

Grade Kindergarten

ACCESS for ELLs[®]

Listening, Speaking, Writing, and Reading
Form 303

Test Administration Manual

This is secure
testing material.

Do not duplicate
for any reason.

At the completion
of testing, return
with completed
test booklets to:

**Data Recognition
Corporation**


WIDA[®]
CONSORTIUM
2015–2016

About this Document

This ACCESS for ELLs® Kindergarten Test Administration Manual applies to the administration of Kindergarten ACCESS for ELLs®. Please read it in its entirety before planning or administering any section of the Kindergarten test. The procedures for ACCESS for ELLs 2.0 Online for Grades 1–12 are detailed in the ACCESS for ELLs 2.0 Grades 1–12 Online Test Administration Manual. For instructions related to administering ACCESS for ELLs 2.0 Paper for Grades 1–12, see the ACCESS for ELLs 2.0 Grades 1–12 Paper Test Administration Manual. See the Alternate ACCESS for ELLs Grades 1–12 Test Administration Manual for procedures for administering that assessment.

Each district receives one printed copy of this document (the “original” document). You may print additional copies as needed. You may write in both the original and the copies. This original document is part of the secure ACCESS for ELLs® Kindergarten materials and should be returned to the Test Coordinator along with all other test materials upon completion of testing. Any extra copies of the Test Administration Manual do NOT need to be returned after testing.

The ACCESS for ELLs® Kindergarten Test Administration Manual was prepared by WIDA, Data Recognition Corporation (DRC), and the Center for Applied Linguistics (CAL).

The ACCESS for ELLs 2.0 test is a product of a collaborative effort by the multistate WIDA Consortium.

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IMPORTANT

All ACCESS for ELLs Kindergarten materials are **secure and must be returned** to DRC, at the close of the testing window.

This includes the following:

- Activity Board
- Card Pouch
- Cards
- Student Response Booklet
- Student Storybook
- Test Administration Manual
- Test Administrator’s Script

Section 1: Test Overview

ACCESS for ELLs 2.0 is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of the WIDA Consortium's approach to instructing and assessing English language learners in Grades K–12. ACCESS for ELLs 2.0 is a product of a collaborative effort by the multistate WIDA Consortium.

ACCESS for ELLs 2.0 assesses students' English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and the school; the Language of Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS). It is a secure assessment given annually during a specific testing window determined by each state. As such, ACCESS for ELLs 2.0 is used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners.

Test forms are designed for English language learners in Grades K–12. The test forms are broken down into six grade-level clusters: Kindergarten, 1, 2–3, 4–5, 6–8, and 9–12.¹ The 2007 Edition of the WIDA English Language Development Standards includes PreK and Kindergarten as a separate grade cluster, necessitating the development of a separate assessment instrument correlated to these model performance indicators. The Kindergarten level of ACCESS for ELLs 2.0 is administered using a unique set of procedures outlined in this document.

For each grade-level cluster, sections of the test assess the students' language proficiency in each of the four language domains: Listening, Speaking, Reading, and Writing. The Listening and Reading tasks consist of closed-ended or multiple-choice questions. The Writing and Speaking tests are made up of performance tasks that are scored according to specific rubrics. For Kindergarten, **the Test Administrator scores all sections, including the Writing test, on site.**

Guidelines for the administration and scoring of all parts of the Kindergarten assessment are provided in detail in this manual and in the training course. Test Administrators should note that completion of the online training prior to administering the test is required.

¹ For the 2015–2016 test administration year, ACCESS for ELLs 2.0 Paper will contain transitional grade clusters: Kindergarten, 1, 2, 3, 4–5, 6–8, and 9–12. For the 2016–2017 test administration year, ACCESS for ELLs 2.0 Paper will have the same grade clusters as ACCESS for ELLs 2.0 Online: Kindergarten, 1, 2–3, 4–5, 6–8, and 9–12.

Section 2: Kindergarten Test Design, Materials, and Administration

Test Design Features

Kindergarten ACCESS for ELLs is an individually administered, adaptive assessment designed to take an **average of 45 minutes per student**.

Test items are thematically centered around two sections, each based on a particular type of text, either narrative or expository. **Both sections of the test must be administered**, in the order presented in this manual.

Narrative Section (Parts A—C)

- Part A: Listening and Speaking
- Part B: Writing
- Part C: Reading

Expository Section (Parts D—F)

- Part D: Listening and Speaking
- Part E: Writing
- Part F: Reading

The Kindergarten test has six main components, each assessing one or more of the language domains. These are called “Parts.” Parts A and D assess listening and speaking. The items are administered together but are scored separately. Parts B and E assess writing. Parts C and F assess reading. In this way, students are given multiple opportunities to provide information about their proficiency levels for each language domain through multiple types of text.

Each part is divided into five **levels**, which correspond with the first five WIDA English language proficiency levels. The tasks at each level are designed to appropriately assess language at that specific proficiency level. For example, Part D, Level 3 includes the Listening and Speaking questions aimed at Proficiency Level 3. Each student is tested in all parts, although each student may or may not be administered all questions in each part.

Kindergarten ACCESS for ELLs is an adaptive assessment. This means that a student is presented only with questions that the Test Administrator reasonably expects the student will be able to understand and respond to, based on the student’s response to questions in the previous level. Additionally, the Writing and Reading tasks in the expository section (Parts E and F, respectively), have low, mid, and high starting points for students depending on their performance on the previous Writing and Reading tasks (Parts B and C).

Test Administration Description

Kindergarten ACCESS for ELLs is divided into two sections, one based on a narrative text and the other based on an expository text. Across the two sections, there are six parts, which together cover all four language domains (Listening and Speaking [combined], Writing, and Reading). These parts are labeled by letters A–F. Within each part, there are five levels. Each level contains questions that are aimed at the corresponding English language development (ELD) level. Therefore, a Reading question found in Part C of the test, aimed at a student able to perform at Proficiency Level 3, is designated “C3.” Figure 1 shows the organization of the test parts and levels.

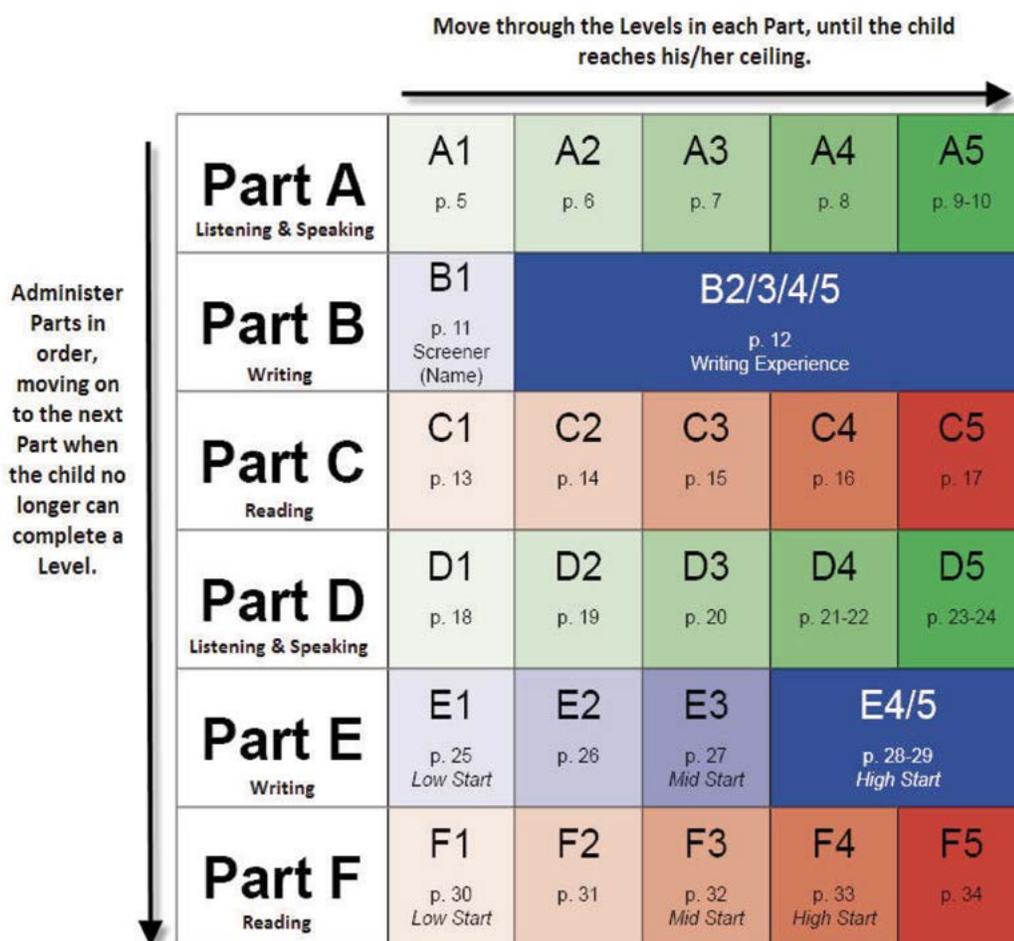


Figure 1: Diagram of Kindergarten Test Parts

Test Materials

To make Kindergarten ACCESS for ELLs developmentally appropriate for students, and to ensure valid and reliable administration, a variety of test materials is necessary. Figure 2 shows these materials and demonstrates how the Test Administrator may wish to arrange them.

