Familiar Test Administrator.** The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.
- **Specific Seating.** Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent. Seating arrangements must ensure the student can access test materials and, hear the test administrator.

Test Content Presentation

- **Test Format.** When students take WIDA Alternate ACCESS, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present item responses in a format that meets individual student needs. See the [Kansas WIDA Alternate ACCESS Test Administrator Manual](#) located on the WIDA Secure Portal for details.
- **Redirection.** Quietly direct a student’s attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in the student’s home language.
- **Encouragement.** Quietly offer verbal praise for on-task behavior. For example, say “Good job!” after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student’s answer. Encouragement must not be tied to the student’s test performance.
- **Read Aloud to Self.** Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone.

Universal Tools

Universal tools are always available to all test takers. Test administrators provide physical versions of universal tools to students taking the paper test.

Help students determine when a tool is both appropriate and useful. Tools can reinforce a student’s ability to demonstrate their language skills, but only if the student is comfortable using the tool. As you prepare students for testing, help them make connections between the tools they use in the classroom and the universal tools that will be available to them during testing. Give students opportunities to practice using available tools on sample items or tasks similar to testing.

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Audio aids

Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the requirements of the test. For example, noise-reducing headphones must still allow the student to hear test items that are read aloud by a test administrator.

Color preferences

Students can use transparent color overlays to alter how they see the test content in a test booklet. These tools, provided by the school or by the student, can increase contrast or otherwise allow students to better see the test content.

Highlighters, colored pencils, or crayons

Student can use whatever tool they want to use for highlighting text or writing their response. **The test administrator must bubble in the score they assign to the student's response with a number 2 pencil only.**

Line guide or tracking tool

Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language. Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.

Low-vision aids or magnification devices

Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student.

Students can use a low-vision device with the test booklet.

Scratch paper and notepad

Students can make notes, draft text, or sketch diagrams as they test. **This content is never scored.**

Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. If allowed by state-specific policy, scratch paper can be used as a universal tool on any domain test at the

student's request. Students can use any writing utensil on scratch paper. For Alternate ACCESS, since the TA is scoring, the TA must bubble in scores with a number 2 pencil, but the student can use whichever implement are they are comfortable with to write their response.

Used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed.

Accommodations

Accommodations are changes to test materials or testing procedures. They do not change what the test measures. Accommodations increase equitable access and help students overcome the effects of a disability. In other words, they allow students to show their knowledge, skills, and abilities without making the test easier. Accommodations do not affect validity or reliability, so they do not change how you can interpret and use scores.

Accommodations on the Alternate ACCESS assessment are intended only for students with disabilities as documented in an IEP or 504 Plan. Accommodations decisions are made by a student's educational support team (IEP, 504, or Title II of the ADA). They should never be assigned unilaterally by an individual educator outside of the IEP process.

Select accommodations carefully. The goal is not to offer every student every possible support, but rather to offer specific accommodations as necessary to ensure students can participate in testing meaningfully and appropriately. Keep in mind that it may be appropriate to offer different accommodations for different language domain tests. Assign accommodations based on a student's actual need as it relates to a particular domain, not simply due to the nature or type of disability.

Some students with disabilities may need accommodations presented in an alternate format. Keep in mind that it may be appropriate to provide an alternative format to these students.

Consider these questions as you assign accommodations:

- **Does the student use an accommodation regularly in the classroom?** If not, consider carefully whether an accommodation is truly needed for testing. Accommodations should not be provided for the first time in a testing situation. Students should be given opportunities to practice the accommodation prior to the assessment.
- **Does the accommodation address the student's need?** Accommodations do not reduce expectations or compensate for a lack of knowledge, skills, or prior instruction. The sole purpose of an accommodation is to ensure that a disability does not prevent a demonstration of English language proficiency. "More is better" is not the right approach. Providing unnecessary accommodations can negatively impact student performance.
- **Is the accommodation appropriate for ELP testing?** Some accommodations that are typically available to English learners taking a content test are not acceptable supports on an

Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

ELP assessment. Student support teams must never offer an accommodation that would invalidate the ELP assessment.

