

# Administering WIDA Screeners to Students who are Blind/Visually Impaired and/or Deaf or Hard of Hearing

WIDA is committed to the valid and reliable assessment of multilingual learners (MLs), and as such, ensuring that our measures for language proficiency are inclusive and accessible to all MLs. WIDA is in the process of improving our development efforts related to accessible screeners; however, these forms are not yet available.

This guidance document provides recommendations for administering WIDA Screener Paper (for grades 1–12) and WIDA Screener for Kindergarten to students who are blind or visually impaired (BVI) and/or deaf or hard of hearing (DHH). At this time, WIDA recommends using WIDA Screener Paper whenever possible; however, WIDA screeners contain section(s) that may not be accessible to some students who are deaf or blind, even with accommodations. If a student is not able to use WIDA screeners, educational support teams should examine other relevant data/evidence (see Chapter 1 of [English Learner Tool Kit for State and Local Education Agencies](#)) to determine if the student needs English language services.

Reference your state-specific documentation for any relevant policies and procedures as they take precedent for the administration of WIDA Screener in your state/agency.

All students who may potentially be eligible for English language (EL) support services should be screened, regardless of disability. Test Administrators (TAs) are encouraged to consider the recommendations contained in this document for WIDA Screener administration, as appropriate, in accordance with state/agency-specific policies, student Individualized Education Programs (IEPs) and 504 Plans. TAs may want to also consider having an interpreter, speech and language pathologist (SLP), or teacher of the visual impaired (TVI) present during screening. Individual administration of WIDA Screener is recommended to best accommodate students.

## General WIDA Screener Administration Guidance for BVI and/or DHH

Prior to the administration of any screener, educators should familiarize themselves with any student-specific accommodations listed in the IEP/504 Plan and determine whether such accommodations can be applied during WIDA Screener. The student should be familiar with the accommodation through its use in day-to-day instruction.

When planning for WIDA screener administrations, Test Administrators should familiarize themselves with the test materials and design of the screener. Most students with visual and hearing impairments can access all domains of the test. The testing environment should also be considered for optimal seating for students' visual and audio needs.

### Considerations for Students who are Blind or Visually Impaired

- For WIDA Screener Paper (grades 1–12), TAs should always read the recording script and not use the USB drive with recorded audio to allow for flexibility in pacing.
- WIDA Screener for Kindergarten is administered in a one-to-one setting. The TA reads the script to the student.
- The TA or student is permitted to use a marker to create thicker lines between answer choices or to outline images.
- TAs can point to objects in images as they read about them in the script or question.
- TAs can mask parts of the picture that are not relevant to answering the question (i.e., background images).
- TAs can provide additional universal tools such as color overlays, highlighters, line guides, magnification devices, etc., based upon individual needs and preferences.

### Considerations for Students who are Deaf or Hard of Hearing

- For WIDA Screener Paper (grades 1–12), TAs should not use the USB drive with recorded audio, but instead always read the recording script as some students may lip read.

- TAs should sit in a location that allows the student to easily see their facial expressions and lips.
- TAs should utilize amplification devices, if necessary, and speak clearly for the student. Students who use an electronic device for the purpose of controlling volume on their hearing aid or implant may have access to the device during testing.
- TAs can sign test directions and instructions in accordance with a student's IEP/504 Plan (e.g., American Sign Language/ASL).
- TAs may use gestures to support students' understanding of what to do (e.g., initiate movement of cards or turn-taking).

Please refer to your state-specific documentation for any policies and procedures as they take precedence for the administration of WIDA Screener in your state/agency.

## Learn More

For more information about WIDA's approach to building inclusive assessments, please visit the [Accessibility and Accommodations page on our website](#).

The [WIDA Accessibility and Accommodations Manual](#) provides guidance on the implementation of allowable accommodations, including the use of Augmentative Alternative Communication (AAC) on all WIDA assessments.

Districts may find the [English Learner Tool Kit for State and Local Education Agencies](#), published by U.S. Department of Education, helpful.

If you still have questions regarding administration of WIDA Screener Online, WIDA Screener Paper, or WIDA Screener for Kindergarten to students who are BVI and/or DHH, please contact your State Education Agency.