

WIDATM

UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener Online

Test Administrator Manual

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Critical Contact Information

Topic of Concern	Contact
<ul style="list-style-type: none"> • WIDA Secure Portal accounts • WIDA Screener Online training certification • Scheduling and material logistics • Test irregularities and potential security breaches • Test invalidations 	<p>Your test coordinator</p> <p>Name:</p> <p>Email:</p> <p>Phone:</p> <p>Website:</p>
<ul style="list-style-type: none"> • WIDA Secure Portal and training courses • Test administration procedures • Downloading materials and resources • Accommodations and accessibility procedures 	<p>WIDA Client Services Center</p> <p>help@wida.us</p> <p>866-276-7735</p>
<ul style="list-style-type: none"> • DRC INSIGHT • WIDA Assessment Management System (WIDA AMS) 	<p>DRC Customer Support</p> <p>WIDA@datarecognitioncorp.com</p> <p>855-787-9615/TTY 762-268-2889</p>

This manual provides important information for test administrators who will administer WIDA Screener Online. This manual contains test administration procedures, as well as instructions for scheduling test sessions and printing test materials. This manual also contains instructions on how to administer all four domains of WIDA Screener (including the paper-based Writing test for grades 1–3). Please note that WIDA Screener Online is an assessment for grades 1–12 only. If you need to screen kindergarten students, check with your state about which kindergarten assessment you should use. WIDA offers both WIDA Screener for Kindergarten and WIDA MODEL for Kindergarten as options.

When issues arise, refer to this manual, visit your member/state page of the WIDA website, and work with your test coordinator. If you still have questions after consulting those resources, we’re here to help! WIDA Client Services Center staff are experts in accessing WIDA materials and administering WIDA tests. For technology support for DRC INSIGHT and WIDA AMS, please contact Data Recognition Corporation (DRC).

Part 1: Test Administration Overview

About WIDA Screener Online

WIDA Screener is an assessment designed to provide an initial measure of a student's English language proficiency. It is given to incoming students in grades 1-12 to help determine whether they qualify for English language support services. The results of the assessment aid educators in making decisions regarding the English language support services a student may need.

WIDA Screener should be considered as only one element in the decision-making process of identifying a student as an English learner (EL). This decision should be supported by other evidence, such as previous schooling in English or another language, recommendations from previous teachers, the child's home language survey, or any of the recommended or required criteria established by the state and district. More information about this can be found in the Identification and Placement Guidance tab on your state's page of the WIDA website.

WIDA Screener cannot be used as a substitute for ACCESS for ELLs or any other assessment used to satisfy legal requirements for annual assessment and accountability. Thus, results from WIDA Screener cannot be used for decisions about exiting students from EL services. These decisions should be supported by the student's annual progress on ACCESS for ELLs, and by other evidence as well, such as academic content assessments, teacher recommendations, and other informative documentation. Additionally, WIDA Screener should only be administered to a student one time. It should not be used as a diagnostic assessment, meaning detailed comparisons of a student's performance in one language domain (Speaking, Writing, Listening, and Reading) to another language domain in terms of relative strengths and weaknesses, are not a recommended use of WIDA Screener.

Test administrators familiar with ACCESS for ELLs Online will see similarities between that summative assessment and WIDA Screener Online. Please keep in mind that while some test administration procedures are similar, these two assessments differ in purpose and in some administration procedures. See Part 4 of this manual for an explanation of the test administration procedures for WIDA Screener Online. WIDA works with Data Recognition Corporation (DRC), the technology and test platform development partner, to deliver the assessment to all testing sites. The test is delivered on the DRC INSIGHT student testing interface.

WIDA Screener Online offers several features that ease the workload of the test administrator, increase standardization of test administration, and enhance the student testing experience:

- The test automatically determines which Listening and Reading items the student will see based on their performance on an initial set of questions. The test also automatically determines the appropriate tier for the Speaking and Writing tasks based on performance on the Listening and Reading items.
- The Speaking test can be administered in small groups. Students independently take the test, guided by a virtual test administrator, and electronically record their responses, which are then locally scored by a trained rater.
- The multimodal features of WIDA Screener Online are designed to stimulate student engagement through a dynamic testing experience.

The WIDA English Language Development Standards Framework

WIDA Screener is grounded in the WIDA English Language Development (ELD) Standards Framework. The WIDA ELD Standards Framework was developed with input from leaders in the field and from educators in WIDA Consortium member states, territories, and agencies. This process was also informed by the latest developments in both English language development research and state content standards for college and career readiness.

The WIDA ELD Standards Framework divides the continuum of language development into six proficiency levels. For more information on these proficiency levels, see the WIDA website.

What WIDA Screener Assesses

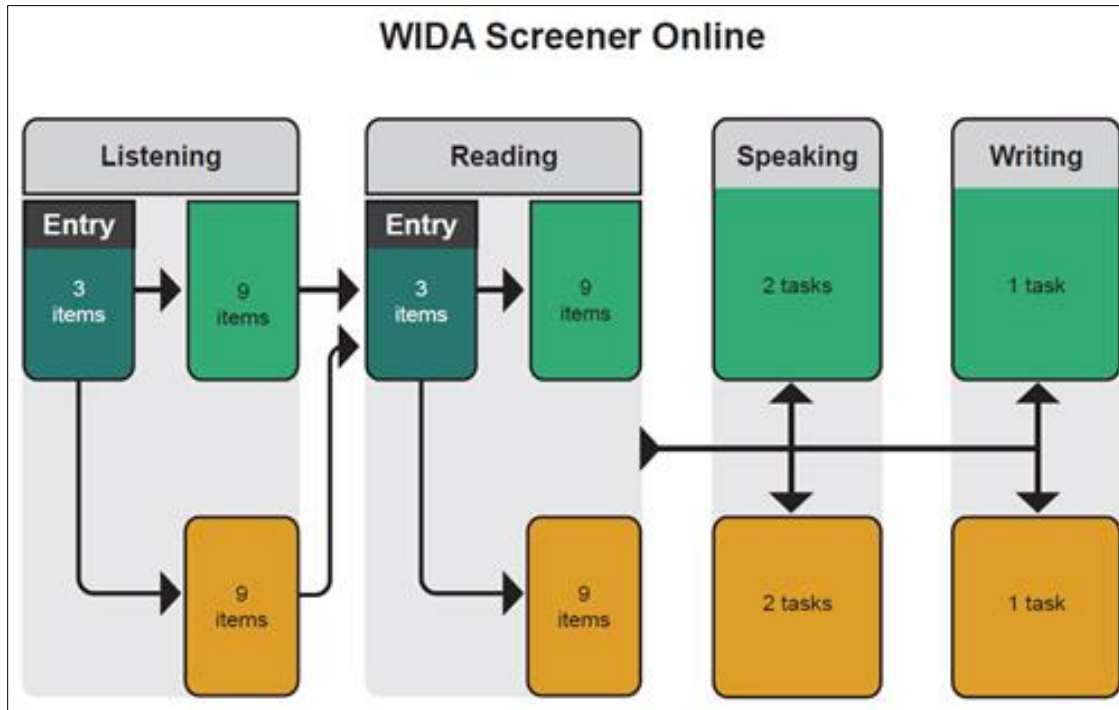
WIDA Screener assesses students' English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and the school; the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS). WIDA Screener has been built upon the WIDA ELD Standards Framework, which corresponds with College and Career Readiness Standards (CCR), including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards.

Structure of WIDA Screener Online

WIDA Screener is divided into five grade-level clusters: 1, 2–3, 4–5, 6–8, and 9–12. For each grade-level cluster, there is a test for each of the four language domains (Listening, Reading, Speaking, and Writing). The domain tests are administered in the following order: Listening, Reading, Speaking, and Writing.

The Listening test and Reading test consist of items organized in thematic folders, with each folder containing three multiple-choice questions pertaining to a particular theme. Both Listening and Reading tests include one entry folder, which all students will see. Depending on how they perform on the entry folder, students will either move on to folders with easier test content more appropriate for students at beginning levels of language proficiency, or folders containing more challenging test content focused at proficiency levels that allow students to demonstrate that they may not need English language services. The Listening and Reading folders that follow the respective entry folder contain nine items each.

The Speaking test and the Writing test are made up of performance tasks scored according to specific scoring criteria. A student's score on the Listening and Reading tests will determine if a student sees a Tier A or Tier B/C folder in both Speaking and Writing.



Test Administration and Scoring

WIDA Screener Online allows for small group administration of the Listening, Reading, Speaking, and Writing tests. The Listening and Reading tests are scored automatically by the testing system while the Speaking and Writing responses are scored locally after testing is complete. Test administrators must use the online scoring tool in the WIDA Assessment Management System (WIDA AMS) to retrieve and score Speaking and Writing student samples. Scores for the Speaking and Writing student samples are entered into WIDA AMS, which will then automatically calculate the student's final results, including four domain scores and three composite scores. Access to the Screener Scoring application is controlled using the Educator Scoring permission. For more information about the online scoring tool, see Part 6 of this manual as well as the WIDA AMS User Guide.

Part 2: Test Administration Responsibilities

The following tasks must be completed by the Test Coordinator and/or Test Administrator prior to, during, and after administration of the test:

- Ensure that personnel administering the test or scoring the Speaking and Writing tests, including yourself, have completed the applicable training.
- Manage your profile on WIDA AMS and create additional WIDA AMS user accounts as necessary (if permitted in your state).
- Test coordinators must specify which domain(s) test administrators are certified to score in the scorer's user profile in WIDA AMS (Speaking and/or Writing).
- Become familiar with the *WIDA Assessment Management System User Guide* (AMS User Guide) and Online Help in order to learn how to manage student data details.
- Familiarize yourself with the technical tasks required to set up WIDA Screener Online. You may have to do these yourself or you may have a technology coordinator who can do them.
 - Download software from WIDA AMS to the testing computers prior to the test.
 - Verify that the firewall and filters on the computer network are configured correctly to allow communication with the online servers and that the correct URLs and IP addresses are *allowlisted*.
 - Ensure that devices used for administering the online test components meet the minimum system requirements and are configured to support testing.
 - Troubleshoot technical or infrastructure issues during the online administration.
- Monitor students to verify that they can use the online test system.
- Provide and document appropriate accommodations for students.
- Ensure test security throughout the testing window.
- Score Speaking and Writing test responses.

Consult the current *DRC INSIGHT Online Learning System Technology User Guide* (Technology User Guide) for detailed instructions regarding installing testing software. If you already have the testing software installed, you still need to consult the Technology User Guide to ensure you are running an up-to-date version.

Section 1: Training

Relevant Assessment Training Courses

There are five assessment training courses available to those administering WIDA Screener Online.

