WIDA™
UNIVERSITY OF WISCONSIN–MADISON

WIDA ACCESS

WIDA ACCESS for Kindergarten • WIDA ACCESS Paper
WIDA ACCESS Online • WIDA Alternate ACCESS

WIDA Screener

WIDA Screener for Kindergarten • WIDA Screener Paper
WIDA Screener Online • WIDA Alternate Screener

Accessibility and Accommodations Manual

2025–2026

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How to Use This Manual

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

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

Critical Contact Information

When questions arise, refer to this manual, visit your member/state page of the WIDA website, and work with your test coordinator as well as any designated student support staff. If you have questions after consulting those resources, we're here to help! WIDA Client Services Center staff are experts in accessing WIDA materials and administering WIDA tests. Our technology and test processing partner, Data Recognition Corporation (DRC), can address concerns about managing student data and test materials.

Topic of Concern	Contact
• State-specific policies and procedures • Scheduling and material logistics • Test irregularities or potential security breaches • State-specific accommodation policies	Your state education agency representative Name: Email: Phone: Website:
• WIDA Secure Portal and training courses • Test administration procedures • Accommodation and accessibility guidance • Understanding score reports	WIDA Client Services Center help@wida.us 866-276-7735
• Test registrations in WIDA AMS • Accessing score reports in WIDA AMS • Online testing in DRC INSIGHT • Test booklet labels • Damaged test booklets	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615 TTY: 763-268-2889

Participation Decisions for WIDA Assessments

The WIDA test design process and allowed supports help to ensure WIDA assessments are accessible to students who need to take English language proficiency assessments, including those with disabilities. Refer to the WIDA Accessibility and Accommodations Framework section for detail on the ways you can meet students' diverse needs during testing.

For students with the most significant cognitive disabilities, WIDA developed WIDA Alternate Screener and WIDA Alternate ACCESS. Refer to The Most Significant Cognitive Disabilities section for details on the participation criteria for these assessments.

Accessibility and Accommodations Overview

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

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

ELP assessments measure a different set of knowledge, skills, and abilities than content tests . As a result, some supports that are typically available to English learners taking a content test are not allowable supports on an ELP assessment. For example, use of a bilingual dictionary might be typical for a language arts or science test, but this option would not produce valid results in the context of an ELP assessment.

The following features alter the set of knowledge, skills, and abilities WIDA ACCESS and WIDA Screener measure and are therefore considered modifications. While they might be useful for classroom instruction, modifications are never allowed during test administration.

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

The WIDA Accessibility and Accommodations Framework

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

WIDA's assessments are rooted in the following understandings:

- English learners (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, ELs must acquire discipline-specific language practices so they can interpret and produce context-appropriate language and fully participate in academic contexts.

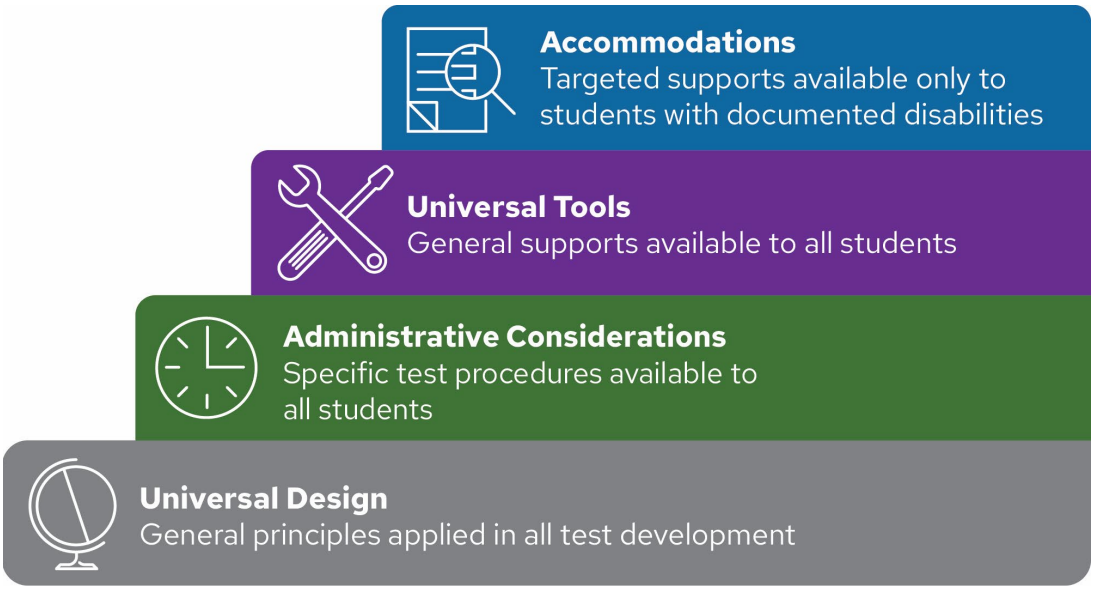
With these considerations in mind, WIDA's test development process incorporates universal design principles that increase accessibility for all test takers.