Set-up on Table

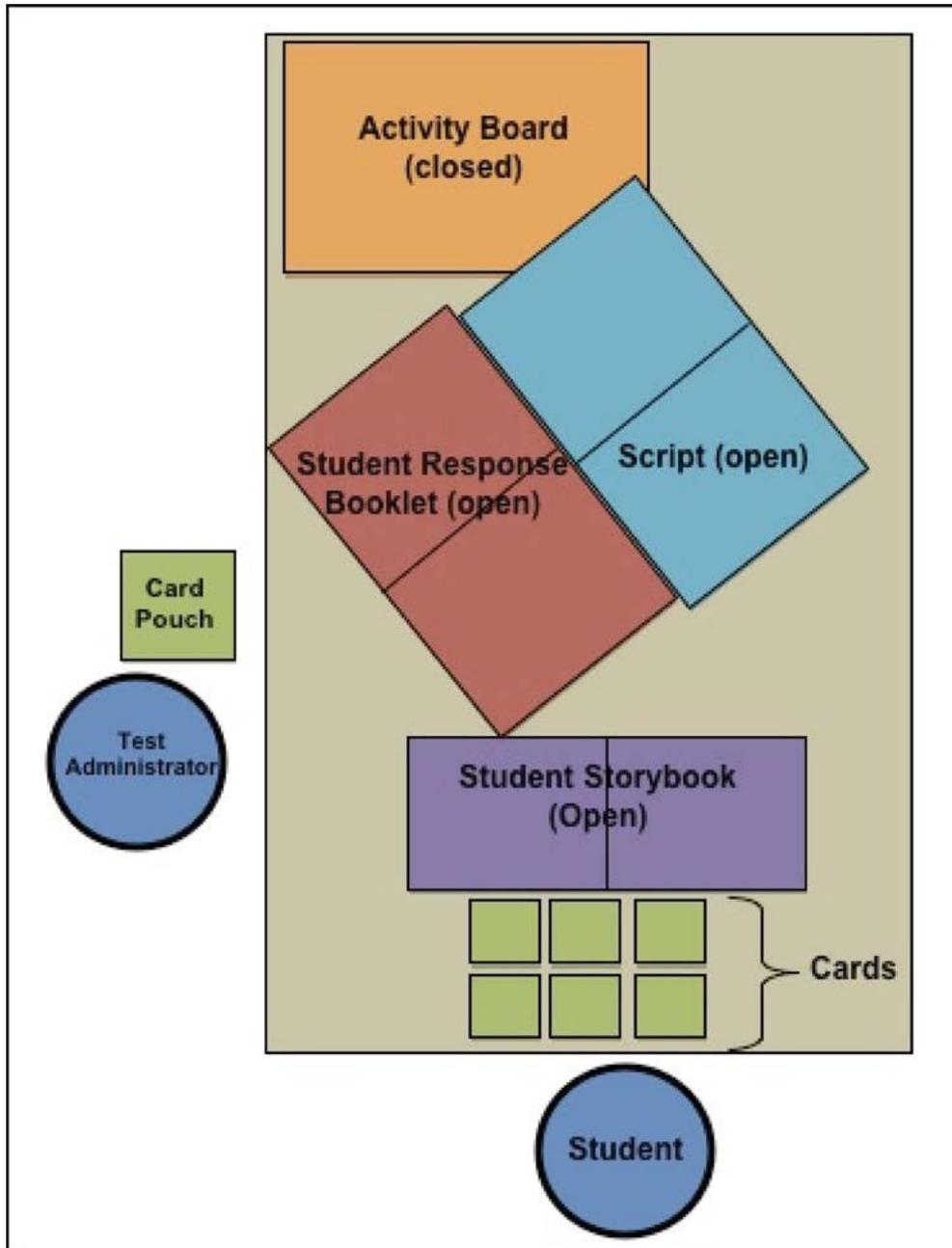


Figure 2: Suggested Layout for Testing Materials

Depending on the testing area, Test Administrators may find a set-up that works better for them.

**Note: Contents are secure and must be treated as secure test materials!
Place all secure materials in locked storage. Do not leave materials unattended
before or after testing.**

Kindergarten Student Storybook

This booklet contains

- The pictures and story line for the Narrative Section of the test
- Orientation pictures and graphic organizers related to designated sections of the test.

Kindergarten Student Response Booklet

This booklet contains

- Student Response Record (completed by Test Administrator) for Parts A–F
- Student Response Record (completed by student) for Parts B and E
- Kindergarten Writing Rubric and Test Administrator Transcription of Student Writing for Parts B and E.

Kindergarten Test Administrator’s Script

This booklet contains

- Test Administrator’s Script for all parts of the test.

Kindergarten Student Activity Board

This component of the test is an 11" by 17" graphic that relates to the expository parts of the test. The graphic is covered by four panels, each opening to reveal one fourth of the graphic. In Part D of the test at Level 1, the student is introduced to the first quarter of the Activity Board.

As the student moves through the levels, a new panel is opened, and the prior panel is closed, so that the student is only seeing one-fourth of the entire board at a time. At Level 5, the entire Activity Board is opened for the student to complete the items.

If a student is unable to complete a task but has not yet seen the other parts of the Activity Board, the Test Administrator may open the remaining panels, allowing the student to experience the full Activity Board.

Kindergarten Cards and Card Pouch Booklet

The manipulatives for this test consist of colored cards with graphics or text, used with or without the Student Storybook or the Student Activity Board as indicated in the *Test Administrator’s Script*.

Figure 3 outlines the uses of each of the test materials.

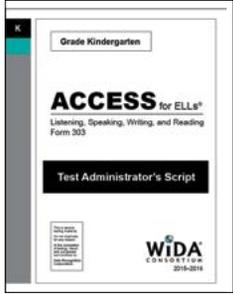
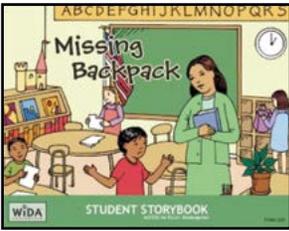
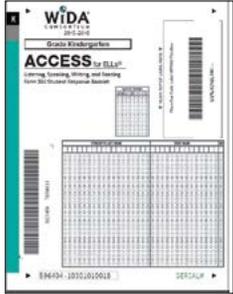
Test Materials and Their Uses		
<i>Graphic*</i>	<i>Document</i>	<i>Use</i>
	Test Administrator's Script	<ul style="list-style-type: none"> • Always in use by Test Administrator • Contains everything the Test Administrator says • Must be followed exactly
	Student Storybook	<ul style="list-style-type: none"> • Used by the student • Includes the narrative story and pictures, background graphics, and a graphic organizer for Reading items
	Student Response Booklet	<ul style="list-style-type: none"> • Used primarily by the Test Administrator to record the student's answers • In Parts B and E, the booklet is placed in front of students for them to write • When the students finish the Writing Experience, the Test Administrator transcribes what students say they wrote
	Activity Board	<ul style="list-style-type: none"> • Placed in front of students during the Expository Section of the test (Parts D–F) • One panel is opened at a time, to reveal graphics related to the expository story
	Cards and Card Pouch Booklet	<ul style="list-style-type: none"> • Held in a carrier by the Test Administrator but placed in front of students as directed in the script • Students may be asked to point to the correct card, find the cards that go together, or move the cards to the appropriate place

Figure 3: Test Materials and Their Uses

**Graphics show sample materials because actual testing materials are secure.*

Test Material Designation

During the different parts of the test administration, the Test Administrator and the student use various combinations of the test materials. Figure 4 shows which test materials are necessary during each part of the test administration.

Part	Materials for Test Administrator	Materials for Student
A	<ul style="list-style-type: none"> • Test Administrator’s Script • Student Response Booklet 	<ul style="list-style-type: none"> • Student Storybook • Cards
B	<ul style="list-style-type: none"> • Test Administrator’s Script 	<ul style="list-style-type: none"> • Student Response Booklet • Student Storybook
C	<ul style="list-style-type: none"> • Test Administrator’s Script • Student Response Booklet 	<ul style="list-style-type: none"> • Cards • Student Storybook
D	<ul style="list-style-type: none"> • Test Administrator’s Script • Student Response Booklet 	<ul style="list-style-type: none"> • Activity Board • Cards
E	<ul style="list-style-type: none"> • Test Administrator’s Script 	<ul style="list-style-type: none"> • Student Response Booklet • Activity Board (Part E4/5 only)
F	<ul style="list-style-type: none"> • Test Administrator’s Script • Student Response Booklet 	<ul style="list-style-type: none"> • Cards • Student Storybook

Figure 4: Test Materials for Test Administrator and Student by Part

Preparing for Test Administration

This section contains specific instructions for the Test Administrator on preparing to give Kindergarten ACCESS for ELLs.

- **Environment:** Testing should occur in a quiet room, free of distractions. The Test Administrator should sit with the student at a rectangular or circular table, large enough to accommodate all testing materials. The chair in which the student sits must be high enough for him/her to see the pictures in the *Student Storybook* and *Student Activity Board* lying flat on the table.
- **Placement/Arrangement:** The Test Administrator should sit at a right angle to the student, rather than across from or next to the student. **The student should sit on the Test Administrator's right-hand side.** Orient the *Student Storybook* and the *Student Activity Board* to the student so the student can see both easily. (Refer to Figure 2 for an example of set-up on table.)
- **Preparation:** Prior to testing, the Test Administrator should become familiar with the *Test Administrator's Script* for each portion of the Kindergarten test. **Test booklets may NOT be distributed prior to the states' designated testing dates.** Several days prior to testing, however, **Test Administrators may check out one set of test materials** for only the grade-level cluster(s) that they will be administering, to familiarize themselves with test materials. Test Administrators who receive materials in advance must have completed Test Administrator Training and must handle testing materials in compliance with the security requirements of their state and district. It may be helpful for Kindergarten Test Administrators to conduct a mock administration of the test with a colleague who also has signed WIDA's non-disclosure agreement, available through the online Test Administrator Training.
- **Materials:** At least two sharpened pencils will be needed — one for the Test Administrator and one for the student. It is useful if both pencils have good erasers; the Test Administrator should use the eraser of one pencil to point to objects as instructed in the *Test Administrator's Script*.

Test Administration Procedures

The test is composed of performance-based tasks for all four language domains. The Test Administrator presents the items to the student using pictures in the *Student Storybook* and *Activity Board*, as well as manipulatives from the cards. For the Listening, Speaking, and Reading tests, the Test Administrator records student responses in the *Student Response Booklet*. For the Writing test only, the Kindergarten students will record their responses themselves.