WIDA Screener Online: Administration

The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the WIDA Screener Online identification and placement assessment. The course includes an overview of the assessment and its structure; materials needed to prepare for and administer the assessment; explanation of how to prepare ahead of testing day, including any necessary accommodations; instructions for how to set up the registrations; instructions for how to administer each domain of the test during the registration window; and information about what needs to be done following the registration window.

Upon completing the course, a quiz will assess your knowledge and readiness to administer the assessment. A score of at least 80% is required in order to deliver the assessment. Estimated time to complete: About 2 hours.

Speaking for Grades 1-5: Scoring Paper ACCESS and WIDA Screener

In this course, you will learn about the format of the Speaking test, the language it is designed to measure, the instructional Speaking Rubric, and the WIDA Speaking Scoring Scale. You will learn how to apply the Scoring Scale when rating students' Speaking test responses, and practice rating spoken samples from grades 1–5.

Upon completing the course, a quiz will assess your knowledge and readiness to score speaking responses. A score of at least 80% is required in order to score Speaking tests. Estimated time to complete: About 2 hours.

Speaking for Grades 6-12: Scoring Paper ACCESS and WIDA Screener

In this course, you will learn about the format of the Speaking test, the language it is designed to measure, the instructional Speaking Rubric, and the WIDA Speaking Scoring Scale. You will learn how to apply the Scoring Scale when rating students' Speaking test responses, and practice rating spoken samples from grades 6–12.

Upon completing the course, a quiz will assess your knowledge and readiness to score speaking responses. A score of at least 80% is required in order to score Speaking tests. Estimated time to complete: About 2 hours.

Writing for Grades 1-5: Scoring WIDA Screener

In this course, you will learn about the format of the WIDA Screener Writing test, the language it is designed to measure, the instructional Writing Rubric, and the WIDA Writing Scoring Scale. You will learn how to apply the Scoring Scale when rating students' Writing test responses, and practice rating written samples from grades 1–5.

Upon completing the course, a quiz will assess your knowledge and readiness to score writing responses. A score of at least 80% is required in order to score the WIDA Screener Online Writing test. Estimated time to complete: About 3 hours.

Writing for Grades 6-12: Scoring WIDA Screener

In this course, you will learn about the format of the WIDA Screener Writing test, the language it is designed to measure, the instructional Writing Rubric, and the WIDA Writing Scoring Scale. You will learn how to apply the Scoring Scale when rating students' Writing test responses, and practice rating written samples from grades 6–12.

Upon completing the course, a quiz will assess your knowledge and readiness to score writing response. A score of at least 80% is required in order to score the WIDA Screener Online Writing test. Estimated time to complete: About 3 hours.

All test administrators must take the *WIDA Screener Online: Administration* training course. If you are also responsible for scoring the Speaking or Writing domains, you will need to complete the appropriate grade level scoring courses too.

Consult with your test coordinator to determine which training courses you need to complete and when. Keep in mind you might need to complete multiple training courses.

Completing the Training

Find the training courses in the Assessment Training section of the WIDA Secure Portal. In Assessment Training, you can filter to find applicable training courses for a specific assessment or scroll to find the appropriate course. Select **Course Details** and **Enroll Now** to access each training course.

Plan ahead: it may take several hours to complete a training course and explore related resources. The time you actually need depends on how quickly you move through the material and how in-depth you want to go in learning about WIDA assessments. You can start and return to the courses as needed, so consider setting aside an hour or two at a time for training.

Each training course concludes with a quiz, which you must pass with a score of 80% or higher to earn your certification. There are no restrictions on when or how many times you can take a quiz, but WIDA recommends taking quizzes immediately after completing the training. When you pass the quiz and mark “done” on the participation agreement, a course certification will be included in your profile.

Note that Speaking Scoring certification applies to both Paper ACCESS and WIDA Screener. If you have completed *Speaking for Grades 1-5: Scoring Paper ACCESS and WIDA Screener* or *Speaking for Grades 6-12: Scoring Paper ACCESS and WIDA Screener*, you are certified to score the Speaking domain for both Paper ACCESS and WIDA Screener (for the designated grade levels). Annual recertification requirements vary by state. Please check your state page on the WIDA website for more information.

Section 2: Test Materials

Even though WIDA Screener Online is a computer-based assessment, some paper materials are used in the administration of the test. These materials include scripts, test tickets, and this manual. Additionally, the Writing test for grades 1-3 is delivered as a pencil-and-paper test, and Test Booklets must be printed. It is important to print and review these materials required for WIDA Screener Online prior to giving the test:

- PDF of the *WIDA Screener Online Test Administrator Manual* (this document)
- Test Administrator Scripts
 - Grades 1-12
 - Writing grade 1
 - Writing grades 2-3
- Writing Test Booklets
 - Grade 1 Tier A
 - Grade 1 Tier B/C
 - Grades 2-3 Tier A
 - Grades 2-3 Tier B/C
- Student Test Tickets and Student Test Roster

- *WIDA Assessment Management System (WIDA AMS) User Guide*

The Test Administrator Manual, Test Administrator Scripts, and Writing Test Booklets are all accessed by downloading them from *WIDA Screener Online: Administration* course resources in the WIDA Secure Portal.

Student Test Tickets, the Student Roster, and the *WIDA AMS User Guide* are accessed in WIDA AMS.

WIDA Assessment Management System (WIDA AMS)

WIDA AMS is a one-stop resource for all tools and information needed for coordinating the administration of WIDA Screener Online. You will use the system for setting up the online test, scoring Speaking and Writing responses, and viewing score reports. Detailed instructions for all the tasks that can be completed in WIDA AMS are in the *WIDA AMS User Guide* and Online Help.

WIDA AMS is accessible with a DRC-specific login, separate from the WIDA Secure Portal user account login. This WIDA AMS login is the same login utilized for the ACCESS for ELLs summative assessment. DRC will automatically grant Screener permissions to users that they set up. If these individuals in turn set up other users, they will be responsible for giving them access to the “WIDA Screener” administration and associated permissions. Any test administrator or other testing personnel who did not participate in ACCESS for ELLs will need to be added to WIDA AMS and provided permissions for WIDA Screener. Complete directions for adding and editing users, as well as adding a new administrator and associated permissions, are detailed in the *WIDA AMS User Guide*.

If you do not have access to WIDA AMS, please contact your Assessment Coordinator, or DRC Customer Support at WIDA@datarecognitioncorp.com or 855-787-9615/TTY 762-268-2889.

Note: All WIDA AMS users are subject to the terms of use outlined in WIDA AMS. You will be prompted to agree to the test security policy when you first log in.

WIDA AMS accounts are separate from WIDA Secure Portal user accounts. You need different login information to access these separate sites.

Test Tickets and Student Test Roster

A Test Ticket contains the unique login credentials a student must use to access and begin the test. Test Tickets should be generated for each student before test administration begins. Each student will have one Test Ticket, rather than a separate Test Ticket for each domain test.

The Student Test Roster summarizes test registration information such as the registration name, district, and school. In addition, it provides a list of students who are registered, as well as if an online accommodation has been assigned to a student. For more information on editing and printing Student Test Rosters and Test Tickets, see Online Help.

Disposal of Materials

After the administration of all domains has been completed, collect all Test Tickets, Writing Test Booklets, and scratch paper. Collect scratch paper even if the student did not write anything on it. Test Tickets and scratch paper should be securely destroyed along with the Student Test Roster, while the handwritten responses to the Writing test must be maintained for local scoring.

Please note that all test materials are locally printed, and therefore nothing needs to be shipped back to DRC or WIDA.

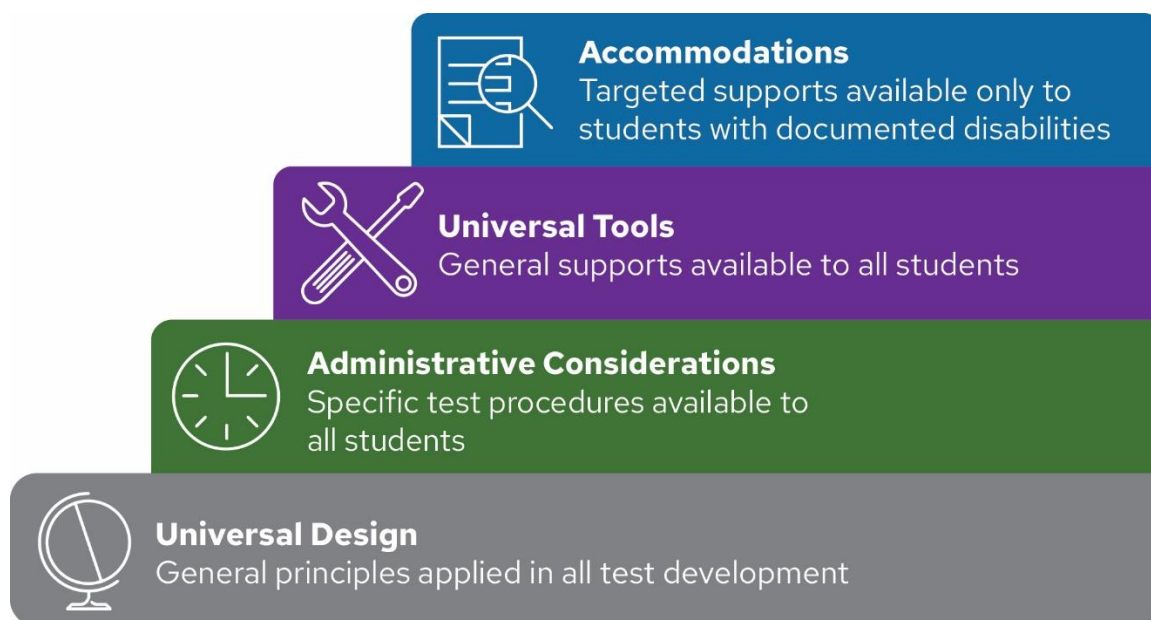
If you are not scoring the Writing test, ensure that the grades 1–3 Writing test booklets, in addition to any handwritten responses to the grades 4–12 Writing test, are properly stored and delivered to the individual who will score the Writing responses (see Part 6, Section 1 of this manual for more information on scoring Writing).

Section 3: Accessibility and Accommodations

WIDA’s approach to accessibility and accommodations prioritizes student engagement from the beginning and ensures that all students can engage fully and appropriately with the test. WIDA’s assessments are rooted in the understanding that:

- ELs have diverse learning needs and styles.
- All ELs are capable of making progress toward English language proficiency.
- To effectively collaborate on content-related, grade-appropriate tasks—in other words, to fully participate in the academic classroom, ELs must acquire discipline-specific language practices so that they can interpret and produce context-appropriate language.