The purpose of WIDA assessments is to measure a student's English language proficiency. Therefore, **these accommodations are never allowed in WIDA ELP testing:**

- Bilingual word-to-word dictionaries
- A test administrator reading aloud any part of the Reading test
- Providing test items in a language other than English
- Allowing responses in a language other than English

The team making accommodations decisions and planning testing for a student with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. Document testing arrangements, including accommodations, in the student's records.

All physical materials necessary for accommodation—such as assistive technology, or manipulatives—must be identified in advance. Student support teams must work closely with test coordinators to ensure that all appropriate materials are ordered if necessary and available for testing. Support teams must work closely with test administrators to ensure that all planned accommodations are provided as intended. If appropriate accommodations are not provided, the test results may not be a valid measure of the student's abilities.

Each allowed accommodation is listed on the following pages, and includes a description of how it is administered. When you document these accommodations for testing, they are noted in the student score data file provided to state education agencies with the codes shown in parentheses.

In the rare case that a student's documented disability requires the use of an accommodation not described in the following section, contact your state education agency with a unique accommodations request.

Extended testing of a test domain over multiple days (EM)

This accommodation is available for:

all domains

Interpreter signs test directions in ASL (SD)

This accommodation is available for:

all domains

Translation of actual test items is not allowed. To provide this accommodation, arrange for an interpreter to sign test logistics, directions, and practice items into ASL or another signed system. ASL is a complete and rich communication system that is a language other than English. Consider offering this accommodation to new test takers who need the opportunity to understand test logistics.

Scribe (SR)

In these domains:

Listening

Reading

Writing

To provide this accommodation, a test administrator or another designated individual responds in a test booklet as directed by a student. For example, a student might provide verbal dictation of a Writing response, which the scribe writes. A student might indicate a response to a multiple-choice question using a speech-to-text device, using a picture or word board, by pointing, or with eye gaze, and the scribe selects or marks the option indicated.

Consider offering this accommodation to students who routinely rely on dictation or scribing for written compositions during classroom instruction. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand.

An individual test administration must be used to providing this accommodation. When students are new to the process of scribing, practice prior to testing is especially important.

Responses must be scribed verbatim at the time of testing. See [Appendix B](#) for Scribe Guidance.

In this domain:

Writing

Recording device and transcription (RD)

This accommodation may support students with writing processing issues by separating the process of responding from the process of writing. When using this accommodation, the student responds to test tasks by speaking into a recording device. As soon as possible after completing the test, the student

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transcribes the responses into a test booklet. KSDE expects the transcription to be recorded at the time of testing.

- If response and transcription are completed in the same testing session, the student may edit the responses as they transcribe.
- If response and transcription are completed in separate testing sessions, the student must transcribe the responses verbatim. Test administrators must closely monitor student transcriptions to ensure fidelity to the original answer.

To provide this accommodation, arrange for the student to bring a familiar recording device to the testing session. **Students must be comfortable with using the device of their choice, and they must be familiar with the transcription process.**

Recording devices must be stored securely in a locked location between testing sessions. After transcription is complete, all content must be deleted from the recording device.

Test administered in a non-school setting (NS)

This accommodation is available for:

all tests, all domains

In the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered in a non-school setting. Please contact your state education agency for more information about required approvals. **This accommodation must follow all security requirements and be provided by school personnel who are trained test administrators.**

Word processor or similar keyboarding device (WD)

This accommodation is available for:

all tests

In these domains:

Listening

Reading

Writing

This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device.

This accommodation is not necessary for students whose use of a specialty keyboard, adaptive mouse, or any other piece of equipment allows them to interact with the paper test materials. Use of adaptive or specialized furniture or equipment is an [administrative consideration](#) that can be extended to any student.

To provide this accommodation, arrange for the student to bring their device to the testing session. For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or thesaurus features are disabled, and that the device is not connected to the internet.

Student responses recorded on the device must be transcribed into a test booklet as soon as possible after each domain test is complete. See [Appendix A](#) for transcription guidance.

Whenever possible, print the student's responses for transcription and then delete all content from the device. If printing is not an option, the keyboarding device must be stored securely in a locked location until transcription is complete and all content has been deleted. After transcription, securely destroy any printed original responses that have been transcribed.