Universal design encourages the use of graphic support, scaffolding, and thematic grouping of items to make it easier for all learners to engage with test content and show what they know and can do.

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

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

Accommodations provide targeted support for students who have an identified and documented disability. WIDA ACCESS and WIDA Screener accommodations are typically available only to students with Individualized Education Programs (IEPs) or 504 Plans.



Universal Design

The WIDA Accessibility and Accommodations Framework is built on a foundation of universal design features that include test content presented in multiple modalities, item prompts with supportive graphics, embedded scaffolding, and modeled responses to guide students' language use. Variety in how information is presented and how students interact with test content helps minimize the factors that could prevent students from fully showing what they can do in terms of the set of knowledge, skills, and abilities the test is designed to assess.

For example, in the WIDA ACCESS Online Writing test, audio embedded in the test platform makes a multimodal presentation of tasks the default format. Students see and hear task instructions, helping to

ensure that students have a chance to demonstrate their writing skills and are not disadvantaged solely by a still-developing ability to read or listen.

Administrative Considerations

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

The administration of WIDA Alternate Screener and WIDA Alternate ACCESS allows for a wide variety of administrative considerations to meet the individual needs of students taking the test. Refer to the Alternate Screener: Administration and Scoring training course, the Alternate ACCESS: Administration and Scoring training course, and WIDA ACCESS Test Administrator Manual for additional guidance.

Test Timing and Scheduling

Note: The online testing platform will automatically log students out of the session after 30 minutes of inactivity.

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

Test Environment

- **Adaptive and Specialized Equipment or Furniture**. Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics, or adaptive keyboards—should have access to this equipment or furniture during testing. If the student's use of this equipment is a distraction to other students, arrange an individual test administration. Students who are uncomfortable using a headset may use an alternative microphone, such as the one built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform. If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration. Test the technology set-up and provide students an opportunity to practice prior to testing day.
- **Familiar Test Administrator.** The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.
- **Individual or Small Group Setting.** Test students in any group size that makes them most comfortable, that reflects their typical classroom environment, or that follows any group size guidelines documented in an IEP or 504 Plan.
- **Medical Device.** Students who use an electronic device for medical purposes (for example, a glucose monitor or hearing aid) may have access to the device during testing. This applies even if the device is one that is typically not permitted while testing, such as a smartphone or smartwatch. The device should only support the student for medical reasons, and the test administrator must closely monitor the use of the device to maintain test security.
- **Specific Seating.** Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent, or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.

Test Content Presentation

- **Test Format.** Depending on state testing policies, students may use either the online or paper format of the test to address individual student needs. For example, you can give a student the pencil-and-paper test even though students throughout the school or district typically test in the online test platform. Keep in mind:
    - A paper-based format is available for students taking the online test to handwrite answers on the Writing test in grades 4–12. Refer to the test-specific Test Administrator Manual for details and check your state's testing policies before offering this option.
    - When students take WIDA Alternate Screener or WIDA Alternate ACCESS, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present

item responses in a format that meets individual student needs. Refer to the WIDA ACCESS Test Administrator Manual for details.

- **Redirection.** Quietly, without disturbing other test takers, direct a student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in a language familiar to the student.
- **Encouragement.** Quietly, without disturbing other test takers, offer verbal praise for on-task behavior. For example, say "Good job!" after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student's answer. Encouragement must not be tied to the student's test performance.
- **Read Aloud to Self.** Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student's reading is a distraction to other students, arrange an individual test administration.