The WIDA Accessibility and Accommodations Framework provides support for all ELs, as well as targeted accommodations for students with Individualized Education Programs (IEP) or 504 plans. These supports are intended to increase accessibility for all test takers. Accessibility supports and accommodations for WIDA Screener Online are identical to what is available on ACCESS for ELLs Online. These are described in detail in the *Accessibility and Accommodations Manual*.



To protect the validity of WIDA Screener Online, only those accessibility features explicitly identified in the *Accessibility and Accommodations Manual* should be used during test administration. The use of features that are not included could compromise the validity of the assessment and invalidate students’ results. The *Accessibility and Accommodations Manual* can be downloaded from the WIDA website.

Be sure to refer to your state’s accommodations policies for English language proficiency assessments for specific guidance prior to administering WIDA Screener Online to students with disabilities.

The following accommodations are **not allowed** for use with WIDA Screener Online:

- Reading aloud of test items or passages on the Reading test
- Translating test items into a language other than English

- Reading of test items in a language other than English
- Bilingual dictionary
- Student responds to test questions in a language other than English

Section 4: Test Security

All materials for WIDA Screener Online are considered secure test materials. Therefore, it is important to take the appropriate measures to maintain confidentiality of all testing materials. All users of the WIDA Secure Portal will be prompted to read and sign a non-disclosure and user agreement (NDUA) upon their first login.

Use of WIDA AMS and DRC INSIGHT are also subject to the terms of use outlined in WIDA AMS. Users will be prompted to agree to the Security and Confidentiality Agreement upon their first login to WIDA AMS. You must follow these guidelines to maintain test security. Please also remember to adhere to your district- and state-specific test security policies.

In order to maintain test security:

- Ensure that online test content does not remain open or unattended on screens before or after testing.
- Ensure that any printed test materials are treated as secure materials. Do not leave materials unattended before or after testing. Ensure that all test materials are collected at the end of each test session.
- Ensure that no specific information about the content of the test is shared, with students or their families, prior to or after testing.
- Keep personal login information secure.
- Place all secure materials in locked storage.

Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores.

If test security has been compromised in any way, please contact your state testing representative to determine remediation steps.

Part 3: Testing Logistics and Preparation

Section 1: Test Scheduling

WIDA Screener Online is intended to be administered in one sitting. The four domains of the test are administered in this order: Listening, Reading, Speaking, and Writing. Because the tier for Speaking and Writing is determined by the student's performance in the Listening and Reading domains, they are administered first.

Because the test is administered online, it is possible to combine students from different grade levels in the same test administration session. Students in grades 4–12 can take the test in its entirety in the same test session. For example, students from grade-level clusters 4–5 and 6–8 can be scheduled for, and administered the test, at the same time/location. Likewise, students in grade-level clusters 1 and 2–3 may be administered WIDA Screener Online in a single test session for Listening, Reading, and Speaking (only).

Because the Writing domain for students in grades 1 and 2–3 is delivered in a pencil-and-paper format, the Writing test for these grade-level clusters cannot be combined with other grade-level clusters. Administration of the grades 1–3 Writing test must be separated by grade-level cluster and tier. That is, grade 1 Tier A, grade 1 Tier B/C, grades 2–3 Tier A, and grades 2–3 Tier B/C must all be administered Writing separately. Please note that you will know in which tiers to place students by viewing the student's screen after the student has finished the other three domain tests.

WIDA Screener Online can be administered either individually or in groups, depending on how many students need to take the assessment. The number of students tested in a scheduled session also depends on how many students the test administrator can comfortably monitor and assist as needed. The number of students may depend on the number of computers or tablets available in a room. Keep in mind that during the Writing test, the test administrator performs check-ins with each student as they finish (for more about the Writing test administration procedures, see Part 4 of this manual). During the Speaking test, students should have enough space between them in order to comfortably respond to Speaking tasks without distracting each other. Additionally, while the maximum number of students taking the Speaking test should not exceed five per room, if testing students with very limited English proficiency, they may benefit from being tested in even smaller groups.

Section 2: Determining the Appropriate Grade-Level Cluster

The appropriate grade-level cluster form to administer depends on the time of year when the test is administered and the current grade level of the student. For students in the first semester of the first year in a grade-level cluster, WIDA recommends the option of administering a lower grade-level cluster form. For example, students in the first semester of sixth grade may take the 4–5 grade-level cluster form. The grades 6–8 form should be administered to students in their second semester of sixth grade through the first semester of ninth grade.

This guidance also means that a student in the first semester of first grade should be given a kindergarten test form. Currently, the kindergarten options available from WIDA are WIDA Screener for Kindergarten and WIDA MODEL for Kindergarten. Your state or district may have specific policies on which assessment you may administer.

WIDA has made this recommendation based on the knowledge that students just entering a new grade-level cluster have not yet been exposed to the language proficiency standards and content topics at the beginning of the school year. Students must not be administered a grade-level cluster test that is above the student’s current grade level. The following table shows the appropriate grade-level cluster test form for students, depending on the semester and grade level when the test is administered.

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level cluster form	K	Grade 1 test		Grades 2-3 test				Grades 4-5 test				Grades 6-8 test				Grades 9-12 test								

Section 3: Creating Registrations in WIDA AMS

In order to participate in WIDA Screener Online, students must be added to WIDA AMS and assigned to registrations (formerly known as test sessions). You will need to have WIDA AMS permissions to upload and edit students. WIDA AMS allows students to be added to WIDA AMS manually (one-by-one) or as a group via an import file. You can add students manually to WIDA AMS by using either the Student Management or Test Management functions. When students have been added to WIDA AMS with a properly formatted and complete data import file using the Import Management function, test registrations are created for them automatically. The import file layout indicates the required fields; please pay attention to which fields are required.

Test registrations may be created manually using the Test Management function. From Test Management, click on the Create Registration tab to complete each registration. Required fields are marked with a red asterisk.

The Test Monitoring Application (TMA) is an application available in WIDA AMS. The TMA allows users with the appropriate permissions to monitor additional, real-time details about a student’s testing experience, including active status within the test and the student’s progress through the assigned test. Whether or not it should be enabled must be indicated when the registration is being created. Check with your test coordinator if you have questions about whether or not your state/district will be using the test monitoring application.

For more information on creating registrations and assigning students to them, or using the TMA, please see the WIDA AMS Online Help.

Section 4: Timing of the Test

While you do not need to schedule testing times in WIDA AMS, you will need to know how long the test will take when reserving desktops, laptops, or tablets for each test administration. The following table provides approximate maximum times for the domains across all grade levels. Note that the approximate test administration time does not include convening students, taking attendance, or explaining test directions, as needed.

DOMAIN	TIMING
Reading	Up to 15 minutes
Listening	Up to 15 minutes
Speaking	Up to 25 minutes
Writing	Up to 25 minutes
TOTAL	Up to 80 minutes

The times listed above are estimates. Test administrators may use their best professional judgment to determine if additional time is needed.

Section 5: Setting Up the Testing Room

Preparing the testing room in advance for the day of testing will facilitate a smooth test administration. It is recommended that as the test administrator, you do the following:

- Test in a room that has enough devices (i.e., desktops, laptops, or tablets, as well as headsets) for each student. Verify chargeable devices are fully charged or, ideally, can be plugged in throughout the test. Be sure you can see all the students and move around the room, and confirm that students have enough space that they won't be able to see each other's screens or test booklets.
- Test the internet connection on each testing device as well as the audio on all the headphones and the microphones on all the headsets students will use.
- Cover up any posters that could possibly assist students during testing. Your state or local district may have specific room setup requirements to follow in addition to this general guideline.
- Make or obtain a **Do Not Disturb: Testing** sign to be placed on the outside of the testing room door during test sessions.
- Plan to have a table on which to lay out the Test Administrator's Script(s) and, if needed, the Writing Test booklets for grades 1–3.
- If you are administering the test to multiple students, have reading materials on hand for students who finish early.
- Have a watch or clock available in the testing room; consult the Test Administrator's Script for guidance on pacing the test.
- Work with your technology coordinator to complete a System Readiness Check to ensure DRC INSIGHT is ready for testing. See the *DRC INSIGHT Technology User Guide* for details on this process.

These specific considerations apply during the Writing test:

- Make sure that students have enough room on their desks to comfortably place both the Writing Test booklet (grades 1–3) or testing device/keyboard (grades 4–12), as well as scratch paper (if allowed by your state's policy) or blank paper for written responses for those students in grades 4–12 who are being allowed to handwrite their response.
- Obtain enough sharpened pencils for students being tested, and have extra pre-sharpened pencils available, as sharpening pencils during a test session could be a distraction.

Information on technological requirements for devices used to administer the test can be found in the *Supported System Requirements for ACCESS for ELLs and Screener* document found in WIDA AMS, or in the *DRC INSIGHT Technology User Guide*.

Section 6: How to Launch the Test

WIDA Screener Online can be accessed directly from the student's device by clicking on the DRC INSIGHT icon. DRC INSIGHT must be installed on the devices prior to testing. If DRC INSIGHT does not appear to be available on the device, please contact technology personnel at your school or district.

After accessing the test interface, select **WIDA Screener**, and then **WIDA Screener Test Sign In** to reach the login page. You should navigate to the login page before students sit down at the device to take the test.

Instruct students to enter the login information found on their Test Ticket and then click **Sign In**. For younger students, or any students who may need extra help entering the login information, you may assist them with typing their username and password or enter this information for them. If a student receives the message "Invalid Username or Password. Please try again," instruct the student to try again, or assist the student.

After entering their login information, students should see their name and test information. Instruct students to make sure that their name is correct. If so, the student should click **Continue**.

Note: If a student's information is not correct, instruct the student to exit the test and enter their login information again. To exit the test, instruct the student to click the **Exit** button, and when prompted, click **Exit**. The student should then reenter their information.

Note: If using the Test Monitoring Application, have the monitoring code ready. This code is generated in WIDA AMS, and additional information about using the TMA is also provided there.

On the Test Modules page displayed, the test domain that is available to the student appears on the screen as a clickable link. Test domains that are not yet available to the student are disabled. Instruct the student to select the correct domain link.

Note: Students taking the Speaking test are prompted to perform a microphone check after selecting the test. See Part 4, Section 4 for more information.

The test launches when the student clicks on **Begin the Test**. After completing the domain, the student is routed back to the Test Modules page. The next test domain that is available to the student appears on the screen as a clickable link. Test domains that are not yet available to the student are disabled. Test domains that the student has already completed are disabled and marked "Complete." Instruct the student to select the clickable domain link.

Part 4: Test Administration Procedures

Section 1: Summary of Testing Logistics

Scripted instructions for administering each domain of WIDA Screener Online are found in the Test Administrator's Script and can be downloaded from the Course Resources page of the *WIDA Screener Online: Administration* training course. Below are some additional details for test administrators about preparing for and administering the test.