The Listening and Speaking items are administered consecutively for each level of Part A (narrative text) and of Part D (expository text) **until the student reaches a ceiling in both Listening and Speaking** according to the guidance for Test Administrators in the *Student Response Booklet*. The combined Listening and Speaking tasks are followed by the Writing tasks, and then the Reading tasks are presented to the student. Figure 5 shows a map of the sequence of the Test Administration.

Kindergarten Test Map

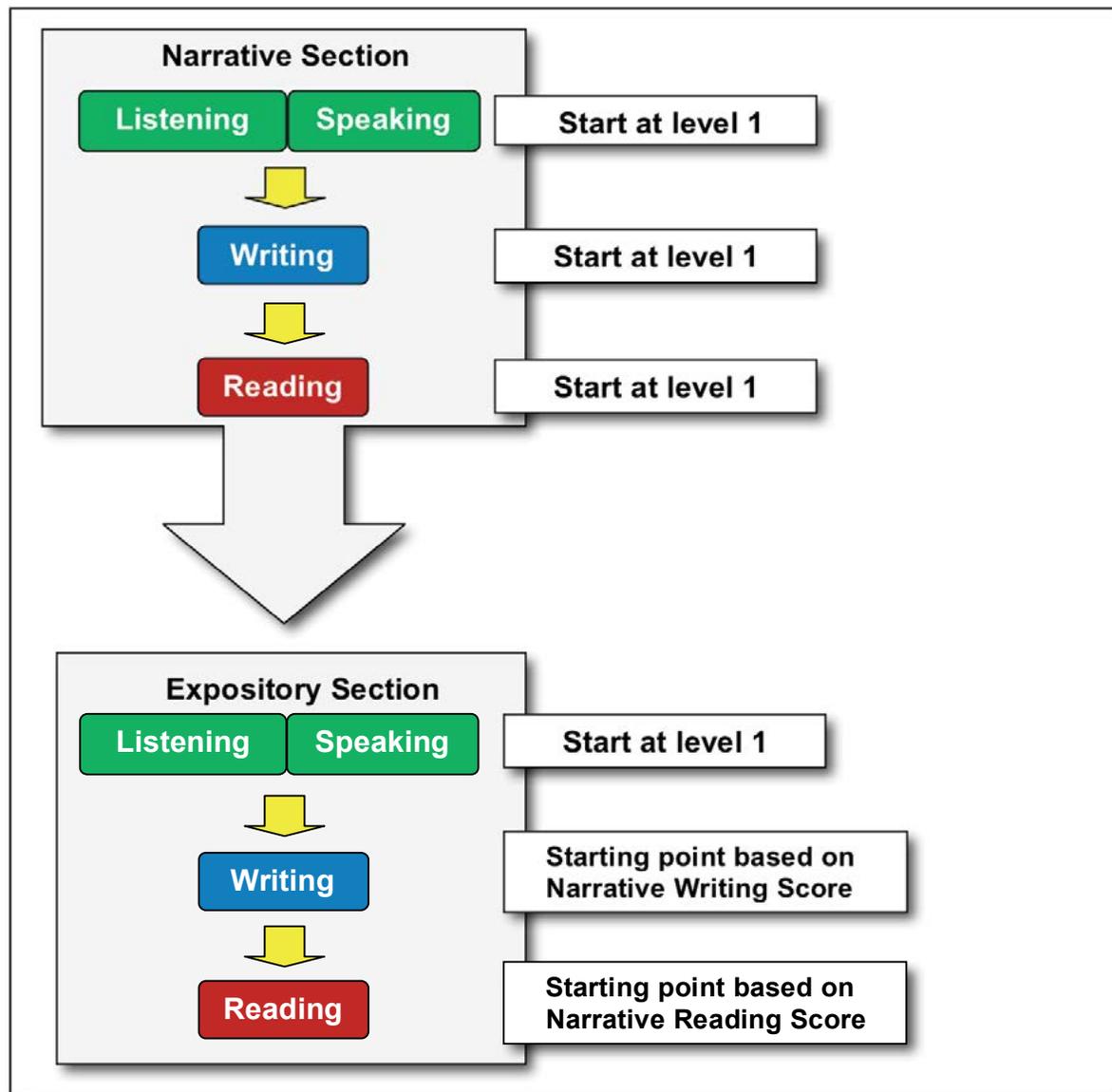


Figure 5: Flow Chart of the Sequence of the Test Administration

General Procedures

- **Tone:** It is especially important to **set a positive tone** for the student before any test items are administered. The warm-up scripts provide one way to create a welcoming environment, but you should also greet the student as naturally as possible.
- **Materials:** When ready to begin testing, place the closed *Student Storybook* in front of the student. Keep the *Student Storybook* closed as you read the introduction to the student from the *Test Administrator's Script*. When instructed in the script, use the *Student Storybook* to read aloud the narrative story (used as the theme for Parts A–C) to the student.
- **Turning Pages:** Use of the *Student Storybook* requires a lot of page turning. As the Test Administrator, turn the pages yourself, or as appropriate, ask the student to turn the pages. The instructions provided for “Moving on,” shown in Figure 6, explicitly state when to turn

a page in the *Student Storybook*, although you may choose to ask for the student’s help with turning the pages between levels or parts of the test, which allows you time to mark in the *Student Response Booklet*.



Figure 6: An Example of a “Moving on” Box from the Script

- **Manipulatives:** Some items require the use of manipulatives. These consist of cards that students manipulate as instructed. Whenever a set of cards is required for the item, the Test Administrator takes them from the container labeled with the corresponding item.
 - Sometimes it is required that cards be replaced in the pool of cards after a student has selected them, either because the student selected incorrectly or to add to the response options. When that is the case, the Test Administrator says, “Let’s put this (back) here.” Place the picture card back with the remaining possible choices.
 - If students hold manipulatives upside down while using them during testing, it is not necessary to correct them.
 - In some test questions, the student is asked to point to a card. Sometimes, a student may choose to pick up the card and hand it to you. This should only be marked as incorrect if the student has identified the incorrect card.
- **Sample Items:** When demonstrating the sample item, perform it exactly as the student will have to in the task. A sample item excerpted from the *Test Administrator’s Script* follows:

I’m going to turn over a card. Flip over sample card. (turkey)
Now I’m going to look for the shape of this word. Look at the word formation cards and find the match for “Turkey.”
Here it is! Pick up card with turkey shape. **I’m going to put these two cards over here.** Put cards together and put off to the side.
Now it’s your turn. Turn over a card and find the shape that matches the word.

Figure 7: Sample Item Script

- **Instructions:** If students correctly anticipate the task before all instructions are provided, let them continue with the task. Repeat the instructions only if students misinterpret the task.
- **Scoring:** The Test Administrator must record and score student responses as they are given; keep in mind that the order of student responses may vary depending on when a task uses manipulatives. The “Moving on” boxes in the *Test Administrator’s Script* provide additional guidance regarding when to continue testing in a part and when to move to the next section of the test. Administer and score all items in a level of a part of the test before deciding whether to continue to the next level of that part or to stop that part and move on to the next part. Mark all student responses by filling in the bubble completely.
- **Feedback:** It is important to give Kindergarten-level students some mild positive reinforcement on the test, especially if students look to the Test Administrator for confirmation. Examples of appropriate feedback are provided in the *Test Administrator’s*

Script and should not depend on the accuracy of the student’s response. Although the *Test Administrator’s Script* consistently uses the phrase “Good job,” other acceptable phrases indicating praise, such as “Very good,” “Nice job,” and “O.K.,” may be substituted. Responses of this type should be given to both correct and incorrect responses to further encourage students and to keep the test administration flowing. Giving feedback at the end of each level, rather than after every item, is appropriate.

- **Encouraging Students:** Students should be given the opportunity to be successful on all tasks presented to them. Although the Test Administrator must adhere to the script, sometimes encouragement, or rephrasing or clarification of a task per the script, is appropriate. Encouraging too strongly or “pushing” the student too much, however, may cause the student to withdraw. Exercise caution in encouraging the student too strongly, and move on after one attempt at motivating the student to respond. For example, it is O.K. to say to the student one time (per the script), “Can you tell me more?” If the student is still unsure, do not continue to probe.
- **Winding Down:** It is important that students leave feeling positive about their test-taking experience. If a student ends the test unable to respond to a task, the Test Administrator marks the item incorrect and may help the student answer the question without scoring the response. For example, if the student is becoming frustrated while attempting to read words, it is OK to say, “I’ll help you.” Model the item together with the student as you did with the practice items. Sound out the word and allow the student to point to the appropriate picture. In this way, the Test Administrator helps the student feel a bit more successful about the test-taking experience. When rehearsing the script, think about how you might phrase such questions for winding down. The principle here is that no task presented to the Kindergarten students should be a source of frustration, which could affect performance in other areas of the test. Remember that the item should be marked incorrect, and that any **unscripted** questions are not scored.
- **Breaks:** While the test is designed to be administered in one sitting taking an average of 45 minutes per student, Kindergarteners may need a couple of breaks during the test administration. A suggested stretch break (up to 10 minutes) is scripted between Part C (Reading) and Part D (Listening and Speaking), which marks the transition between the narrative and expository sections of the test. If a student does not reach C5, a stretch break may be taken before the start of D1. Any other stretch breaks taken during the administration must occur at the end of a level and/or part and must be kept brief. The break time is **not** included in the total testing time. In addition please note the following:

Clarification on Breaks

If scheduling requires that a test administration be divided into two sessions, the break between administrations must

- occur between the administration of the narrative and expository sections
- last no more than **two consecutive school days**. That is, if the narrative section of the test is administered to a student on a Monday, the latest the expository section should be administered is on Thursday of that week.

As directed in the *Test Administrator’s Script*, before beginning Part D (expository section), indicate how the test was administered by checking the appropriate box at the top of Part D in the *Student Response Booklet*:

Part D: Listening & Speaking

Indicate below how the test was administered. (Choose only one.)