Test Item Responses

- **Monitor Placement of Responses.** Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can monitor testing to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.
    - Don't confirm or correct students' responses. Never provide or change a response for a student.
    - Don't answer questions about content or language. Instead, remind students to do their best.

Universal Tools

Universal tools are always available to all test takers. They are embedded in the online test platform as digital features. Test administrators provide physical versions of universal tools to students taking the paper test.

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

Universal tools do not need to be pre-selected in WIDA AMS, WIDA's test management platform. States and districts determine whether test administrators have WIDA AMS accounts. Refer to the WIDA ACCESS Checklist on your member/state page of the WIDA website for detailed information on your role and whether your responsibilities include using WIDA AMS.

Audio Aids

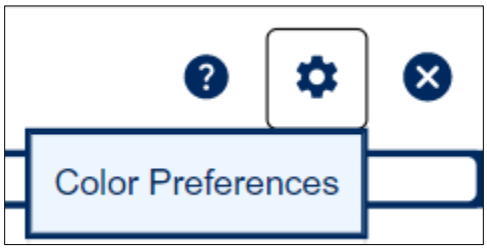
Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the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

CONSIDERATIONS FOR ONLINE TESTING: Students with a hearing aid or cochlear implant may utilize Bluetooth functions between their personal amplification device and the testing device, if compatible. Refer to the Supported Systems Requirements for WIDA ACCESS and WIDA Screener guide for more information. Be sure to test connections prior to testing. If the headphones and headset required for testing are not compatible with a personal audio amplification device, such as a hearing aid or cochlear implants, test the student individually in a separate room and use the speakers in the testing device or external speakers.

Color Preferences

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

CONSIDERATIONS FOR ONLINE TESTING: A variety of defined color adjustment options are built into the test platform. They are accessed by clicking on the gear icon in the top right corner of the screen. The options include black on white, black on cream, dark gray on light gray, and brown on pink.



Explore the settings yourself before introducing them to students. Let students practice using the tools in advance using Test Practice so they are ready to make a selection and focus during testing. Keep in mind that students might adjust settings throughout testing, depending on what is on the screen.

Highlighters, Colored Pencils, or Crayons

Students can use a variety of tools to mark specific text.

CONSIDERATIONS FOR ONLINE TESTING: A highlighter tool is built into the test platform. Mouse control is needed to use this tool.

CONSIDERATIONS FOR PAPER TESTING: Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only.

Keyboard Navigation

Students can move from screen to screen and make selections in the online test platform using a keyboard instead of a mouse. Refer to Appendix A for details.

CONSIDERATIONS FOR ONLINE TESTING: Keyboard navigation does not allow students to manipulate interactive items or the built-in universal tools. Explore this option yourself before introducing it to students.

Line Guide or Tracking Tool

Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language.

CONSIDERATIONS FOR ONLINE TESTING: A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool.

CONSIDERATIONS FOR PAPER TESTING: Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.

Low-Vision Aids or Magnification Devices

Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student, and be sure to have them practice using the feature in Test Practice before taking the actual test.

CONSIDERATIONS FOR ONLINE TESTING: A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool.

Testing with an iPad? Use the pinch-to-zoom feature as usual and select the magnifier tool to return to the default display size.

CONSIDERATIONS FOR PAPER TESTING: Students can use a low-vision device with a standard or large print test booklet. Answers recorded in a large print booklet must be transcribed into the test booklet.

Scratch Paper and Notepad

Students can make notes, draft text, or sketch diagrams as they test. **This content is never scored.** Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. If allowed by state-specific policy, scratch paper can be used as a universal tool on any domain test at the student's request. Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil.

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

CONSIDERATIONS FOR ONLINE TESTING: A notepad tool is built into the test platform for the Writing test. Select the tool, and a notepad window will open. Notes are added by typing on the keyboard. The notepad can be closed and reopened, and it stays on the screen on which it is created as the student moves through the test. The notepad can be used instead of, or in addition to, physical scratch paper.