Students in all grades use a desktop, laptop, or tablet with headset to complete the Listening, Reading, and Speaking tests. Students in grades 4–12 also use a desktop, laptop, or tablet with headset to complete the Writing test. Students in grades 1–3 complete the Writing test on paper.

WIDA Screener Online is intended to be administered in one sitting. Every attempt should be made to administer each domain (Listening, Reading, Speaking, and Writing).

While pausing the test is not recommended, there are rare situations when it may be appropriate to pause the administration and allow the student to try again at a later time, or to discontinue administering the domain altogether. If it becomes apparent that a student is having an unusually difficult time (i.e., not responding to the test items) during the administration of one domain, as the test administrator, you may discontinue that domain test for the student and attempt to administer the test again at a later time. (If this occurs, and the student does not have the “extended testing of a test domain over multiple days/EM” accommodation listed in WIDA AMS, you should inform your district test coordinator.) If it is apparent that a second attempt may also need to be discontinued, you may discontinue the administration of the domain. If the Listening, Reading, or Speaking domain is not completed, students cannot progress to the next domain. As the Speaking and Writing tests may only be taken after the Listening and Reading tests have been completed, discontinuing a domain often means discontinuing the test in its entirety. If it's decided to administer the remaining domains to the student, contact DRC Customer Service to resume the test on the next domain.

Test administrators may wish to consider whether it is appropriate to continue the administration of the test if a student is having difficulty completing it. WIDA Screener will typically be taken by newcomers who may be unfamiliar with formal assessments, and test administrators may wish to make a local decision regarding the student's willingness and level of comfort engaging with the test. If a student does not provide any answers to a domain, the student will not receive a score for that domain. The student will also not receive a composite score that is reliant on a particular domain score. Decisions about continuing the test in these circumstances should be based on local and state policy, but if a student cannot complete a particular domain of the test, the test administrator may wish to consider whether it is beneficial to continue with the administration of other domains. If in doubt, please contact the appropriate assessment specialist(s) in your district or state.

Within each domain test, a student must provide a response to the item on the current screen in order to move on to the next item on the test. For the Listening and Reading tests, this means the student must select one of the answer choices. For Speaking, the student must click the **Record** button to capture their response. For the Writing test, the student must enter text into the response area. Please note that there is no penalty for guessing on WIDA Screener Online, though guessing should never be encouraged by the test administrator.

WIDA Screener Online is scored automatically or locally, depending on domain. The Listening and Reading tests are scored automatically within the test system. Speaking and Writing responses are scored locally by a test administrator. Successful completion of the Writing and Speaking Scoring training courses is required to score these domains.

Section 2: Test Demos and Test Practices

Familiarizing students with the computer-delivered test mode before administration will facilitate a smooth test session. WIDA has developed test demos and test practices to help prepare students to take the online test.

Test demos are short videos designed to be viewed by students prior to taking the online test. Test practices are designed to allow students to experience the features and procedures of taking each domain of the test on a desktop, laptop, or tablet. Unlike the test demos, the test practices include interactive components. Test demos and test practices can be accessed directly from the student's device by opening DRC INSIGHT. Or, they can be accessed from WIDA AMS. Once in the test demo, you can watch it end-to-end, or click through the various modules.

There are no restrictions on accessing these tools, and they are available for students to use prior to their test date. It is recommended that all students who are taking the test view the test demos and complete the test practices at least once in advance of their test day.

Test Demos

The test demos use graphics, screen captures, and sound to present visual and verbal descriptions of the properties and features of the test by walking the students through animated test directions. Each test demo is comprised of a series of small modules. There is a unique test demo for each of the following grade spans:

- Grades 1–3
- Grades 4–5
- Grades 6–12

Viewing the Test Demo

The test demos take up to around 15 minutes, depending on the grade-level cluster and domain, although additional time should be scheduled for students to view the test demo again if needed. Students should watch all test demo modules for the domain and their grade-level cluster; however, if they are receiving accommodations, they should also watch the "How to Use Accommodations" module for their grade-level cluster.

You should review the test demos applicable to the grade-level clusters you are proctoring at least once before showing them to students in order to familiarize yourself with the contents. Before students view a test demo, clarify to them that they should not try to interact with the test demo, but simply listen and watch.

The test demos should be viewed by the students before administration of the test practices. You may want to schedule a test demo session for students and then immediately have students practice what they have viewed by completing the test practice items.

You may show the test demos in the regular classroom using a projector and internet connection. This option could be appropriate for younger learners to ensure that students understand they do not need to interact with the videos, but rather just listen and watch. However, the test practice will require students to have access to individual devices.

The test demo consists of a series of modules describing the different aspects of the test:

- How to Sign In
- How to Use Universal Tools
- How to Take the Listening test
- How to Take the Reading test
- How to Take the Speaking test
- How to Take the Writing test
- How to Use Accommodations (as applicable)

The accommodations module is only applicable to students who will receive embedded test platform accommodations, and therefore this module will not play automatically. Students must be instructed to select, or assisted with selecting, this module from the menu on the screen in order to view it if needed.

Test Practice

Test practices are designed to allow students to experience each domain test on a desktop, laptop, or tablet, and to experiment with the features available during the actual test.

Although the items used in the test practice are indicative of the content of the test, they are not a practice test of the content. That is, the test practice is not designed to demonstrate complete coverage of the tested content and is not scored. The practice items have been chosen to demonstrate the features and tools of the test and do not test language proficiency within any language domain or standard.

The test practice for the Speaking test, in particular, involves features that some students may not be familiar with. The more opportunities students have to interact with the test practice, the more comfortable they will be navigating through the test.

Test practices are available for each of the following language domains and grade-level clusters. Note that the RA, MC, and ES accommodations refer to repeat Item audio, manual control of item audio, and extended speaking test response time, respectively.

- Listening
 - Grade 1
 - Grade 1 with RA/MC Accommodations
 - Grades 2-3
 - Grades 2-3 with RA/MC Accommodations
 - Grades 4-5
 - Grades 4-5 with RA/MC Accommodations
 - Grades 6-8
 - Grades 6-8 with RA/MC Accommodations
 - Grades 9-12

- Grades 9-12 with RA/MC Accommodations
- Reading
 - Grade 1
 - Grades 2-3
 - Grades 4-5
 - Grades 6-8
 - Grades 9-12
- Speaking
 - Grade 1 Tier A
 - Grade 1 Tier A with RA/MC/ES Accommodations
 - Grade 1 Tier C
 - Grade 1 Tier C with RA/MC/ES Accommodations
 - Grades 2-3 Tier A
 - Grades 2-3 Tier A with RA/MC/ES Accommodations
 - Grades 2-3 Tier C
 - Grades 2-3 Tier C with RA/MC/ES Accommodations
 - Grades 4-5 Tier A
 - Grades 4-5 Tier A with RA/MC/ES Accommodations
 - Grades 4-5 Tier C
 - Grades 4-5 Tier C with RA/MC/ES Accommodations
 - Grades 6-8 Tier A
 - Grades 6-8 Tier A with RA/MC/ES Accommodations
 - Grades 6-8 Tier C
 - Grades 6-8 Tier C with RA/MC/ES Accommodations
 - Grades 9-12 Tier A
 - Grades 9-12 Tier A with RA/MC/ES Accommodations
 - Grades 9-12 Tier C
 - Grades 9-12 Tier C with RA/MC/ES Accommodations
- Writing
 - Grades 4-5
 - Grades 4-5 with RA/MC Accommodations
 - Grades 6-8
 - Grades 6-8 with RA/MC Accommodations
 - Grades 9-12
 - Grades 9-12 with RA/MC Accommodations

Students only need to complete the test practice items applicable to their grade-level cluster, tier, and accommodations. Be sure to select the appropriate option.

The test practice can be accessed either from the DRC INSIGHT app on the student’s device, or via WIDA AMS.

Administering the Test Practice

The administration of the test practice for an individual test domain takes approximately 5–10 minutes, depending on how many questions students have about the directions or practice items. If time allows, students may go through the test practice again, as needed.

As the test administrator, you should review the test practice at least once to familiarize yourself with its contents. Before the students begin the test practice, clarify to them that the items they complete are not scored.

The narration within the test practice is included both as spoken audio and as text captioning displayed directly on the screen. Students must use headphones to go through the test practice. Students need headsets with microphones for the Speaking test practice.

While the students are completing test practice items, be proactive in monitoring and assisting students. You should ensure that students are proceeding through the test practice. Check in with students who seem confused, make sure that all students are completing test practice items, and intervene if any issues arise. Although not appropriate during actual test administration, you may answer any kind of questions from the student while administering the test practice, including content questions. For example, if a student asks, “What do I do here?” you should tell the student what they should do, and if needed, you may assist the student by demonstrating how to answer the question. You may then prompt the student to respond to the question that you just explained to them. During test practice items, ensure that students understand every aspect of what they need to do during the test.

Section 3: Preparing to Administer the Test

Preparing the testing room in advance facilitates a smooth test administration. It also helps to ensure independent work on the part of the students. Follow all the set-up procedures and guidelines outlined in Part 3, Section 5 of this manual.

Keep the following in mind as you prepare to administer the test:

- Do not use speakers to administer the test. The students should only listen to the test audio via headset.
- Make sure that the internet connection is functioning on the devices used to administer the test.
- Before students sit down to take the test, make sure that DRC INSIGHT has been opened on each device to be used for testing and **WIDA Screener – Test Sign In** has been selected so that the login page appears on the screen.
- At the beginning of the test session, read the WIDA Screener Online Grades 1-12 Test Administrator’s Script aloud. Stand in a place where all students can see and hear you clearly.
- Make sure that all students taking the test can hear the audio on their headsets.

During the Speaking test, students should be seated far enough apart so they can speak at a normal volume without disrupting other students. It is recommended that students are seated approximately 4–6 feet apart, with no more than 3–5 students in the room.

Test Materials

The following materials are needed for test administration:

- The *WIDA Screener Online Test Administrator Manual* (this document)
- WIDA Screener Online Grades 1-12 Test Administrator’s Script
- Student Test Tickets
- Student Test Roster

For Writing test administration:

- Test Booklets (Writing grades 1–3 only)
- WIDA Screener Online Writing Test Administrator’s Script(s) (Writing grade 1 or grades 2–3 only)
- Blank lined or unlined paper (Writing grades 4–12 only, as needed for students who handwrite their response)
- Blank scratch paper (if your state policy allows this)
- At least one sharpened pencil for each student

Section 4: Test Administration

Students work at their own pace through the Listening test, and when they finish, move on to the Reading, Speaking, and Writing tests, in that order. When a student finishes one domain test, the test brings them back to the Test Modules page where the link to the next test is active. Only the link for the next available domain test will be active.