- One session, no break
 One session, stretch break
 Two sessions

Section 3: Kindergarten Listening and Speaking Tests

As with the other parts of Kindergarten ACCESS for ELLs, Speaking tasks are individually administered to students in an interview format. The Test Administrator asks progressively more demanding questions, until the student reaches a level at which he or she is no longer able to meet the demands of the questions. **The Kindergarten test differs from the other grade levels in that the Speaking tasks are administered *in conjunction with the Listening tasks.***

Within each part of the Listening and Speaking tests, the student is presented with test items and gives a response. The Test Administrator then assigns a score and continues to administer test items until the student reaches his or her performance ceiling or the student has completed all the tasks in that part, whichever comes first.

Both the Listening test and the Speaking test follow the format indicated in Figure 8.

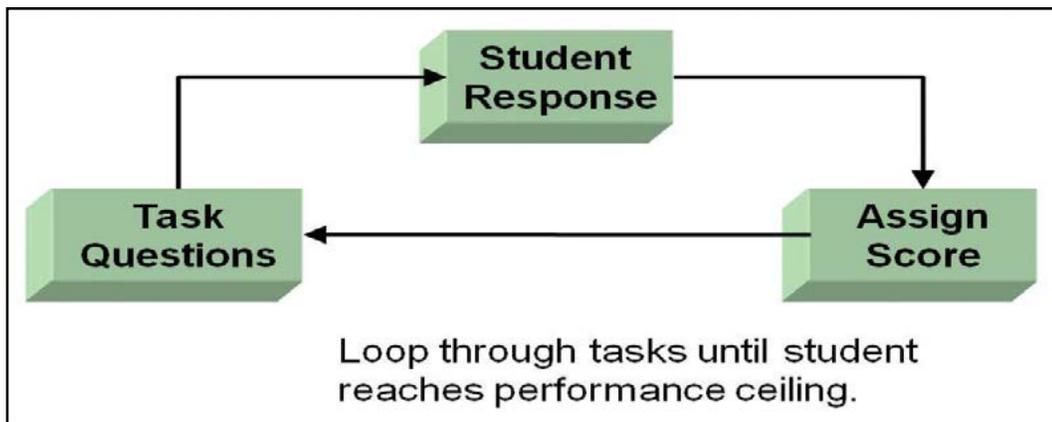


Figure 8: Structure of the Listening and Speaking Tests

Listening Test

Parts A and D of the Listening test (which also include the Speaking test tasks) present the student with tasks meant to elicit closed-ended responses. That is, students can indicate their responses nonverbally by pointing (which the Test Administrator will cue them to do) or by shaking or nodding the head. Students may also give responses verbally, although a verbal response is not required.

Speaking Test

Speaking tasks are divided among two parts, both of which also include the Listening test tasks: Part A in the narrative section of the test, and Part D in the expository section.

Each task of the Speaking test typically includes several tasks, identified in the script with the letter “Q” (for “question”) followed by a number, for example, “Q1,” “Q2,” etc. Some tasks also include scripting, which provides a model of the language the student is expected to produce.

Because the test is adaptive, the Test Administrator scores student responses as they are given, at the end of each level of a part. Student responses are rated holistically for any given level (as a whole, rather than as separate right or wrong items) according to the expectations defined in the *Speaking Rubric of the WIDA Consortium*. More explanation about the rubric can be found in the section of this manual titled “Scoring the Listening and Speaking Tests.”

The Test Administrator should internalize the expectations at each proficiency level prior to giving the test. For extra assistance, a short description of the language you should expect from the student is included in the script. At the end of Speaking test questions, a box labeled “EXPECT” provides general guidance to Test Administrators as to the speech they should expect

Kindergarten students to produce at a given level of the test. The EXPECT box contains a short summary; if more information is needed, refer to the complete task-level expectations in the Speaking Rubric. Criteria for stopping a part of the Speaking test are provided in the *Student Response Booklet*.

It is important to note that there are slight differences between the description of language in the EXPECT boxes and the Speaking Rubric. Namely, such a difference is present at Level 3, where the Speaking Rubric calls for the students to produce sentences, while the EXPECT box mentions the production of phrases. While the Speaking Rubric is a detailed description of the language that is expected to be produced by the students at various proficiency levels, the EXPECT boxes serve as a useful distillation of the Speaking Rubric and incorporate slightly adapted expectations (particularly in the area of Linguistic Complexity) that take into account expert awareness of Kindergarteners’ development. When scoring Speaking responses, utilize the adapted descriptions in the EXPECT boxes, because they provide expectations appropriate for Kindergarteners’ language at each level of proficiency.

Figures 9–13 contain examples of the EXPECT boxes from Task Levels 1–5 of Part A.

Speaking	
Q1: (Point to the TABLE) What is this? Q2: (Point to the CHAIR) What is this? Q3: (Point to the PLANT) What is this? Q4: (If necessary) What else do you see in the picture?	
EXPECT	Comprehensible single words

Figure 9: EXPECT Box from Part A1

Speaking	
Q1: Point to the bird in the air. Where is this bird? Q2: Point to the raccoon in the tree. Where is the raccoon? Q3: Point to the butterfly on the flower. Where is the butterfly? Q4: (If necessary) Can you tell me more? (OR) Can you tell me about that?	
EXPECT	Multiple comprehensible related words or short phrases Some use of modifiers possible

Figure 10: EXPECT Box from Part A2

Speaking	
<p>Q1: What do you think the nurse is doing here?</p> <p>Q2: What else does a nurse do?</p> <p>Q3: (If necessary) Can you tell me more? (OR) Can you tell me anything else?</p>	
EXPECT	<p>Comprehensible simple and expanded phrases</p> <p>Some use of details possible</p>

Figure 11: EXPECT Box from Part A3

Speaking	
<p>Q1: These are some games the children play on the playground. Point to cards. Are these games the same or different?</p> <p>Q2: (If "Same") How are they the same? (If "Different") How are they different?</p> <p>Q3: (If necessary) Tell me more. (OR) Can you tell me anything else?</p> <p>Good job. Let's put the cards away. Put cards away.</p>	
EXPECT	<p>Comprehensible simple oral sentences</p> <p>Use of some detail/specific language</p>

Figure 12: EXPECT Box from Part A4

Speaking	
<p>Now let's turn the page. Turn to Student Storybook, page A5-S.</p> <p>Q1: Let's look at these pictures from the story. Point to pictures. Can you tell me the story of Janice in your own words?</p> <p>Q2: (If necessary) Point to the first picture. What happens first?</p> <p>Q3: (If necessary) Tell me more. (OR) Can you tell me anything else?</p>	
EXPECT	<p>A minimum of four related comprehensible oral sentences</p> <p>Sentences convey detail and may be simple or expanded</p>

Figure 13: EXPECT Box from Part A5

Listening and Speaking Test Administration Procedures

General Procedures

- **Scripting: Test administration is standardized** and all test parts are scripted. Read each item as scripted. Never use a language other than English when administering the test, and never write out scripted parts of the test for the student.
- **Repeating Items:** For the Listening tasks, the Test Administrator **may not repeat** an item unless a severe disturbance or interruption occurs. Disturbances that may warrant repetition of a test item include an announcement over the loudspeaker at the time the Test Administrator is reading an item, a lawn mower going by an open window outside the testing room while the Test Administrator is reading an item, and similar events. For the Speaking tasks, if the student asks to repeat an item, it is acceptable to repeat an item **one time**. Rephrasing options are contained in the script. You should ask the student to repeat a response if and **only** if the student's response is inaudible.
- **Manipulatives:** Some items require the use of manipulatives. These consist of cards that students manipulate as instructed, with or without the *Student Storybook* or *Student Activity Board*. Whenever a set of cards is required for the item, the Test Administrator takes them from the container labeled with the corresponding item. Sometimes it is required that cards be replaced in the pool of cards after a student has selected them, either because the student selected incorrectly or to add to the response options. When that is the case, the Test Administrator says, "Let's put this (back) here."

How to Read the Scripts

- When administering items on the Kindergarten Speaking test, **read aloud** any text that appears in **boldface** type in the script. Do not read any directives that are not in boldface type, such as "Point to xxx," or any other instructions intended to guide the administration, such as "If necessary." Words that are underlined should be emphasized, and you should adjust your intonation accordingly.
- When the script presents **alternative readings for an item**, these alternatives will be linked using the notation "(OR)": for example, "Can you tell me anything else?" (OR) "Can you give me more details?" In these cases, choose the reading that flows best given the student's previous responses. You may also use more than one of these alternatives as the occasion demands. Some tasks allow you to customize an item. For instance, if the student responded to an item, "Are these the same or different?" with "Same," then you would fill in the blank in the following item of the script with, "How are they the same?"
- An item marked "If necessary" should be asked only if the student's responses to previous items leave some doubt about what score to give. That is, ask an "If necessary" item only if you need more information to assign a rating. Do not ask "If necessary" items if there is no doubt about what score the student earned from the responses to previous items in the task.

"Moving on" Criteria with the Listening and Speaking Tasks

- As long as a student continues to score Meets on the Speaking task and/or correctly answers more than one Listening item, proceed to the next level of the part and continue to administer items in that part.
- According to the stopping criteria established in the *Student Response Booklet*, if a student scores Approaches on a Speaking task and scores zero (0) or one (1) on a Listening task,

discontinue that particular level and move to the next part of the test. “Moving on” scripts and a sample wind-down are provided in the *Test Administrator’s Script*.

- Important:** The Listening and Speaking tests stop only when students reach their ceiling in **both** domains, as established using the stopping criteria in the *Student Response Booklet*. Only when the ceiling is reached in **both** domains should the Test Administrator wind down that part of the Listening and Speaking tests and move to the next part of the test. Figure 14 contains an example of the guidance for stopping contained in the *Student Response Booklet*. Figure 15 contains an example of the scripting for “Moving on.”