Accommodations

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

Accommodations on ACCESS assessments are intended only for students with disabilities as documented in an IEP or 504 Plan. Accommodations decisions are made by a student's educational support team (IEP, 504, or Title II of the ADA). They should never be assigned independently by an individual educator outside of the IEP process. In very rare cases, accommodations are assigned for students who do not have IEPs or 504 Plans. For example, an accommodation could address a short-term barrier associated with an unforeseeable circumstance, such as a student with a fractured hand who needs a scribe or a student recovering from illness or injury who needs to test in a non-school location. **Check with your state department of education before assigning accommodations in these rare situations.**

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

Accommodations vary slightly on the online and paper formats of the assessments. Some students with disabilities may need accommodations presented in an alternate format. For example, some students may need to have accommodations delivered by a test administrator rather than the online test platform. Keep in mind that it may be appropriate to provide an alternative format to these students.

Consider these questions as you assign accommodations:

- **Does the student use an accommodation regularly in the classroom?** If not, consider carefully whether an accommodation is truly needed for testing. Accommodations should not be provided for the first time in a testing situation. Students should be given opportunities to practice the accommodation prior to the assessment.
- **Does the accommodation address the student's need?** Accommodations do not reduce expectations or compensate for a lack of knowledge, skills, or prior instruction. The sole purpose of an accommodation is to ensure that a disability does not prevent a demonstration of English language proficiency. Providing unnecessary accommodations can negatively impact student performance.
- **Is the accommodation appropriate for ELP testing?** Some accommodations that are typically available to English learners taking a content test are not acceptable supports on an ELP assessment. Student support teams must never offer an accommodation that would invalidate the ELP assessment.

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

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

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

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

Some online testing accommodations must be selected in WIDA AMS, WIDA's test management platform, prior to testing to ensure that the functionality is enabled for the student at the time of testing.

States and districts determine who has a WIDA AMS account. Talk to your Test Coordinator to learn whether your responsibilities include using WIDA AMS.

Accommodations that must be pre-selected in WIDA AMS are marked with an arrow.

Some accommodation-related materials must be ordered prior to testing. States and districts determine the process for special orders of test materials. Refer to the contact information on your member/state page of the WIDA website, and check with the appropriate individuals before ordering materials.

Accommodations that must be ordered are marked with a shopping cart.

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

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

Braille (BR)

Materials must be ordered.

This accommodation is available for:

☑ **WIDA ACCESS Paper**

In these domains:

- ☑ **Listening**
- ☑ **Reading**
- ☑ **Speaking**
- ☑ **Writing**

Unified English Braille (UEB) is available on tests for grades 1–5. Both UEB with Nemeth and UEB Math/Science are available on tests for grades 6–12. Specify UEB with Nemeth or UEB Math/Science, as well as contracted or uncontracted braille, when you order materials. Confirm students are proficient in the braille code selected prior to assigning this accommodation.

When providing this accommodation, WIDA recommends arranging an individual test administration. Plan to extend the test session as needed based on the student's braille proficiency and reading speed. WIDA suggests planning twice the standard test administration session time for a braille administration.

Each braille test kit contains an embossed test booklet, a standard test booklet for transcription, a test administrator script, a speaking test booklet, sample items with a user guide, and a CD of audio files. (The user guide and sample item for the Listening, Reading, and Writing domains are available for download from the ACCESS Test Practice and Sample Items section of the WIDA website. Sample items are not available at this time for the Braille Speaking domain.) The embossed test booklet is formatted with single spacing and interpoint (double-sided) printing. The booklet includes tactile graphics, labels, picture descriptions, and transcriber's notes. Test administrators may guide the student's hand placement to navigate materials. Translating graphic or picture descriptions into a student's home language is recommended as it ensures the student receives the same support as sighted test takers.

Ideally, the test administrator providing this accommodation is proficient in braille. If allowed under your state testing policies, this test administrator could be a special education teacher or a teacher of the blind or visually impaired instead of an ELP educator. All test administrators must complete the training in the WIDA Secure Portal.

Students may record answers on the embossed test booklet, on blank braille paper, or by using a braille writing tool or braille notetaker. In the Listening and Reading tests, students may dictate as the test administrator transcribes answers into the standard test booklet.

The student's responses must be transcribed verbatim into the standard test booklet by an individual who is proficient in the braille code selected. Return both the embossed test booklet and the standard test booklet at the end of testing. Only the standard booklet will be scanned and scored. Refer to Appendix B for transcription guidance.

Extended Speaking Test Response Time (ES)

This option must be pre-selected.