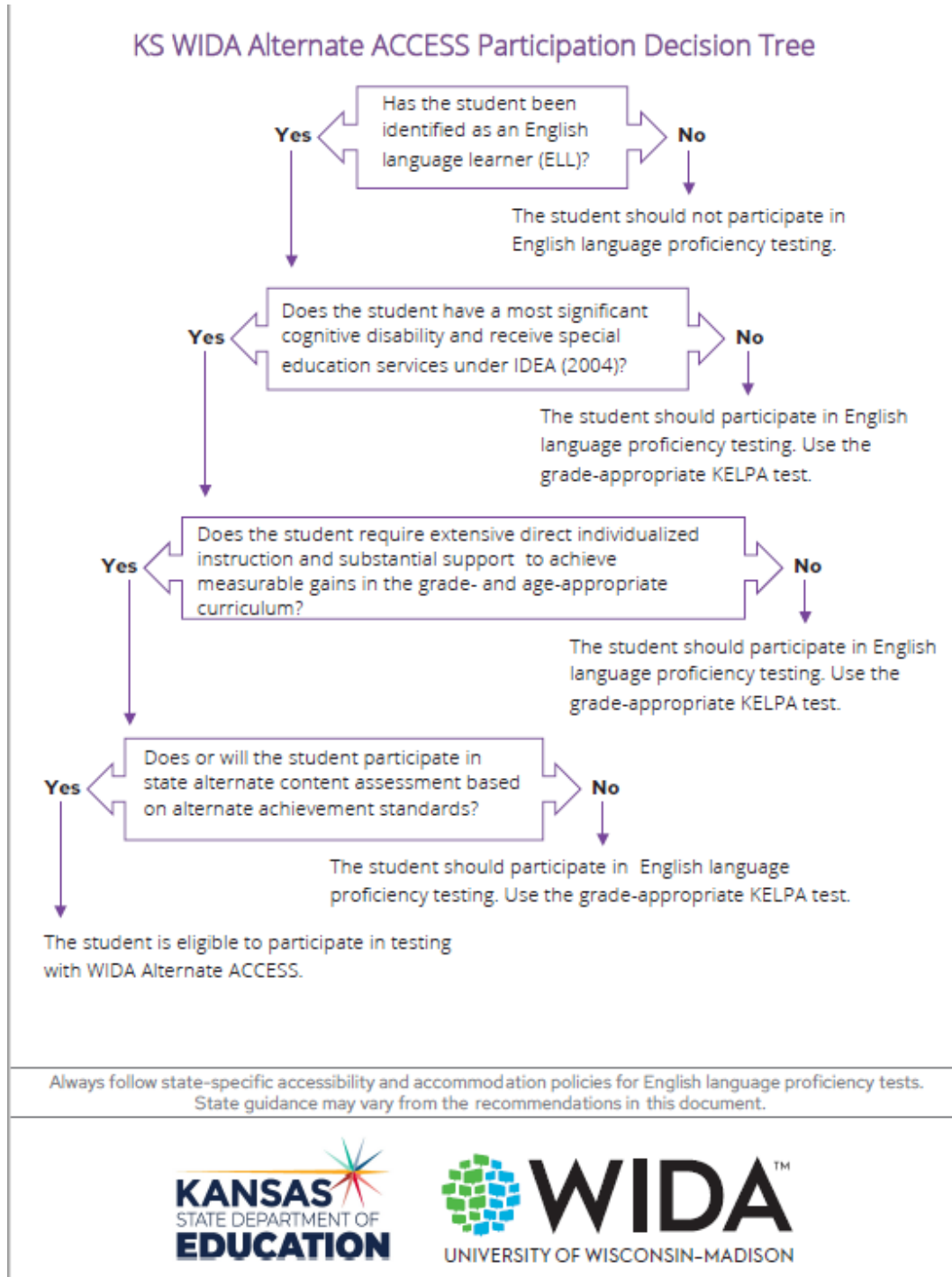
Specific Circumstances

The scenarios below are a few examples of specific circumstances that require special consideration as you plan for testing.