A4	Listening Level 4			Speaking Level 4			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	Meets	?	Approaches	
1	Sarah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	Correct = 0 or 1 AND Speaking is “Approaches”	<input type="checkbox"/>
2	Leo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		
3	Nina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		

Figure 14: Stopping Criteria Contained in the *Student Response Booklet*

Moving on	
<p>Good job. Now let’s turn the page. Turn to A4 in the Student Storybook and Script.</p>	<p>Good job. Let’s close the book now. Close Student Storybook. Go to Part B1 in script.</p>

Figure 15: Scripting for “Moving on”

Scoring the Listening and Speaking Tests

Items in the Listening test (Parts A and D, which also include Speaking tasks) are scored in the *Student Response Booklet* with a mark of either correct or incorrect. Test Administrators should note that some items require two steps to complete a task. For example, the student might have to select the correct card **and** place it in the correct location on a graphic in the *Student Storybook* or *Student Activity Board*. Such tasks are not considered correct unless **both** parts are completed correctly.

Speaking items are also scored in the *Student Response Booklet*, but they are scored based on a rubric (see Figure 17). This rubric contains a set of task-level expectations that students either meet or approach in full for each level within each part of the Speaking test. The Kindergarten Speaking test allows the Test Administrator to score the student as Meets, Approaches, or ?. (There is not a No Response scoring option on the Kindergarten Speaking test. If an item is administered and a student does not respond, mark the item as Approaches.)

If a student correctly answers zero (0) or one (1) Listening task **and** scores Approaches on a Speaking task, discontinue that particular part of the test and mark “Stopped Here” in the *Student Response Booklet* (see Figure 16).

A1	Listening Level 1			Speaking Level 1			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect		?		
1	teacher	<input type="radio"/>	<input type="radio"/>	Meets	<input type="radio"/>	Approaches	Correct = 0 or AND Speaking is "Approaches"	<input type="checkbox"/>
2	flag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		
3	scissors	<input type="radio"/>	<input type="radio"/>					

Figure 16: Marking "Stopped Here" in *Student Response Booklet*

Indicating "Stopped Here" means that the student did not meet the criteria for moving on to the next level. Instructions for moving to the next part of the test are provided in the *Test Administrator's Script*.

The full criteria for each level are contained within the *Speaking Rubric of the WIDA Consortium*, shown in Figure 17 on the following page.

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

Figure 17: Speaking Rubric of the WIDA Consortium

The Kindergarten test provides additional guidance for the Test Administrator regarding what to listen for in student responses, found in a box in the *Test Administrator’s Script* labeled “EXPECT,” as shown in Figure 18.

EXPECT	Comprehensible single words
--------	-----------------------------

Figure 18: Sample Speaking Test “Expect” Guidance

Test Administrators should follow these guidelines to determine if the student meets or does not meet the task-level expectations, consulting the full *Speaking Rubric of the WIDA Consortium* (Figure 17) as necessary. The scoring of the Kindergarten Speaking test operates on the same principles as the Speaking test for other grade levels, but with task-level expectations adapted for the Pre-K/K grade level.

Question-Mark (?) Column: In some cases, it may be difficult to determine whether a student’s response to the current task warrants a score of Meets or a score of Approaches. In this case, if there is a task at the next higher proficiency level, the Test Administrator may fill in the box in the question-mark column, labeled (?), and move on to the next level.

- If the student gives a performance that meets the task-level expectations on the next level, assign that level a score of Meets, and go back and assign the previous level a score of Meets.
- If the student gives a performance that clearly fails to meet the task-level expectations on the next level, it is likely that the performance was also deficient on the level in question. Assign the current level a score of Approaches, and go back and assign the previous level a score of Approaches.
- A rating of question mark (?) may NOT be assigned to two consecutive tasks. After administering the task that follows the one with the rating of question mark (?), the rater must go back and change the score on the previous task to Meets or Approaches.
- A temporary rating of question mark (?) may be assigned to any task except the last task in each part of the Speaking test. If a student has reached the last task in the part, a score of Meets or Approaches must be assigned to this task.

Section 4: Kindergarten Writing Test

NOTE: The Writing test is scored by the Test Administrator only. DRC will NOT review Writing samples and scores. The rating assigned by the Test Administrator will be the final rating on this section of Kindergarten ACCESS for ELLs. Anyone who administers the Kindergarten ACCESS for ELLs Writing test must complete the online Test Administrator Training and the accompanying quiz. The training is focused on developing your ability to conduct the test using standard testing procedures and to score the test reliably.

The Kindergarten Writing test consists of two parts (B and E) associated with the two different text types used in the test (narrative and expository). The Writing test is the only component of Kindergarten ACCESS for ELLs in which the students directly record their responses in the *Student Response Booklet*.

At the beginning of each part of the Writing test, the Test Administrator hands the student the *Student Response Booklet* and reads the scripted sections from the *Test Administrator's Script*. For the higher level Writing Experience tasks (Levels 2–5 in Part B, Levels 4–5 in Part E), the Test Administrator follows the *Test Administrator's Script* and is directed to record a transcription of the language the student has produced. This is done to help the Test Administrator understand the sound-symbol correspondence in the students' responses that may not have been obvious otherwise. The Test Administrator must **remember to fully complete the Writing Test Score page at the end of Parts B and E in the Student Response Booklet** after the student finishes the Writing test.

The narrative story in the Part B Writing task consists of a “screener” portion in which students are directed to write their name and a subsequent Writing Experience. If students are not able to correctly write their name, the Test Administrator is directed to wind down from Part B and proceed to the Reading tasks in Part C.

If students are able to correctly write their name in the screener portion of Part B, the open-ended Writing Experience of Part B is administered. The Test Administrator follows the script and records a transcription of the language the students produce. It is important to note that the Writing Experience is not a Speaking task. The Test Administrator should not persist in prompting the student to continue giving oral output. As soon as the students say something and there is a pause in their speech, they should be encouraged to try to write that down.

The students' starting point in the second Writing Experience (Part E) is determined by their performance on the first Writing task (Part B). Further explanation about determining the Part E starting point is discussed later in this section.

Reading the Writing Test Script

- When administering items on the Kindergarten Writing test, **read aloud** any text that appears in **boldface** type in the script. Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as “If necessary.”
- A prompt or direction marked “If necessary” should be asked only if the student needs additional information, directions, or help from the Test Administrator. Do not read an “If necessary” prompt or follow an “If necessary” direction if the student does not need additional encouragement, help, or clarification.

Scoring Responses on the Writing Test

The Kindergarten Writing Experience (Part B) as well as the Story Writing (Part E4/5) are scored based on a grade-appropriate version of the WIDA Writing Rubric. When scoring the students' Writing samples, the Test Administrator should refer to the rubric in Figure 19. Again, **remember to fully complete the Writing Test Score page at the end of each section of the Writing parts in the *Student Response Booklet*.**

Writing Rubric of the WIDA Consortium Grades PreK–K

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

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

Figure 19: Writing Rubric of the WIDA Consortium for the Grades PreK–K

Analyzing Inventive Spelling

Test Administrators need to become familiar with these guidelines for “inventive spelling” before administering the Writing test. Inventive spelling is acceptable in all areas of the Writing test (Parts B and E), including part B1 where the student is asked to write his or her own name.

- Consider monosyllabic words as consisting of initial, middle, and final **sounds**. Multisyllabic words follow this pattern for each syllable of the word.
- Sounds are represented by letters as in the rules of regular English spelling, but the spelling system of English is highly irregular in terms of letter-sound correspondences. So students may do the following:
 - Approximate the sounds, especially vowels, with some letter or letter combination other than what appears in regular spelling, (e.g., “k” for “c,” “ai” for “i”). These kinds of substitutions may be due to an inter-language effect (if the student has any literacy experience in the home language) or an attempt to regularize or generalize to some other letter-sound correspondence in English.
 - Invert letters, but the inverted letter is a close approximate to the correctly spelled letter (e.g., “d” for “b” or vice versa, “q” for “d” or vice versa).
 - Omit letters; (e.g., “lac” for “like”). This is especially common when the letters of the regularly spelled word have no one-to-one sound correspondence in English.

The important thing to determine is **whether the students show evidence that they understand the regularity of relationships between sounds and letters**. Students should not simply use arbitrary letters or made-up written marks to indicate meaning. Figures 20 and 21 provide examples of instances and guidance to students’ inventive spelling.

Partial Word	Single sounds from a word or two sounds from the reported word are represented by letters	BF B	“butterfly” “bookbag”
Word	At least the initial, middle, and final sounds of the reported word are represented by letters	babak afes Tak	“backpack” “office” “talk”
Phrase	A word (as defined above) and at least one modifying word, with evidence of word boundaries	BONE PREBE	“bunny pretty”
Sentence	A phrase (as defined above) including a subject and verb. A sentence may or may not have punctuation, capitalization, or accurate inflection.	OUT DLY DVIN LOZ HIZ PAK BKC	“One day David lost his backpack.”

Figure 20: Examples of Inventive Spelling

	Initial sound	Middle sound(s)	Final sound
dog	"d"	"aw" or "a"	"g"
bike	"b"	"ai"	"k"
tree	"tr" or "ch"	"ee"	—

Figure 21: Sounds That May Be Present in Students' Inventive Spelling

Individual Parts of the Writing Test: Format and Scoring Guidance

Part B—Screener

The first item in Part B consists of writing one’s name. The scoring rules for the first question in Part B are as follows:

1 = writes first name; proceed to Writing Experience.

0 = does not write first name; discontinue Part B Writing tasks and proceed to Reading section, Part C.

Part B—Writing Experience

If students successfully write their name, the Test Administrator works with them to produce a sample of writing associated with a retelling of the narrative text. By continually narrowing down the demand of the Writing tasks—“Can you write that [the story retell] here?”...“Can you write that word here?”...“Can you write any sounds from that word here?”...“Can you write any letters from that word here?”—the Test Administrator scaffolds a student’s Writing Experience as appropriate to the student’s proficiency level. If a student copies text that appears in the picture(s), the Test Administrator may say, “Can you write anything else about the story?” The Writing sample is then scored using the rubric and used as guidance for the starting part of the second Writing task in Part E. Figure 22 shows a segment of the *Test Administrator’s Script* for Part B of the Writing test.