Students in grades 1–3 work through the Listening, Reading, and Speaking tests at their own pace, but need to begin the Writing test together. **It is important to note that the Writing test link becomes active for students in grades 1–3. Test administrators must click this link and confirm that the student has the Writing Test Booklet and is prepared to begin the Writing test.** Specific instructions for the Writing test administration for grades 1–3 are detailed later in this section.

After students sit down to take WIDA Screener Online, follow these guidelines:

- Read the WIDA Screener Online Grades 1-12 Test Administrator’s Script to begin testing.
- Encourage students to ask questions *before* beginning the test. Detailed instructions about answering student questions during the test are presented in Part 5, Section 2.
- Ensure that no forbidden items, such as electronic devices or written notes, are present.
- Circulate through the room, making sure that the students are completing the test. It is not necessary to do anything at this point, unless a student is having difficulty moving through the test items or moving on to the next domain test.
- If a student raises their hand for a nonemergency issue during test administration, attend to them quietly without disturbing other students who are taking the test.
- If a student pauses for a long time (one or two minutes) during the test, and it is clear that the student is NOT just listening to the test audio, prompt the student to respond and move on.
- If a student is using the tools that are part of the test, such as the highlighter, magnifier, etc., in a way that suggests that the student is playing with the tools rather than utilizing them to complete the test, prompt the student to focus on taking the test. For more information on these tools, refer to the *Accessibility and Accommodations Manual*.

Additional administration details for the four test domains are noted on the following pages. Although some administration procedures may be common across more than one domain of the test, please refer to each domain-specific section of this manual for information specific to that test domain.

Listening and Reading Test Administration Procedures



All students complete an entry folder consisting of a set of three items, and then are assigned subsequent folders based on their responses to the initial folder. All students complete four total folders (12 items) on the Listening test as well as four total folders (12 items) on the Reading test.




During the Test

For the Listening test, the student will see items like this:

← → [Pencil] [Magnifying Glass] [Menu] [Print]

Listening Practice




<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	

For the Reading test, the student will see items like this:

← → [Pencil] [Magnifying Glass] [Menu] [Share]

Reading Practice

Robert, Ava, and Mr. Green are reading about fish.



1 What are they reading about?

Trees

Fish

Birds

While monitoring student progress through the Listening and Reading tests, please keep the following in mind:

- Students cannot go back and review or change their answers. When a student selects a response and clicks the **Next** button (which is depicted with an arrow pointing to the right) to move on, their answer has been submitted and cannot be changed.
- On the Listening test, the audio automatically plays once the student navigates to the page and only plays one time. Note: Students taking the Listening test with RA/MC accommodations can manually play and/or repeat the audio; for more details about accommodations, see Part 2, Section 3 of this manual.
- Unlike the Listening, Speaking, and Writing tests, the Reading test has no audio items. However, there is audio during the instructions that precede Reading test items.
- When a student has finished a domain test, make sure they complete the End of Test screen to be taken back to the Test Modules page. Then the student should click on the appropriate link to begin the next domain test.

Speaking Test Administration Procedures

There are two tiers available to students on the Speaking test: A and B/C. You do not need to assign a tier to students; the tier is automatically assigned within the testing system based on students' Listening and Reading test results.

Speaking Test Microphone Check

Before beginning the Speaking test, students are required to complete a microphone check. The microphone check is only done once prior to the student beginning the Speaking test. During the microphone check, the students record their voice and listen to make sure that it recorded correctly. Refer to Test Administrator’s Script to assist students during the microphone check.

Students click on the **Record** button and each student counts out loud into the microphone.

Speaking
Pedro Garcia

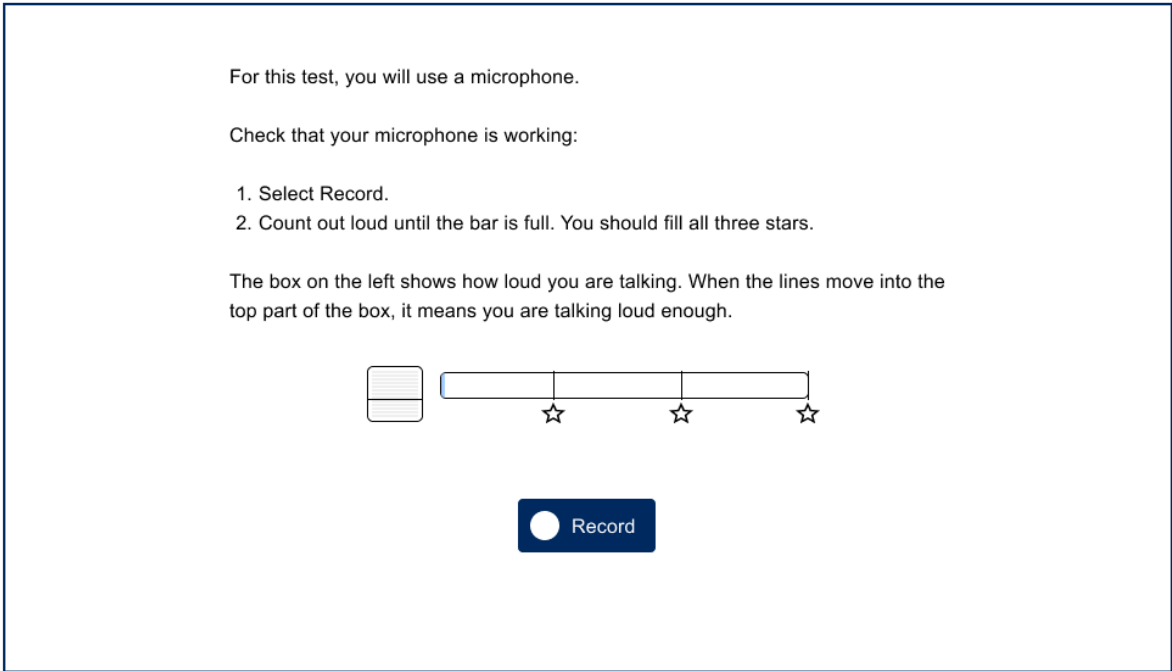
Microphone Check Progress: 0%

For this test, you will use a microphone.

Check that your microphone is working:

1. Select Record.
2. Count out loud until the bar is full. You should fill all three stars.

The box on the left shows how loud you are talking. When the lines move into the top part of the box, it means you are talking loud enough.



The interface features a volume indicator on the left, a progress bar with three stars, and a Record button.

When the student is done talking, they click the **Stop** button that appears after recording is activated.

Speaking
Pedro Garcia



Microphone Check

Progress: 0%



Count out loud until the bar is full. You should fill all three stars.



Stop

To check their recording, the student should click **Play Recording**. If the student hears their recording, they should click **I heard my recording**. If not, they can repeat the check by clicking **Try Again**. If the student still has issues, assist them by ensuring that they are speaking directly into the microphone, and that the microphone is connected correctly. If the student's headset has a mute button, ensure that the mute function is not turned on. Then ask the student to click **Try Again** once more.

Speaking

Pedro Garcia



Microphone Check

Progress: 0%



Can You Hear Your Recording?



▶ Play Recording

■ Stop

✓ I heard my recording

✕ Try Again

During the Test

Monitor the volume indicator on each student's response screen. As shown in the image, the volume indicator, located to the right of the **Stop** button, shows bars that move quickly up and down if a student's voice is being recorded successfully. If these bars do not show any movement while a student is speaking, assist the student in recording their voice. The progress indicator circle to the left of the **Recording** button turns red when 10 seconds remain for the student to give their answer.

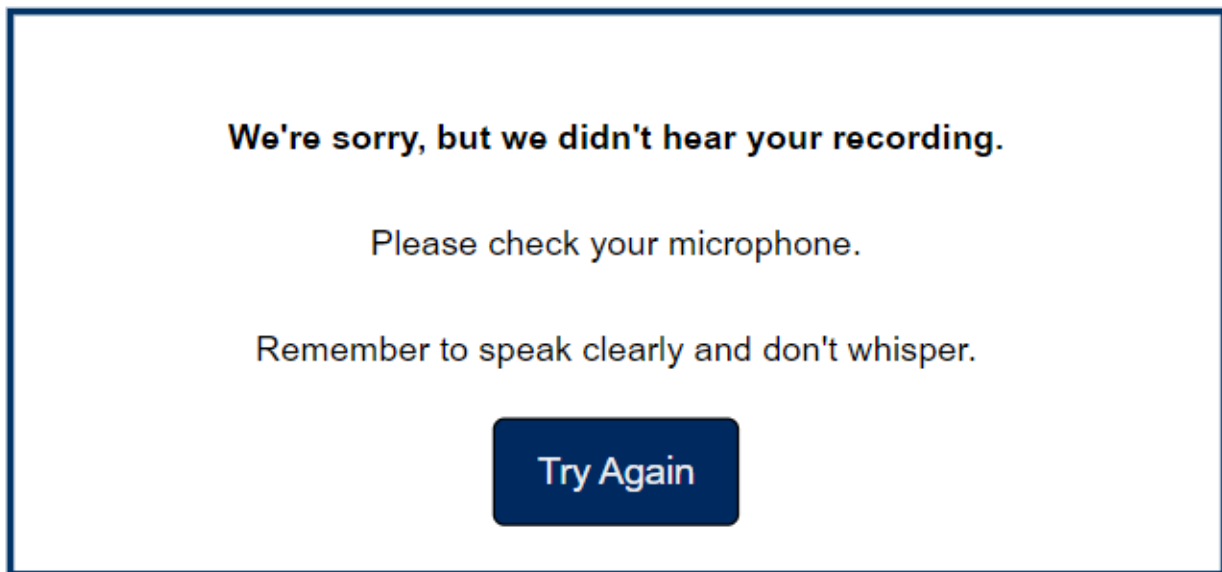


While monitoring student progress through the Speaking test, please keep the following in mind:

- Circulate through the room making sure that the students are completing the tasks. Make sure that students continue to speak directly into the microphone and that they have not moved the microphone away from where it can record their voice.
- You may remind students to think about their responses before clicking **Record**. However, you should only intervene during the test administration if students have issues or questions. Otherwise, allow students to work through the test independently.
- The audio plays once the student navigates to the page and only plays one time. Students cannot go back to review, listen, or change their answers. Once a student has clicked on the **Stop** button, their response has been submitted and cannot be changed. **Note:** Students taking the Speaking test with MC and RA accommodations can manually play and/or repeat the audio, while ES allows for extended response time. For more details about accommodations, see Part 2, Section 3 of this manual.

- Once a student activates the **Record** button, they have a set amount of time to record a response. The progress indicator circle shows the student when ten or fewer seconds remain by turning red.
- When a student records a response, it is not possible to re-record a response to that task. The only exception is when the system has not captured the response, and the student is prompted to re-record.
- Emphasize to students that they should not feel obligated to fill up the whole amount of time given for the recording. If they are finished with their response, they may click the **Stop** button and move on.