Significant Cognitive Disability

Check [Dynamic Learning Maps \(DLM\) & Essential Elements](#) website on specific criteria for identifying students with significant cognitive disabilities. An English learner who is identified with significant cognitive disabilities and who is unable to take the KELPA, even with accommodations, can be considered for participation in WIDA Alternate ACCESS. This assessment is designed for ELs who participate, or would be likely to participate, in a state's alternate content assessments. Student support teams should consider carefully whether the KELPA or WIDA Alternate ACCESS would best allow a student to demonstrate developing English language skills.

WIDA Alternate ACCESS Participation Decision Tree



Assessment participation decisions must be made by an IEP team, not an individual. Refer to [Dynamic Learning Maps \(DLM\) & Essential Elements](#) website for specific criteria for identifying ELs with significant cognitive disabilities.

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Deafness or Hard of Hearing

Consider carefully how an EL identified as deaf or hard of hearing can participate in testing. The options available in this scenario depend on local testing policies and the student's unique needs.

For example, students who are deaf or hard of hearing, including those who primarily use American Sign Language (ASL) for communication, may participate in Reading and Writing tests with few or no accommodations.

Your state testing policies may allow for some form of manually coded English to provide access to the Listening and Speaking domains for ELs who are deaf, including cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English. Work with your state education agency to determine which, if any, manual language supports are allowed for ELs who are deaf or hard of hearing.

Blindness or Visual Impairment

The WIDA Alternate ACCESS is considered a large print test booklet. Assistive technologies such as a CCTV or document camera can enlarge the test content beyond the standard sized booklet.

Use of Augmentative Communication Devices

An augmentative/alternative communication (AAC) device is considered the voice of a student who is unable to produce functional speech. Use of an AAC during testing should be consistent with the student's day-to-day instruction and communication methods and is not considered an accommodation.

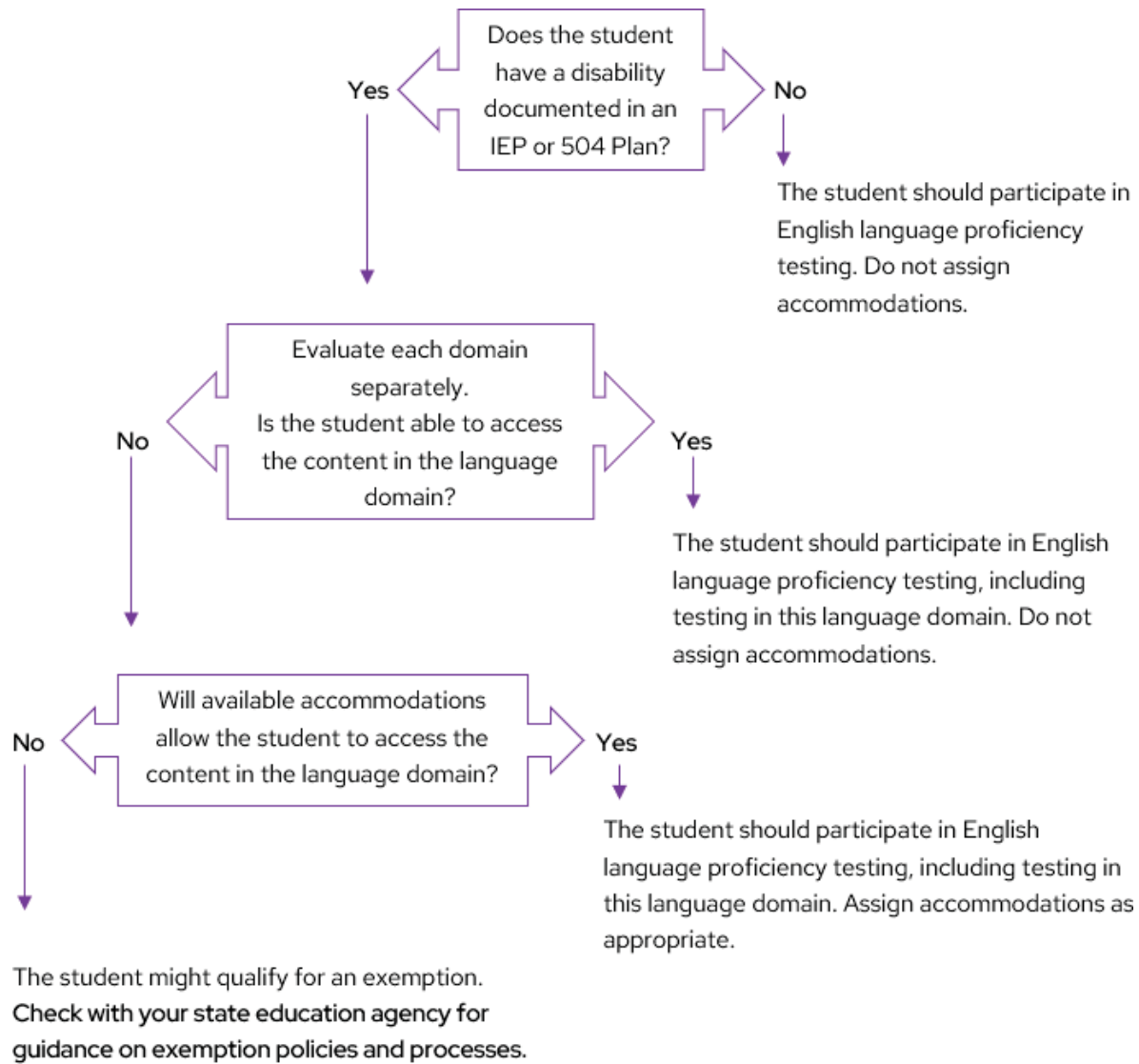
It is rare for individual sounds to be programmed into AAC devices, so test administrators must be prepared to accept non-standard responses from students using these tools. For example, if a test item asks a student to produce the isolated phoneme /g/, the student would simply indicate the correct letter instead of producing the sound. Additionally, available vocabulary might impact the student's ability to respond to specific test items. For example, if a student is asked to identify an apple but does not have the word "apple" available in the device, the student could offer the more generic word "fruit," point to indicate an answer choice, or use another response method.