B2/3/4/5		B2/3/4/5		B2/3/4/5		B2/3/4/5		B2/3/4/5	
1	Invite student to write sentences. Let’s look at the pictures again. What do you remember about the story? Pause. Now try to write that here. Point to box.								
	If necessary, invite student to write words. What do you see in the pictures? Pause. Can you write some of those words here? Point to box. (If necessary) Can you write another?								
	If necessary, invite student to write sounds. What sounds do you hear in that word? Pause. Can you write the sounds you hear? Point to box. (If necessary) Do you hear any other sounds? Can you write them?								
	When student finishes writing, say: Good job. Please give me your pencil. I’m going to write what you wrote. What did you write here? Point to student’s writing. Pause to listen to what the student says. Write it in the box on Part B2/3/4/5 of the Student Response Booklet.								
		HIGH		MID		LOW			
		“word and letter/sound knowledge”		“letter/sound knowledge”		“no letter/sound knowledge”			
	EXPECT	<ul style="list-style-type: none"> Two or more recognizable words with some evidence of word boundary knowledge. Words can be independent, or in a list, phrase, or sentence. Inventive spelling expected. 		<ul style="list-style-type: none"> Separated words not clear, but there are multiple examples of knowledge of letter/sound correspondence. At least one example of two sounds from a single word. Inventive spelling expected. 		<ul style="list-style-type: none"> Might include the student’s name, but writing does not provide multiple examples of knowledge of letter/sound correspondence. 			
	MARK	E4/5, High		E3, Mid		E1, Low			

Figure 22: Script for Part B, the Writing Experience, Including an EXPECT Box

After the student completes the Writing Experience in Part B, the Test Administrator must determine where to start the student in Part E, (i.e., E1, E3). Using the student’s writing from Part B, the Test Administrator makes a judgment of high, mid, or low, with each rating corresponding to a different entrance point in Part E. Mark the appropriate box in the *Student Response Booklet*. Guidance for identifying the appropriate level at which to start Part E is included in the “EXPECT” box in Part B of the *Test Administrator’s Script*.

- “High” characteristics include two or more words with some evidence of word boundary knowledge (where one word ends and another begins). The words can be individual, or in a phrase or sentence. At least two words must be complete. Start at **Part E4/5** and mark “Started Here” column.
- “Mid” characteristics include clear evidence of sound-symbol correspondence, showing more than one sound-letter correspondence from the same word. Start this student at **Part E3**.
- “Low” is the appropriate rating if the student produces no writing, or there is no clear evidence of sound-symbol correspondence. Begin the student at **Part E1**.

Refer to Figure 23 for guidance about starting points in Part E.

Sample characteristics in Part B	Starting point for Part E
Two or more recognizable words with some evidence of word boundary knowledge. Words can be either independent, or in a list, phrase or sentence.	Free write “High” – Part E4/E5
Clear evidence of sound-symbol correspondence, shows more than one sound-letter correspondence from the same word (i.e., at least two sounds from a word are represented using inventive spelling).	Initial/Final sounds “Mid” – Part E3
Might include the student’s name, but does not show clear evidence of sound/symbol correspondence.	Trace “Low” – Part E1

Figure 23: Starting Point Guidance Summary Chart

Follow the instructions for the entrance point exactly. The *Student Response Booklet* includes a column labeled “Started Here” to mark the student’s starting point in Part E (see Figure 24). After determining the student’s entrance point, fill in the “Started Here” box next to the corresponding entrance point. If a student beginning at E1 (Low) or E3 (Mid) is unable to complete the task, answers only one item correctly, or does not answer any items correctly, the Test Administrator will mark “Stopped Here,” indicating that the student is done with the Writing test.

If a student begins at E4 or E5 (High), the Test Administrator marks the score on a scale of 0–6 according to the criteria. Do not go back to a previous level in Part E if a student cannot successfully complete the level on which you have started the student. **Be sure to check the box that corresponds to where you begin and stop the student in Part E under the columns labeled “Started Here” and “Stopped Here.”**

E3 Mid	Started Here	Writing Level 3			STOP IF:	Stopped Here
	<input type="checkbox"/>	Key	Correct	Incorrect	Correct = 0 or 1	<input type="checkbox"/>
	1 g		<input type="radio"/>	<input type="radio"/>		
	2 m		<input type="radio"/>	<input type="radio"/>		
	3 t		<input type="radio"/>	<input type="radio"/>		
	4 n		<input type="radio"/>	<input type="radio"/>		

Figure 24: Started Here and Stopped Here Check Boxes

Figures 25–28 present some Writing samples produced by students in Part B. Scoring rationale and information on the Test Administrator should begin the second part of the Writing test, Part E, are provided.

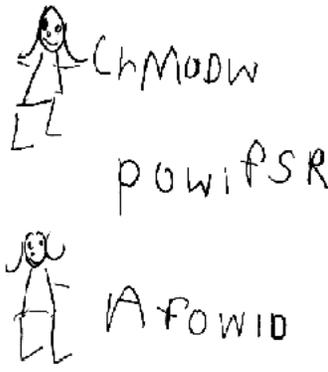
LOW Score in Part B - Starting Point: E1		
Sample	Transcription	Explanation
	Teacher, backpack, doctor	This student has written a string of letters that does not correspond to what he or she says was written. This student does not appear to be able to write sounds he or she hears.
	Girl	This student has not written any words, only drawn a picture.
	Bookbag	The student only recognizes the first sound of one word. This student may be able to start at Level 3, but to check and to build the student's confidence, start at Level 1.

Figure 25: Low Score in Part B

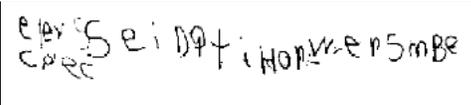
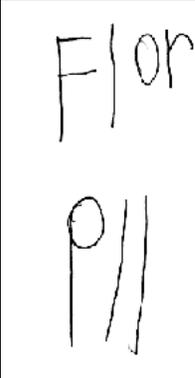
MID Score in Part B - Starting Point: E3		
Sample	Transcription	Explanation
	Alex says to the teacher where you see my backpack?	This student appears to have some sound-symbol correspondence, but no word boundaries. In some cases, the student uses one letter to represent a word (example: “see” = “s”)
	Nurse	Although this student has written the beginning and ending sound for the word “nurse,” this was the only word the student produced. We can assume that the student will perform well at E3 but might not at E4, and so to decrease the student’s frustration, begin at E3.
	Teacher	This student successfully produced the beginning and middle sounds of the word “teacher,” but it is unclear if the student wrote a “u” or an “n” as the final sound. In either case, those sounds are not correct, and this student has not produced enough language to comfortably start him at E4/5.
	Flower, boy	The student does a good job of identifying beginning, middle, and end sounds in the word “flower”, but the word “boy” is not as clear. It appears that this student has inverted the “b” so that it looks like a “p” (which is fine for our purposes of beginning /b/ sound), but the student writes “ll” for the /oy/ sound. This may be evidence of the inter-language effect, but since this is a test of English writing, it is not accepted at this level.

Figure 26: Mid Score in Part B

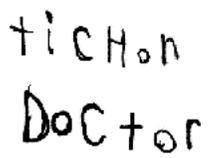
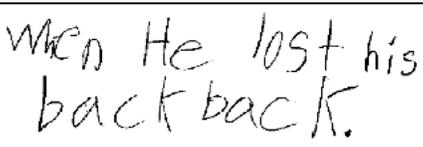
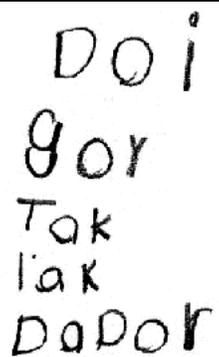
HIGH Score in Part B - Starting Point: E4/5		
Sample	Transcription	Explanation
	Backpack, teacher, nurse	This student can clearly identify beginning, middle, and end sounds.
BOY CAN FOUND BAPUC	Boy can find backpack	This student is writing high frequency words (boy, can), and has identified beginning, middle, and end sounds in her writing.
	One day, David lost his backpack.	This student is making attempts at beginning, middle, and end sounds. He writes a "Z" for an "S" in "lost" and "his." The second letter in the first word may be an inverted "n." This student appears to be learning word boundaries as well.
	Teacher, doctor	This student has very good sound-symbol correspondence, and recognizes beginning, middle, and ending sounds. Start this student at the high level.
	When he lost his backpack	This student clearly can write sentences in English, so this student should start at E4/5.
	Boy, girl, talk, clock, doctor	At this age, it is normal for a student to confuse the "B" and the "D." This student also used "Oi" to represent the "oy" sound in boy. In the other examples, this student understands beginning, middle, and end sounds.

Figure 27: High Score in Part B

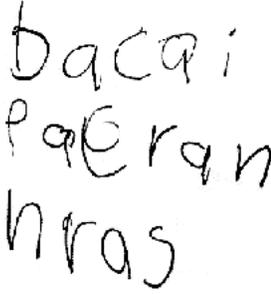
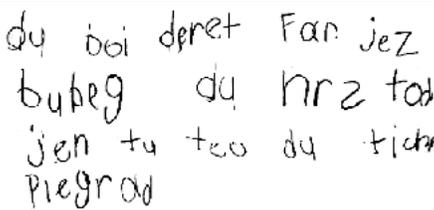
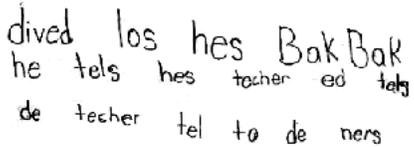
HIGH Score in Part B - Starting Point: E4/5		
<i>Continued</i>		
Sample	Transcription	Explanation
	Bookbag, playground, nurse	“G” in “playground” is backwards, but this is acceptable at the kindergarten level. The student recognizes beginning, middle, and end sounds, so begin at the high starting point.
	The boy didn’t find his book bag. The nurse told him to tell the teacher playground.	This student shows a good example of writing what he hears. The word “the” is written as “du.” This student has good word spacing. He recognizes beginning, middle, and ending sounds.
	Nurse, office, teacher	Good sense of beginning, middle, and ending sounds.
	David lost his backpack. He tells his teacher and tells the teacher to tell the nurse.	This student is writing “stories” with spelling that approximates standard spelling. This student would easily complete E3, and so begin at E4/5.
	Backpack, teacher	This student has a clear knowledge of beginning, middle, and ending sounds. Although he has represented the /t/ sound as “ch,” it is acceptable according to inventive spelling rules.