The system automatically verifies if a student's response was recorded at an acceptable volume. If the system determines that the volume of the student's voice is too low, a pop-up appears prompting the student to check the microphone and speak more loudly. After clicking **OK**, the student has an opportunity to re-record an answer.



If the volume of the student's voice is still too low after attempting a re-record, they will see a pop-up that prompts them to raise their hand for the test administrator to assist. At this point, the system exits the student from the test to allow for manual troubleshooting. You should attempt the following:

- Ensure that the student's headset is properly connected to the device.
- Ensure that the student's microphone is properly adjusted so that the student can speak directly into it.
- Ensure that the student's headset is set as the default audio device. On a Windows computer, go to **Settings**, select **System**, then select **Sound**, and then click on **Input**. If the headset is not set as the default device, click on the dropdown menu to select the correct device.
- Headsets with mute buttons are not recommended for the Speaking test. However, if a student is using a headset with this feature, ensure that it is not muted.

After following these manual troubleshooting steps, instruct the student to log in to the test again using the same procedures used to log in initially. Encourage the student to speak loudly enough and not to whisper.

The student can log in to the test using the same information on their Student Test Ticket if testing is resumed within the same day. After a student completes the login to resume testing, the test continues from the last task to which the student was responding, and any previously recorded responses will have been saved.

If the above steps do not resolve the issue, and the student still sees the pop-up messages described above, the Test Administrator should:

- have the student use a different headset; or
- have the student move to a different computer.

If an issue persists, consult with technology personnel at your school or contact DRC Customer Support at WIDA@datarecognitioncorp.com or 855-787-9615 for further assistance.

Grades 1–3 Writing Test Administration Procedures

Tier Determination

The Writing test has two tiers: A and B/C. A student’s performance on the Listening and Reading tests determines the tier for the Writing test, which will appear on the screen for students in grades 1–3 after the completion of the Listening and Reading tests. This message tells the test administrator which paper Writing Test Booklet to provide to each student in grades 1–3. In contrast, because a tier is automatically assigned to students in grades 4–12 who take the Writing test online, it will not be shown on the screen.

When administering the Writing test for grades 1 or 2–3, please keep in mind that the test must be administered separately by both grade-level cluster *and* tier (i.e., Grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, or Grades 2–3 Tier B/C). The need to separate out test administrations by grade-level cluster and tier for grades 1–3 differs from the Writing test for grades 4–12 and from the other WIDA Screener Online domain tests, in which online administration allows students from different grade-level clusters to take the test in the same session. The Writing Test Booklets are available for download and local printing from the WIDA Secure Portal (see Part 2, Section 2 for instructions regarding test materials). When administering WIDA Screener Online to students in grades 1–3, a sufficient number of Writing Test Booklets must be printed before the test is administered. Please keep in mind that you will not know which Writing tier any given student will be assigned before starting the administration. You should print a sufficient quantity of Writing Test Booklets to ensure that there will be an appropriate tier and grade of Writing Test Booklet available to each student at the start of the Writing domain test.

During the Test

Keep the following information in mind while administering and monitoring the Writing test:

- Make sure that students begin the Writing test on the appropriate page. Students may need assistance in locating the beginning of the test.
- Stand in front of the class where all students can see and hear you clearly when reading the WIDA Screener Online Writing Test Administrator’s Script, reviewing the sample writing, or doing whole-group check-ins. Circulate through the testing room at appropriate intervals and when doing individual check-ins.

Although students in grades 1–3 view and respond to the Writing test in their Writing Test Booklets, a link to the Writing test becomes active on the Test Modules screen. At this time, provide the student with the

correct Writing Test Booklet for their grade-level cluster and tier, as listed on the test selection page. Once the student has the correct booklet in hand, as the test administrator, you should click to open the test link. Then, a new screen opens. Select that the student has the Writing Test Booklet and will begin the Writing Test, and then click the **Next** button.

This action returns you to the Test Modules screen, and then you click **Exit**. (This must be done in order to be able to score the Writing test in WIDA AMS after the test is administered.) Then, you may begin reading the Writing Test Administrator’s Script, available in the WIDA Secure Portal, for the grade-level cluster and tier to which you are administering the Writing test. Make sure that students begin the Writing test on the appropriate page. You may need to assist students in locating the beginning of the test.

Check-Ins

A “check-in,” represented by a stop sign in the test booklet, is intended to check students’ understanding of how to complete the Writing test. The check-in also allows you to give encouragement to students to do their best.

Before allowing students to work independently on the task, remind them to stop when they see the stop sign, which is at the end of the test. When the recommended amount of time (as shown in the Writing Test Administrator’s Script) has passed, check in again with the students according to the instructions in the script.

Please note that when checking whether a student has finished responding to the Writing task, it is not necessary to evaluate the quality or quantity of the student’s writing. The purpose is to ensure that the student attempted to respond and did not accidentally move forward without attempting or completing a response.

When all students have completed the Writing test before the estimated time is over, you may finish the test according to the script.

Grades 4–12 Writing Test Administration Procedures

The Writing test is administered online for grades 4-12 and the default response mode is keyboarding. However, if upon logging in and starting the test, a student expresses discomfort, concern, or anxiety about keyboarding, you may allow the student to handwrite their response. Note that these students still view the Writing test prompt on the desktop, laptop, or tablet.

Provide the student with blank lined or unlined paper and have them write their response on the paper while viewing the prompt on the screen. Before providing the student with the paper, write their name, student ID, and grade on the top of the sheet. If the student uses more than one piece of paper, staple or clip the sheets to make sure they stay together.

After the student has completed writing their response, keyboard into the textbox of the Writing test “student wrote on paper.” You must type something into the textbox in order to move on to subsequent screens and allow the student’s test to be submitted. After the student finishes writing their response on paper, be sure that you or the student click **Next** until the online test session is complete.

As with the grades 1–3 Writing Test Booklet, treat and store the student’s handwritten response as secure test material. When it is time to score these responses in the online scoring tool in WIDA AMS, the individual scoring the Writing test must have the student’s handwritten response available to score.


During the Test

Students will respond to prompts by typing their response in the white box on the right side of the screen as shown in the following image.



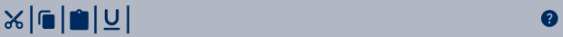
Writing Practice

This picture shows a classroom.



A girl is...

1 What is happening in the picture? Write 1 sentence.



After responding to the Writing test, students will see the following check-in screen and be prompted to raise their hand and wait for the test administrator to check their work.



At this point, follow the check-in procedures described below.

Check-Ins

After students have gone through the Writing task, they are prompted to raise their hands. At that point, walk over to each student and make sure that they have completed the task. Use the **Back** button (which is depicted by an arrow pointing to the left) in order to view the student's response. If a student is handwriting their response, check the student's response on paper.

If a student has not completed the Writing task, navigate back to the appropriate screen on the device using the **Back** button and encourage the student to do their best to complete the task. After you have confirmed that the student has finished responding to the Writing task, instruct the student to click the **Next** button, or close the booklet to complete the test.

Please note that when checking whether a student has finished responding to the Writing task, it is not necessary to evaluate the quality or quantity of the student's writing. Rather, the purpose is to ensure that the student attempted to respond and did not accidentally move forward without attempting or completing a response.

Maximum Character Limit

The response space on the Writing test has a character limit of approximately 6,050. Most students typing an appropriate response should not reach this limit. If a student reaches approximately 4,000 characters, they will see a message warning them that they have one page left. If a student reaches the limit of approximately 6,050 characters, they will see a message telling them that they have reached the maximum character limit. If a student sees either of these messages, instruct them to click **OK**, and ensure that the student is appropriately completing the task.











Part 5: Additional Administration Guidelines

Section 1: Test Icons






Every screen of WIDA Screener Online contains a set of buttons and icons that have important functions for the administration of the test. Some of the buttons contain text (e.g., “Record”). Other buttons and indicators are icons. Refer to the list below for explanations of the buttons and indicators that contain images.

The test demos present these to test takers, and the test practices offer test takers the opportunity to practice using them. See Part 4, Section 2 of this manual for more information about the test demos and test practices.

Test Icons

Icon	Icon Name	Purpose/Function
	Help	Provides information on tool usage, test navigation, accommodations, and other topics.
	Options	Allows the student to access the Color Preferences options, which change the background and text colors. These options are available for all students.
	Exit	Allows the student to exit the test.
	Pause	Allows the student to pause or exit the test.
	Back	Allows the student to move back to the previous screen. This button is gray and turns dark blue when this selection becomes possible.
	Next	Allows the student to move on to the next screen. This button is gray and turns dark blue when this selection becomes possible.
	Highlighter	Allows the student to highlight a portion of the text or graphic.
	Notepad	Allows the student to create a small note in which they can type a short message for later reference. The Notepad is only available for Writing.
	Magnifier	Allows the student to access the magnifier options: x1.5, x2.0, x3.0, or x4.0. Once magnification is activated, an “Off” option will also appear when this icon is clicked. (iPads allow pinch/pull to zoom.)
	Line Guide	Allows the student to follow along with each line of text. The student can drag the line or gray highlight up or down the screen as an aid in reading an item or passage.

Speaking Test Screen Icons

Icon	Icon Name	Purpose/Function
	Progress Indicator (green)	An indicator of the time remaining to record the response. The indicator is green when the student clicks on the Record button.
	Progress Indicator (red)	An indicator of the time remaining to record the response. The indicator changes from green to red when 10 seconds remain.
	Progress Indicator (countdown)	The indicator disappears in increments of 2 seconds when 10 seconds remain.
	Progress Indicator (white)	The indicator changes to white when time is up and the recording automatically ends.
	Volume Indicator	The bars indicate if the student is speaking loudly enough.

Section 2: Answering Student Questions

During the test, expect that students will ask questions at various stages of test administration. The test practice, described in Part 4, Section 2 of this manual, provides students with the opportunity to experience the test features and ask any questions. However, questions may arise during test administration.

While the students are completing test items, the test administrator's primary role is to monitor the students. During the test, you may answer procedural questions and assist students with the use of technology; however, during the test you may not answer questions about the content or language of the test or indicate for the student which answer they should or should not select. For additional guidance about the test administrator's role during the administration of test items, refer to the Dos and Don'ts in the next section.

Section 3: Test Administrator Dos and Don'ts

Review and follow the Dos and Don'ts presented below.