Never provide a page on the AAC device specifically for ELP testing. This action would invalidate the student's scores, as the student's responses would not reflect their day-to-day academic English language skills. This accommodation should always be provided by a test administrator who is familiar with the student's classroom communication and use of the AAC device.

Domain-Specific Testing Exemptions

State and federal laws require all ELs to participate in annual ELP assessment. No disability exempts a student from this requirement. However, when all appropriate accommodations have been offered and the student's disability remains a barrier to assessing a particular language domain, the student may be exempted from that individual domain test. Contact your state education agency prior to making a domain exemption. Refer to the Kansas Test Coordinator Manual located on the WIDA secure portal for details on marking a Do Not Score code to indicate that a student is not participating in a particular domain test.

Domain Exemption Decision Tree



Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

Appendix A: Transcription

Student responses must be transcribed into a standard test booklet in a variety of situations, such as when a student provides responses in a non-standard format, or a test booklet is soiled.

Transcribers must:

- ✓ Be trained by a representative of the state or local education agency
- ✓ Sign the [WIDA Secure Portal Non-Disclosure and User Agreement](#)
- ✓ Be proficient in written English
- ✓ Be able to decode the student's handwriting

Ideally, all transcribers are familiar with the student's handwriting and have experience transcribing for the student outside of the testing context.

- Transcribe student responses verbatim as soon as possible after testing. Ensure all test content stored on recording or word processing devices is deleted after transcription.
- When transcription is part of the test administration for WIDA Alternate ACCESS, it is not necessary to have a second person present for transcription.
- Place a Pre-ID label or District/School label on the transcribed booklet and complete the student demographic information in number 2 pencil. Return the booklet with the rest of your test materials.
- Prepare any test booklet that contains student responses but should not be scored for return:
 - On the front cover, write "Transcribed. Do not score."
 - Place a Do Not Process label on the booklet, as shown in Figure 1 on the next page.
 - Return both the transcribed booklet **and** the nonscorable booklet.
- Document the security barcode of any soiled booklet in WIDA AMS. Refer to the Kansas Test Coordinator Manual located on the WIDA secure for details on this process. Securely destroy the soiled booklet.