Figure 28: High Score in Part B Continued

Part E

Part E is divided into three leveled tasks plus a second open-ended Writing Experience (Story Writing) that relates to the expository text. The Test Administrator should choose the level where the student begins in Part E based on the student's previous performance in Part B.

The tasks in E1, E2, and E3 are all scored as either correct or incorrect. As the student completes a level successfully, move on to the next level. Guidance for moving on to the next level is included in the *Test Administrator's Script*. Figures 29–31 present examples of student writing in tasks E1–E3.

E1—Tracing Task

Correct		The student has traced on the lines.
Correct		Although this student has not traced on the lines, still mark this as correct. This student is beyond the tracing stage and can successfully copy a word.
Incorrect		This student was unable to stay on the lines.

Figure 29: E1 Task

E2—Copying Task		
Correct		The student clearly copied the word "rock."
Correct		The student inverted the "v" and the "e," which is normal for children at the PreK/K levels. Still mark as correct.
Incorrect		This student has written a random strand of letters that do not spell "rock."

Figure 30: E2 Task

E3—Initial and Final Sounds Task

The items in this level require the Test Administrator to say the beginning and ending sounds of some words. This is indicated in the script by use of the phonetic alphabet. Phonemic sounds are indicated using a “/” before and after the letter, as in “/g/” for the sound the letter “g” makes. It is important that the Test Administrator be familiar with letter sounds, and when reading the script, does not say the name of the **letter** but rather the **sound** the letter makes.

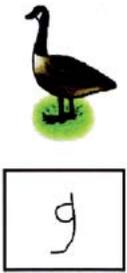
Correct		This student has inverted a “g,” which is the correct initial sound in “goose.”
Correct		This student has correctly demonstrated both knowledge of the appropriate initial sound and correct letter formation.
Incorrect		The student is asked to produce the /g/ sound for “goose” and the /m/ sound for “mouse.” The student writes a “c” and an “r” or what may be interpreted as an “h.” Neither of these answers is acceptable.

Figure 31: E3 Task

E4/5—Story Writing

In this section students are instructed to write a story using the Activity Board. For scoring of this section, the Test Administrator should refer to the full *Writing Rubric of the WIDA Consortium* for Grades PreK–K (Figure 19).

Section 5: Kindergarten Reading Test

The Kindergarten Reading test consists of two Parts (C and F) associated with the two different text types (narrative and expository) used in the test. Tasks on the Reading test use manipulatives to engage the student in the activities, beginning with pre-literacy skills and proceeding gradually up the reading continuum. Words selected for the test were drawn from lists of Kindergarten sight words; the Dolch primer and pre-primer word lists; and other high-frequency, easily decodable words.

Tasks at each WIDA proficiency level focus on English reading skills as follows:

- **Level 1:** Pre-literacy skills such as matching pictures and shapes, or words and word shapes
- **Level 2:** Beginning sounds of words, using sorting and matching activities
- **Level 3:** Single words (high-frequency, easily decodable words)
- **Level 4:** Short 2–3 word phrases (with high-frequency, easily decodable words)
- **Level 5:** Short sentences (with high-frequency, easily decodable words).

It is important to note that students are not **required** by the script to read the items out loud, but the Test Administrator may tell the student, **“You can read that out loud if you’d like,”** if the student seems uncertain or in need of encouragement. It is, however, important to remember that the student is NOT scored on what he or she reads aloud, but rather on his or her action of pointing to the correct picture.

NOTE: In C1 and F1, there are no criteria for stopping. After administering C1 and F1, always move on to the next level, regardless of the number of correct answers the student receives.

Winding down from the Reading tasks is especially important, since reading is a developmental skill for all children at this level and can be a source of frustration if the students feel they have not successfully completed the task. The Test Administrator may elect to wind down the task by reading or decoding the tasks with the students and scoring the Reading tasks as incorrect responses.

Similar to Part B of the Writing test, at the end of Part C of the Reading test, the Test Administrator must make a determination about where to start in Part F, based on the student’s performance on the Reading items in Part C. Specific scoring guidance is included in the *Student Response Booklet* and *Test Administrator’s Script*. As with the Writing test, be sure to precisely follow the instructions for determining the starting point, and **do not** go back and administer a level lower than where you began the child in Part F. Be sure to check off where the student will begin Part F as “High,” “Mid,” or “Low” in Part C of the *Student Response Booklet* (see Figure 32).

	HIGH, F4	MID, F3	LOW, F1
CHECK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 32: Part F Starting Point Guide

Manipulatives in the Reading Parts

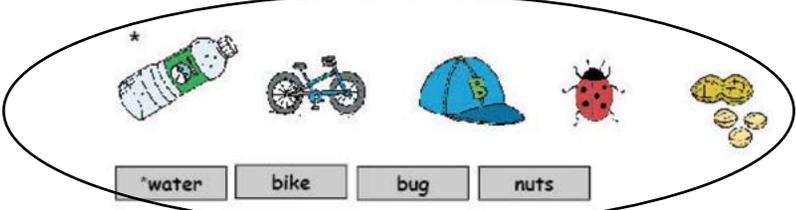
Most of the tasks on the Reading test require the use of manipulatives. Manipulatives include cards with words, shapes, or pictures on them, which are shown in the script above the test items. The *Test Administrator's Script* includes instructions about card layout.

- Cards with an asterisk (*) are only used as a sample/modeled item.
- Cards with a pointing hand icon indicates that the orientation of the card needs to be pointing up.
- A hand icon above the picture(s) of the card in the scripts indicates that card will be held in the Test Administrator's hand.
- Gray shading behind the picture(s) of the card in the script indicates the card is placed face down.
- Word cards are always placed face down.
- Otherwise cards are laid out face up.
- The sequential order in which you place the cards in front of the student does not matter.

C3 C3 C3 C3 C3 C3 C3 C3

David is bringing something to show at circle time. I'm going to take out some new cards. I'm going to put some face up and some face down. Take cards out and lay out picture cards face up and word cards face down as shown.

Here are some things he wants to bring to show.



*water bike bug nuts

Now I'm going to turn over a card. Flip over sample card.	
This word says "water." Now I'm going to point to the picture of water.	
Point to the bottle of water. Here it is! Now I'm going to put this card aside. Put card aside.	
Now you are going to do the same thing. Turn over a card.	
1	(If necessary, flip over a card.) Look at this word. Point to the picture that goes with the word. If necessary, say "You can read it aloud if you want." Good job. Now I'll take the card. Take word card away from student. (If necessary) Turn over another card.
2	(If necessary, flip over a card.) Look at this word. Point to the picture that goes with the word. If necessary, say "You can read it aloud if you want." Good job. Now I'll take the card. Take word card away from student. (If necessary) Turn over the last card.
3	(If necessary, flip over a card.) Look at this word. Point to the picture that goes with the word. If necessary, say "You can read it aloud if you want." Good job. Let's put the cards away. Put cards away.

Figure 33: Reading Script, with Cards Indicated by Pictures Above the Items

Many tasks are preceded with a sample modeled by the Test Administrator. The cards used in the sample are indicated with an asterisk (*). The script directs the Test Administrator to set aside the pair of cards used to model the item. Those cards are not to be included in the set of cards the student has the option of picking from as a correct answer. Additionally, the student may give you both the word card and the picture card after completing subsequent items. In these cases, collect only the word card and be sure to replace the picture card for future use as a response option.

Phonemic Sounds

As on the Writing test, some levels of the Reading test require the Test Administrator to say the phonemic sounds of some of the letters. As previously mentioned, the Test Administrator must prompt the student using the letter sound, not the letter name.

Ending the Test

When the student is no longer able to successfully complete a level in Part F, the test is complete. Follow the script in the “Moving on” box to end the administration. After the child has left the testing area, review the *Student Response Booklet* and make sure all parts of the test have been scored.

NOTE: For additional guidance on the coordination and administration of the ACCESS for ELLs test for Kindergarten and for Grades 1–12, refer to the Test Administrator Training, which includes a training video on the Kindergarten and Grades 1–12 Tests, as well as the Test Administration Manuals for ACCESS for ELLs 2.0 Online and ACCESS for ELLs 2.0 Paper for Grades 1–12. Contact your local or state assessment coordinator regarding how to obtain access to that training.

Section 6: Recommended Test Accommodations for ELLs with Disabilities

PLEASE REFER TO YOUR STATE'S ACCOMMODATION POLICIES FOR LANGUAGE PROFICIENCY TESTING FOR POLICY GUIDANCE. WIDA PROVIDES ONLY RECOMMENDATIONS ON ACCOMMODATIONS.

Accommodations

This section describes WIDA's recommended test accommodations for ELLs with special needs, particularly students with an Individualized Education Program and/or a 504 Plan as determined by the Individuals with Disabilities in Education Act (IDEA) and the Americans with Disabilities Act (ADA); respectively.

The list of acceptable accommodations is reviewed and updated annually.² **However, for the definitive policy for administering ACCESS for ELLs with accommodations, refer to your state's policy on accommodations for language proficiency testing.** Please note that the recommended test accommodations guidelines for Kindergarten ACCESS for ELLs have not changed. These guidelines do not reflect the new 2015–2016 ACCESS for ELLs 2.0 for Grades 1–12 Accessibility and Accommodations Guidelines and Descriptions.