DO:

- Answer procedural questions if a student raises their hand. (If a student asks a content question, remind them to do their best, but do not answer content questions.)
- Monitor student progress and be proactive in helping students having difficulties progressing through the test items, e.g., if a student stops interacting with the test and remains inactive for a long time, assist that student with moving on.
- Assist students if they are having issues with technology, or if they request this type of assistance. Rephrase, explain in English, or, if specifically requested, translate the domain directions as described during the test directions and practice items into the student's home language.
- Clarify where to click in order to move on to the next item.
- Clarify where the answer choices are located.
- Clarify where a student must click to answer a question.
- Assist students with scrolling.
- Assist students with adjusting the volume.
- Assist students with putting on headsets and adjusting the position of the microphone.
- Ensure that students are speaking loudly enough by monitoring the volume indicator (moving bars) on the student's screen during the Speaking test.
- Help the student in checking the microphone and/or encouraging the student to speak loudly enough if a pop-up message during the Speaking test indicates that the system is not able to record their response.

DON'T:

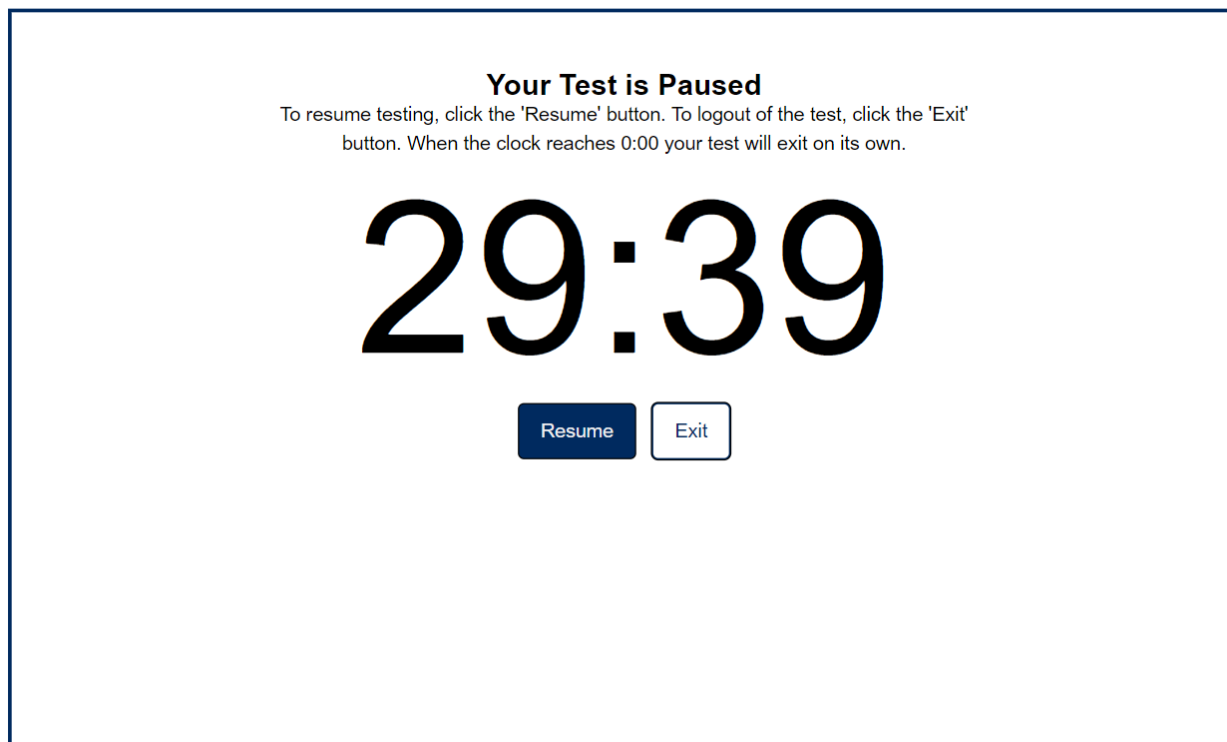
- Interrupt students who are working independently.
- Select a response for the student.
- Tell the student what they should or should not select.
- Tell the student that they selected a correct or incorrect response.
- Provide a Writing or Speaking response for the student, or tell them what they should or should not write/say.
- Translate the test item prompts into the student's home language.
- Rephrase, explain, or read aloud the test item prompts.
- Answer questions about vocabulary, grammar, or test content. If students ask these types of questions, remind students to try their best, but do not answer content questions.

Section 4: Unique Situations

During the administration, there may be rare instances when it may be appropriate to pause and exit the test. In an emergency event, such as student illness during the test administration, or other disruptive situations, such as a fire drill, it is acceptable to pause and exit the test session. After the situation has been resolved, a test session can be resumed.

Pausing the Test

During the test administration, if a student needs to leave the testing room for a short break (e.g., restroom break, office visit, etc.), you should instruct the student to click on the **Pause Test** button at the top right side of the screen. Once a student clicks on this button, the test questions are removed from the screen (for test security reasons), and a countdown of 30 minutes begins on the screen, notifying the student of the time left before the system automatically exits the test.



If the test is not resumed within 30 minutes, the student will have to log back into the test system to finish the test. The student can log in again using the same Student Test Ticket information to regain access to the test.

Note: When a student resumes the test after a pause, all answer choices that have been selected and all responses that have been typed or recorded prior to pausing are saved.

Resuming the Test

To resume the test within 30 minutes after pausing, instruct the student to click the **Resume** button below the countdown timer. The student will be taken to the screen they were on when they paused the test. If that screen had audio, the audio will restart from the beginning.

Inactivity

If the test is paused for more than 30 minutes or if there is no mouse or keyboard activity for more than 30 minutes, the DRC INSIGHT test system automatically exits the test. The student must then log back in to finish the test. The original student login information (i.e., Student Test Ticket) is required to regain access to the test. The student's answer choices, typed responses, and recorded responses are saved. The student will be able to start the test where they left off.

Loss of Internet Connectivity

Testing may need to be rescheduled if testing is disrupted because of a lost internet connection, loss of power, computer crash, or other prolonged technical issue after a student has already responded to test items on that device and the issue cannot be resolved on the same day. The Student Test Ticket should be securely stored until testing is resumed. Students can restart testing using the original test ticket.

If internet connectivity is lost during the test, an internet connection error message is displayed. If this error message appears, please check your testing site's internet connection or contact IT staff as needed. IT staff may contact DRC Customer Service (855-787-9615 or WIDA@datarecognitioncorp.com) if assistance is needed.

Moving to Another Computer or Device

If a student experiences technical issues, or any other issues that prevent them from proceeding, the test should be paused or exited. In the case that the issue cannot be resolved, the student may be moved to another desktop, laptop, or tablet if one is available. As the Test Administrator, you should instruct the student to exit the test before logging in to another device. This process exits the student from the test and allows them to log in on a different device using the same login information. The student's answer choices, typed responses, and recorded responses are saved. The student should start the test where they left off. To exit the test if the student is on a *content* screen, click the **Pause** button. Then click **Exit**. To exit the test if a student is on a *non-content* screen, click the **Exit Test** button. The question "Are you sure you want to Exit and Close the test?" will be asked. Click **Exit**.

Discontinuing a Domain

If for any reason a student is unable or refuses to complete a domain, you may instruct the student to exit the test using the steps described previously. Any responses that the student has already recorded in the test are captured and scored. If the Listening, Reading, or Speaking domain is not completed, the system will not progress to the next domain. At this point, the test administrator should consider whether the remaining domains should be administered or not. However, it may be necessary to consult with your district test coordinator or state education agency about this decision as policies vary. If it's decided to administer the remaining domains to the student, contact DRC Customer Service to resume the test on the next domain.

This decision is not necessary if a student does not complete the Writing domain, because the Writing domain appears last and does not create the question of what to do about subsequent domains. If a student refuses to continue the Writing test, type "No response" into the response area for the remaining Writing tasks. If a student is handwriting the Writing test using a Writing Test Booklet, then leave the response areas for the remaining tasks in the booklet blank.

Drills and Evacuations

In the event that an entire group needs to stop testing (e.g., in the case of a fire drill), instruct all students to exit the test. To exit the test if the student is on a *content* screen, click the **Pause** button. Then, click **Exit**. To exit the test if the student is on a *non-content* screen, click the **Exit Test** button. The question "Are you sure you want to Exit and Close the test?" will pop up. Click **Exit**. Tell the students to click on the **Pause** button, the **Exit** button, and then the next **Exit** button on the pop-up message.

Note: If students do exit the test, an inactivity feature also exits the students from the test if no mouse and keyboard activity occurs for 30 minutes.

In addition to instructing students to exit the test, collect Student Test Rosters, Student Test Tickets, and, in the case of the Writing test, blank scratch paper and/or Writing Response Booklets, as applicable. Keep these materials secure by maintaining possession of them or by locking them in a secure location. During the interruption to testing, ensure that students do not talk to each other about the test or have access to course materials.

Part 6: Test Scoring and Score Reports

Section 1: Screener Scoring in WIDA AMS

The Speaking and Writing domains of WIDA Screener Online are locally scored using the Screener Scoring application in WIDA AMS.

Access to the Screener Scoring application is controlled using the Educator Scoring permission. Users with district-level WIDA AMS access are initially assigned the Educator Scoring permission and are responsible for assigning it to certified scorers. As a reminder, **certified scorers are those who have completed the relevant Speaking and Writing training courses located in the WIDA Secure Portal.**

When the certified scorer has been provided with the Educator Scoring permission, a test coordinator must specify which domain(s) that person is certified to score in the scorer's user profile in WIDA AMS: Speaking and/or Writing. This important step must be completed before the scorer can begin scoring student responses. Detailed instructions for assigning the Educator Scoring permission and updating the user's profile are found in the *WIDA AMS User Guide*.

AMS users who are not certified should not score student responses and therefore do not need to access the Screener Scoring functionality.

If you will score student responses in WIDA AMS, it is strongly recommended that you review the Screener Scoring video in the *WIDA Screener Online: Administration* training course in the WIDA Secure Portal. The video provides detailed instructions for assigning permissions within Educator Scoring and setting up users to be able to retrieve and score Speaking and Writing responses within WIDA AMS.

Scoring Technology Requirements

Most Speaking and Writing responses are available for scoring in WIDA AMS within two hours of the student completing the test. Please note that Screener scoring in WIDA AMS is not available during the hours of 9:30 p.m.–6:00 a.m. Central Time.

Certified scorers can complete scoring on any computer or laptop with a web browser that meets WIDA AMS Web browser requirements, which can be found by clicking on **Browser Requirements** in WIDA AMS. DRC's INSIGHT testing software does NOT need to be installed on the machine.

Logging in to Screener Scoring in WIDA AMS

Upon logging in to WIDA AMS, if you have permission to use the scoring system, you will see the **Score WIDA Screener Responses** tile on the landing page. When clicked, the tile will open the Screener Scoring page where you can define the student population that you will score.