Figure 1

Preparing a student response booklet that should not be scored

The diagram shows a student response booklet with several key areas highlighted by callouts:

- Top Right Callout:** A purple speech bubble pointing to a box on the right side of the booklet. The text inside says "Place DO NOT PROCESS label here." This box contains a vertical barcode and the text "U5916 904BLANK ---".
- Center Callout:** A purple speech bubble pointing to a large grid of bubbles for student responses. The text inside says "Do not cover the security barcode!". To the left of this grid is a vertical barcode with the numbers "15200164" and "5596804" printed vertically.
- Top Left:** The WIDA logo (20XX-20XX) and the text "Grades 4-5 Tier A ACCESS for ELLs® Listening, Reading, and Writing Form XXX Test Booklet".
- Center:** A "DATE OF TESTING" grid with columns for Month (M), Day (D), Zero (0), Year (Y), and Year (Y). Below it is a vertical instruction: "▼ ALIGN TOP OF LABEL HERE ▼".
- Bottom:** A student information grid with columns for "STUDENT'S LAST NAME", "FIRST NAME", and "MI".

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Appendix B: Scribing

Scribing is the act of recording responses on behalf of a student. This process happens during test administration, while the student is present.

Responses are scribed into a standard test booklet when a student receives this accommodation. When a scribe is used, the student may respond to test items orally, with gestures or pointing, by eye-gazing, or using an AAC device. Scribing takes place as the student dictates or produces responses, and responses are entered verbatim. All scribing must be administered individually and completed within the testing session. This includes any changes the student makes to the dictated response.

In most cases, students receiving the scribe accommodation should be receiving this service regularly in a classroom setting. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand. **If a student is new to the process of scribing during a test, practice prior to testing is especially important.**

Scribes must:

- ✓ Complete all training required by the state or local education agency
- ✓ Sign the [WIDA Secure Portal Non-Disclosure and User Agreement](#)
- ✓ Be proficient in the English language
- ✓ Be able to produce legible written or typed text

Ideally, individuals providing the Scribe accommodation will have experience scribing for the student outside of the testing context. Training should provide scribes the opportunity to practice and receive immediate direct feedback on their scribing practices.

A student using a scribe must be given the same opportunities to interact with the test. At the student's request, scribes manipulate universal tools such as the line guide or color overlay.

Scribes provide the same opportunity the student's peers have to process test items and plan responses, which may include writing outlines, plans, or drafts.

- At the student's request, scribes read a dictated response and the student dictates edits. Scribes make changes exactly as dictated by the student, even if a change is incorrect. Scribes must not cue the student to errors when reading the dictated response aloud.
- If a student provides a response using non-English words, scribes may ask the student to spell the word. For example, the scribe might ask, "How do you spell 'agua'?"
- Scribes may ask students to slow down or repeat a response. Scribes should not record vocalizations such as "um" or "ahh" that accompany a spoken response.
- Scribes may ask, "Are you finished?" or "Is there anything you want to add or delete?" Scribes must not coach students, influence responses, or suggest that students review responses.

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- Scribes may answer procedural questions, such as, “Do I have to fill the entire space?” Scribes must not confirm answers, prompt students to fix mistakes, or answer content questions, such as “What does that word mean?”

Questions about scribing should be directed to the SEA.

Appendix C: Checklists

On the following page you can find the accommodations checklist for WIDA Alternate ACCESS

Accommodations: WIDA Alternate ACCESS



Completed by: _____

Date: _____

Student: _____

ID number: _____

District/School: _____

Grade: _____

Team Members: _____

Accommodations:

1. **Extended testing of a test domain over multiple days (EM).** *Provide written request and evidence of need to state education agency.*

Listening

Speaking

Reading

Writing

2. **Interpreter signs directions in ASL (SD).** *Sign administration instructions, test directions, and practice items. Do not sign scored items.*

Listening

Speaking

Reading

Writing

3. **Scribe (SR).** *A trained adult records student responses during testing.*

Listening

Speaking *(not applicable)*

Reading

Writing

4. **Recording device and transcription (RD).** *Clear device after transcription.*

Listening *(not applicable)*

Speaking *(not applicable)*

Reading *(not applicable)*

Writing

5. **Test administered in a non-school setting (NS).** *Provide written request and evidence of need to state education agency.*

Listening

Speaking

Reading

Writing

6. **Word processor or similar keyboarding device (WD).** *Clear device after verbatim transcription.*

Listening

Speaking *(not applicable)*

Reading

Writing