Testing accommodations are changes in the way a student is given a test or asked to respond to test questions, and they are meant to offset challenges caused by a disability without changing what the test measures. Testing accommodations provide students with disabilities an opportunity to demonstrate their English language proficiency in a way that is similar to students with no disabilities. In other words, appropriate accommodations level the playing field for students with disabilities, providing an equitable opportunity to demonstrate what they can do.

The WIDA Consortium encourages participation of all ELLs in the ACCESS for ELLs testing program and believes that it is an appropriate assessment for all but the most significantly disabled students. The ACCESS for ELLs test has certain standard features that might lessen the need for accommodations. For example, the test is paced appropriately, with time guidelines determined from pilot and field testing, and the thematic orientation of the test and heavy reliance on graphic support are features that should enhance comprehension. However, additional testing accommodations may be appropriate for some students with disabilities.

Appropriate Use of Accommodations

Accommodations are appropriate when the standard test presentation, timing, or response format prevents a student from accessing or responding to the test items because of physical, emotional, cognitive, or learning disabilities, thus denying the student the opportunity to demonstrate what he or she can do in English as measured by ACCESS for ELLs. In other words, accommodations may be appropriate for students with identified special needs who have an Individualized Education Program (IEP) and/or a 504 Plan. However, not all students with IEPs or 504 Plans are in need of accommodations. Decisions should be made by IEP and/or 504 Plan teams and documented within those plans.

² The accommodations listed in the tables on pages 47–48 are drawn from 1) accommodations policies of WIDA Consortium member states; 2) accepted practice in language proficiency testing; 3) consultation with representatives of WIDA member states who are experts in the education of ELLs and students with disabilities; and 4) expertise of the test developers at the Center for Applied Linguistics.

The Following Must Be Considered When Choosing Appropriate Accommodations:

- Does the accommodation address the student's special need(s)?
- Does the student have experience with the given accommodation(s) on an ongoing basis in the classroom or testing situations?
- Does the accommodation maintain the validity of the construct of what the test measures (e.g., the Test Administrator reading text for the Reading test would not maintain the construct of reading that is being tested)?
- Does the Test Administrator know how to accurately apply the accommodation?
- Does the accommodation adhere to state policies for the accommodation of ELLs with disabilities on language proficiency tests?

Special Considerations Regarding the Use of Accommodations

Please remember that ACCESS for ELLs is an English language proficiency test; as such, it is a tool used to assess the construct of ELLs' receptive and productive skills in English. Because it focuses on language rather than content area knowledge and skills, some accommodations that might be appropriate for the classroom or content areas tests should not be used with ACCESS for ELLs as they will invalidate the construct. In other words, students would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid. For example, if the Listening Section of ACCESS for ELLs were presented in American Sign Language (ASL) to a deaf or hard of hearing student, the test would be measuring the student's proficiency in interpreting ASL, not spoken English. Similarly, if the Reading test were translated into Braille, the construct (reading English) would be confounded because ACCESS for ELLs would become a test of a student's ability to read Braille.

In general, appropriate accommodations help a student who needs them, but the application of accommodations for students who don't need them can be detrimental. For example, some students with processing disorders or attention deficit disorders may need to take each part within a test in short segments of two at a time, followed by a break, in order for them to be able to best show what they can do. For most students, however, such frequent breaks are more likely to prove disruptive and detrimental, preventing these students from showing what they can do to the best of their ability. Consequently, it is best to follow the standardized test administration procedures whenever possible so that there are no doubts about the reliability of the scores for an individual student and in the aggregate.

Circumstances may arise that require a child who does not have an IEP or 504 Plan to take part of the entire test with an accommodation. For example, a child may break his/her arm in such a way that prohibits him/her from writing his/her responses. In this case, at this time, the use of a computer word processor or a scribe may be appropriate.

Furthermore, if state policy guidelines allow the use of a particular accommodation or set of accommodations for all students taking ACCESS for ELLs, such as the use of highlighters or extended, multiple breaks during testing, these state guidelines must be considered when making decisions about the use of accommodations. Please note your state's accommodations policy for language proficiency testing, rather than guidelines or policy for ELLs on state content tests. **They are not the same nor are they interchangeable.**

Please note that the accommodations recommended here are NOT appropriate for ELLs with significant cognitive disabilities. Please contact your state educational agency for guidance on assessing the English language proficiency of ELLs with significant cognitive disabilities.

WIDA Recommended Accommodations

The following tables of guidelines are divided into each of the four domains of the test (Listening, Reading, Writing, and Speaking), with indications of whether a particular accommodation is appropriate for the domain (Yes), inappropriate and therefore not recommended (No), or Not Applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking test that requires no writing). If a student is tested using a particular accommodation or set of accommodations, use the code column to find the appropriate code to mark on the student’s test booklet.

The following tables show the original accommodations which have been updated with new codes, shown in the code column on the far right. Use these codes to report the accommodation(s) provided for the student.

Accommodation FOR ELLs WITH DISABILITIES	Assessment Domains				
Test Directions	Listening	Reading	Writing	Speaking	Code
<i>Test “directions” refers to all text in the Test Administrator’s Script that is provided to explain logistics of the test, including all practice items. Directions include what is scripted in the Test Administrator’s Script.</i>					
Translation of directions into native language	Yes	Yes	Yes	Yes	–
Signing directions to students	Yes	Yes	Yes	Yes	SD
Explanation of directions in English and/or native language	Yes	Yes	Yes	Yes	–
Repeating directions	Yes	Yes	Yes	Yes	–
Use of directions that have been marked by teacher in the <i>Student Response Booklet</i>	Yes	Yes	Yes	N/A	–

Presentation Format	Listening	Reading	Writing	Speaking	Code
<i>"Test" refers to test items (including introductory text and graphic support), but not scripted test directions</i>					
Translation of test into native language	No	No	No	No	–
Translation of test into sign language	No	No	No	No	–
Oral reading of test in English	No	No	Yes	No	IH
Oral reading of test items in native language	No	No	No	No	–
Use of bilingual dictionary	No	No	No	No	–
Use of highlighters (yellow only) by student, in test booklet text only; must not be used in answer area ³	Yes	Yes	Yes	N/A	–
Use of marker to maintain place	Yes	Yes	Yes	N/A	–
Large Print (Student responses must be transcribed into a standard test booklet)	Yes	Yes	Yes	Yes	LP
Low vision aids or magnification device	Yes	Yes	Yes	Yes	–
Audio amplification device or noise buffer	Yes	Yes	Yes	Yes	–
Student reads questions or responses aloud to self	Yes	Yes	Yes	N/A	–
Student reads questions or responses aloud and records with tape recorder	No	Yes	No	No	–

Accommodation FOR ELLs WITH DISABILITIES	Assessment Domains				
Setting Format	Listening	Reading	Writing	Speaking	Code
<i>Test may be administered...</i>					
By trained school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes	NS
With preferential seating	Yes	Yes	Yes	Yes	–
In study carrel	Yes	Yes	Yes	Yes	–
In space with special lighting	Yes	Yes	Yes	Yes	–
In space with special acoustics	Yes	Yes	Yes	Yes	–
With special furniture for student	Yes	Yes	Yes	Yes	–
With equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board, or wedge)	Yes	Yes	Yes	Yes	–

Timing/Schedule	Listening	Reading	Writing	Speaking	Code
<i>Flexibility with timing of test is permitted for students who require extra time or have limited attention spans as documented in their IEPs.</i>					
More breaks as needed by student	Yes	Yes	Yes	Yes	–
Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	Yes	Yes	Yes	Yes	–
Extended testing time within same school day	Yes	Yes	Yes	Yes	ET
Extended testing sessions over multiple days	Yes	Yes	Yes	No	EM

³ The use of highlighters may be available to all students in some states. Please contact your state educational agency if you have questions about the use of highlighters.

Additional Information About Braille

Based on a careful consideration of the implications of Braille ACCESS for ELLs, including experience creating a Braille version of the assessment in a previous testing cycle, WIDA strongly recommends that the assessment not be made available in Braille. We believe that to do so would change the nature of the test, seriously affecting the validity of ACCESS for ELLs scores. One of the most important reasons for this is the fact that a student's proficiency in Braille confounds the assessment of English language proficiency. Furthermore, many of the test items cannot be translated into Braille, as they are currently written, because this changes the test.

However, in the unusual circumstances that an IEP team determines that it is in the best interest of a student to make the test available in Braille, and it can be done locally, the following guidelines should be followed:

- The student must be Braille proficient so as not to confound English language proficiency with proficiency in Braille.
- Braille graphics will be included as this is a graphic-dependent test.
- If the Braille graphics are also verbally described by the Test Administrator, such descriptions should be made in the student's native language so as not to confound with English language listening skills.
- The student's responses should be transcribed verbatim by a school staff member into a regular ACCESS for ELLs test booklet for scoring.
- The Writing assessment should be transcribed verbatim into the test booklet.
- All test materials, including the test booklets translated into Braille, must be returned to Data Recognition Corporation.

Additional Information About Deaf and Hard of Hearing Students

Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the Reading and Writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the Speaking and Listening parts of the test. IEP teams should make such determinations on a case-by-case basis. Translating the Listening and Speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct (i.e., assesses proficiency in a language other than English) and invalidates the test.

Accommodations in Unusual Circumstances

In the event that a student has an injury, for example, his/her writing hand is broken, the Test Administrator should do the following:

- Transcribe the student's responses and have the student spell every word (if a student uses a word multiple times, it is not necessary to have the student spell that word every time) and indicate where to provide punctuation and new paragraph breaks.

- Have the student type (if injury allows) his/her responses with spell/grammar check, autofill, and template wizards turned off in the word processor program.
- After testing is complete, mark on the back of the student's test booklet that he/she used a scribe, and put a note on the front of the booklet that the student has a broken wrist/arm or any other injury that prevented him/her from being able to write.