Scoring Grades 1–3 Writing and Grades 4–12 Specific Student's Handwritten Writing Responses in WIDA AMS

You should begin by scoring Writing for all students in grades 1–3 and any students in grades 4–12 who wrote their writing responses on paper. Before beginning scoring, make sure you have all grades 1–3 Writing test booklets and any grades 4–12 paper responses so that you may evaluate them to assign

scores. Detailed instructions about how to complete this process within WIDA AMS are provided in the *WIDA AMS User Guide*.

Scoring Grades 4–12 Keyboarded Writing and Grades 1–12 Speaking in WIDA AMS by Test Registration

Keyboarded writing responses and all speaking responses of individual students can be selected to be scored the same way as scored handwritten responses. However, they can also be scored by test registration (session). Consult the *WIDA AMS User Guide* for detailed instructions regarding how to score these responses by test registration.

Entering Writing Scores into Screener Scoring

You can review the writing prompt (supporting passage) and anchor responses in the Assessment Training section of the Secure Portal. You should use the WIDA Writing Scoring Scale to score. It can be found in **Course Resources** in the training course in the WIDA Secure Portal, or in Appendix B of this manual. The score buttons correspond to the score points described in the WIDA Writing Scoring Scale. To enter the score, select one of the numeric score buttons next to **Score**. If you change your mind before you click **Submit**, you can select a different score by selecting a different numeric score button. The score button originally clicked will be deselected. If the response is nonscorable (NS) according to the Writing Scoring Scale, click **N** under **Nonscorable**. Once scores have been submitted, they cannot be changed. After you click **Exit Scoring**, the system will ask whether you want to log out for the day. If you select **No**, your working session pauses and you can return to the same scoring session. If you select **Yes**, your working session ends and scores are submitted and locked so that student reports may be produced. For step-by-step instructions for how to score writing responses in WIDA AMS, please see the *WIDA AMS User Guide*.

Entering Speaking Scores into Screener Scoring

Once a student response displays, you should use the WIDA Speaking Scoring Scale to score it. This can be found in **Course Resources** in the training course in the Secure Portal, or in Appendix A of this manual. The abbreviations on the score buttons correspond to the score points described in the WIDA Speaking Scoring Scale as follows: EX = Exemplary, ST = Strong, AD = Adequate, and AT = Attempted. If the student does not respond or does not respond in English, click **NR** [No Response (in English)]. You may replay any speaking response as many times as needed before submitting the scores for the scoring session. After **Submit** is clicked, a score cannot be changed. If you click **Exit Scoring**, the system will ask whether you want to log out for the day. If you select **No**, your working session pauses and you can return to the same scoring session. If you select **Yes**, your working session ends and scores are submitted and locked so that student reports may be produced. For step-by-step instructions for how to score speaking responses in WIDA AMS, please see the *WIDA AMS User Guide*.

Section 2: Score Reporting Within WIDA AMS

Student Score Reports may be generated on demand after the Speaking and Writing scores have been submitted. Access to reports is controlled by the Interactive Reporting permission. This permission is automatically granted to personnel at the district level, who may choose to assign it to others as appropriate.

To access student reports, log in to WIDA AMS, select **Download Individual Student Reports**, and then **Batch Download** from the landing page. Within **Batch Download**, select **Screener Score Report**. You must filter by State, Registration Window, District, School, and Language before selecting **Display Students**. **Registration Name** is an optional filter. A list of students who meet the filter criteria displays in the **Students** table. You may further filter the results by using the search bar in the table. Select the students whose reports you wish to view and choose to open or download their PDF reports. You may select all students on the page by selecting the checkbox in the column header. If you are already working within WIDA AMS, you can also access student reports by selecting **Reporting Services** in “My Applications.” From there, you can access **Batch Download** and follow the steps outlined above.

Section 3: WIDA Screener Interpretive Guide for Score Reports

To better understand a student’s results on WIDA Screener, refer to the *WIDA Screener Interpretive Guide for Score Reports* on the WIDA website.

The purpose of WIDA Screener is to assist educators with identifying students as ELs. If WIDA Screener is being used as a criterion to determine eligibility for EL services, follow the established procedures in your district and state for interpreting the score for these purposes. WIDA does not prescribe criteria for matching particular EL services to particular scores on the test. This is a matter of interpretation of state policy guidelines.

As with all tests, WIDA Screener scores should be considered as one of multiple criteria used in educational decision making. For example, for determining eligibility of a student for program support services for ELs, you might consider whether or not a student has had previous schooling in English, in the home language, or at all. It could be useful to request recommendations from previous teachers who had regular contact with the child. Once WIDA Screener results have been obtained, you may also decide to review the child’s home language survey more closely or look at the results of their readiness assessment, if applicable. Additionally, student observation protocols could be used to aid in reporting evidence of the student’s needs in the classroom. These are just examples of a variety of criteria that could be used; each state or district may vary in its list of recommended or required criteria for eligibility decisions.

Appendices

Appendix A: WIDA Speaking Scoring Scale

WIDA Speaking Scoring Scale

Grades 1-12

For scoring only. To interpret WIDA Screener scores or to evaluate classroom performance, see the WIDA Speaking Rubric.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	Language use comparable to or going beyond the model in sophistication Clear, automatic, and fluent delivery Precise and appropriate word choice
Strong use of oral language to provide a detailed response	Language use approaching that of model in sophistication, though not as rich Clear delivery Appropriate word choice
Adequate use of oral language to provide a satisfactory response	Language use not as sophisticated as that of model Generally comprehensible use of oral language Adequate word choice
Attempted use of oral language to provide a response in English	Language use does not support an adequate response Comprehensibility may be compromised Word choice may not be fully adequate
No response (in English)	Does not respond (in English)

Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model

- Check to ensure each bullet point is met.
- If not, check one level below.

Scoring notes & rules

- For P1 tasks, assign a score of **Adequate and above** if the response includes more than one word in English. This includes an article plus noun (e.g., "a chair"), and words repeated verbatim from the model.
- For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks.
- At all task levels, simply repeating or reading all or part of the task question should be scored **Attempted**.
- At all task levels, responses of "I don't know" should be scored **Attempted**.

Off-task response: The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of **Attempted**.

Off-topic response: The response shows a misinterpretation of the instructions. An off-topic response is *related* to the prompt, but does not address it. (Note that this does not refer to task completion; if a student is asked for three reasons and gives one, this should be scored based on language use and is not considered off-topic.) The maximum score for an off-topic response is **Adequate**. If any part of the response is on topic, the entire response is scored as on topic.

Appendix B: WIDA Writing Scoring Scale

WIDA Writing Scoring Scale

Grades 1-12

For scoring only. To interpret WIDA Screener scores or to evaluate classroom performance, see the WIDA Writing Rubric.

5+	<p>Score Point 6</p> <p>D: Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience)</p> <p>S: Purposeful use of a variety of sentence structures that are essentially error-free</p> <p>W: Precise use of vocabulary with just the right word in just the right place</p>
4+	<p>Score Point 5</p> <p>D: Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience)</p> <p>S: A variety of sentence structures with very few grammatical errors</p> <p>W: A wide range of vocabulary, used appropriately and with ease</p>
3+	<p>Score Point 4</p> <p>D: Organized text that presents a clear progression of ideas, demonstrating an awareness of context (e.g., purpose, situation, and audience)</p> <p>S: Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility</p> <p>W: A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning</p>
2+	<p>Score Point 3</p> <p>D: Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear</p> <p>S: Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors</p> <p>W: Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times</p>
1+	<p>Score Point 2</p> <p>D: Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors)</p> <p>S: Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences</p> <p>W: Vocabulary primarily drawn from the stimulus and prompt</p>
	<p>Score Point 1</p> <p>D: Minimal text that represents an idea or ideas</p> <p>S: Primarily words, chunks of language, and short phrases rather than complete sentences</p> <p>W: Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt</p>
	<p>D: Discourse Level S: Sentence Level W: Word/Phrase Level</p>

WIDA Writing Scoring Scale

Grades 1–12

Scoring process

The 11 possible score points are as follows:

1 1+ 2 2+ 3 3+ 4 4+ 5 5+ 6

After reading the entire response, make an initial decision about which score point best captures the response as a whole (e.g., Score Point 3). Then, check the three descriptors (discourse, sentence, and word/phrase) for that score point.

- If all three descriptors are a good fit for the response, award the whole score point (e.g., Score Point 3).
- If there is clear evidence that one or two descriptors at a higher score point are a better fit, award a plus score point (e.g., Score Point 3+).
- If there is clear evidence that one or two descriptors at a lower score point are a better fit, go down one score point and award a plus score point (e.g., Score Point 2+).

Additional scoring rules

Nonscorable: The response is blank; consists only of verbatim copied text; consists only of text that is completely off task; or is entirely in a language other than English.

Completely off-task response: The entire response shows no understanding of or interaction with the prompt. It may be a memorized, previously practiced response or appear to answer another, unrelated prompt. A response that is entirely off task is **nonscorable**.

Completely off-topic response: The entire response shows a misinterpretation or misunderstanding of the prompt. An off-topic response is related to the prompt, but does not seem to address it as intended. However, the response is clearly not a memorized, previously practiced response. These responses are scored in their entirety using the scoring scale; however, **the maximum holistic score for a completely off-topic response is 2+.**

Partially off-task response: The response contains both off-task and on-task writing. These responses are scored by ignoring the off-task portion (which may be memorized and previously practiced) and scoring only the on-task portion using the scoring scale.

Partially off-topic response: The response contains both off-topic and on-topic writing (i.e., a portion of the response shows a misinterpretation or misunderstanding of the prompt). These responses are scored in their entirety using the scoring scale.

WIDA Writing Scoring Scale

Grades 1–12

Glossary

Awareness of audience: Words, sentence structures, and text forms that are deliberately selected to suit the intended readers of a response

Awareness of purpose: Words, sentence structures, and text forms that are deliberately selected to serve the purpose of a writing task

Awareness of situation: Words, sentence structures, and text forms that are deliberately selected for the situation in which the writing task is taking place

Chunks of language: Memorized strings of very simple language

Complex sentence structures: Sentences with more than a subject, verb, and possible object (for more information, see the *WIDA Screener Sentence Complexity Guidelines* in the Resources section of the WIDA Secure Portal)

Discourse: Extended written language conveying multiple connected ideas

Minimal text: Letters, words, or chunks of language

Overall sense of unity: Unity within text and across ideas

Reformulated expressions: Paraphrasing and adaptation of language used in the prompt and stimulus

Simple sentence structures: Subject and verb, may include a direct or indirect object (for more information, see the *WIDA Screener Sentence Complexity Guidelines* in the Resources section of the WIDA Secure Portal)

Vocabulary: Words and phrases