This accommodation is available for:

- ☑ **WIDA ACCESS Paper**
- ☑ **WIDA ACCESS Online**
- ☑ **WIDA Screener Paper**
- ☑ **WIDA Screener Online**

In this domain:

- ☑ **Speaking**

This accommodation provides additional time for cognitive processing or motor planning for Speaking. This accommodation may support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language.

When this accommodation is selected in WIDA AMS for an online-format test, the online test platform allows twice the standard response time for each Speaking task.

When test administrators provide this accommodation for a pencil-and-paper-format test, they pause the Listening and Speaking audio CD after the file plays to allow the student time to respond.

- **New 2026:** WIDA and DRC will offer audio streaming within WIDA AMS as an alternative to the Listening and Speaking CDs for the WIDA ACCESS Paper administration. See last page of this manual for more information.

Extended Testing of a Test Domain Over Multiple Days (EM)

This accommodation is available for:

☑ **all tests, all domains**

In the extremely rare situation that a single domain test administration must extend across multiple days, seek the approval of a state assessment official to offer this accommodation.

In-Person Human Reader (IR)

Materials must be ordered.

This accommodation is available for:

☑ **WIDA ACCESS Paper**

☑ **WIDA ACCESS Online**

☑ **WIDA Screener Paper**

☑ **WIDA Screener Online**

In these domains:

☑ **Listening**

☑ **Speaking**

☑ **Writing**

This accommodation applies only to text. Test administrators read labels or captions but never describe images (except when reading the graphic descriptions in the administrator's notes of the consolidated TA scripts for the **braille assessments only**).

This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper test materials may be used to provide lip reading support.

Online Test

- When test administrators provide this accommodation for an online test, they supplement the pre-recorded audio by reading text answer choices and text labels in graphics. Test administrators also read all text that appears on screen for the grades 4–12 writing tasks. There

is no additional script when providing this accommodation for computer-delivered tests, so materials do **not** need to be ordered for online tests for students in grades 4–12.

Please Note: Students in grades 1–3 taking the online test are administered the Writing test in a paper format. Test administrators are provided scripting that includes all text for the Writing test, so materials do **not** need to be ordered for online tests for students in grades 1–3.

Paper Test

- When test administrators provide this accommodation for ACCESS Paper, they read from the Human Reader Accommodation (HRA) Script, which must be ordered specially in advance of testing. The HRA Script substitutes for the Listening and Speaking audio files and is used instead of the Test Administrator Script for all domain tests. Test administrators may also read all text verbatim for response options in the Listening and Writing tests if not already provided in the HRA script.

  To order this item, collect the information about the student to whom this accommodation is provided. **Then contact DRC Customer Service and order this item during your additional materials ordering window.** For the Listening and Speaking tests, schedule two test administrators for each test whenever possible. An extra test administrator allows the adults to read the scripted dialogue between an example student and the primary test administrator. For the Writing test, the test administrator reads all the text in the test booklet.

- When test administrators provide this accommodation for WIDA Screener Paper, they read from the appropriate recording script, **available by emailing the WIDA Store at store@wceps.org**. Test administrators also read instructions, test items, text answer choices, and text labels in graphics labels exactly as they appear in the test booklet.

  Kindergarten ACCESS, WIDA Alternate Screener, and WIDA Alternate ACCESS are already read aloud by the test administrator as standard administrative practice.

Providing this accommodation to one student must not interfere with the testing experience of any other student. Whenever possible, provide this accommodation by arranging an individual test administration or a small group session that includes only students who are receiving this accommodation.

Repeat In-Person Human Reader (RP)

Materials must be ordered.

This accommodation is available for:

- ☑ **WIDA ACCESS Paper**
- ☑ **WIDA ACCESS Online**
- ☑ **WIDA Screener Paper**
- ☑ **WIDA Screener Online**

In these domains:

- ☑ **Listening**
- ☑ **Speaking**
- ☑ **Writing**

When test administrators provide this accommodation, they follow the guidelines for the IR accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images (except when reading the graphic descriptions in the administrator's notes of the consolidated TA scripts for the **braille assessments only**). During a Listening domain test, test administrators can repeat the listening passage and test questions **only once.** There is no additional script when providing this accommodation for computer-delivered tests, so materials do **not** need to be ordered for online tests for students in grades 4-12.

This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.

Providing this accommodation to one student must not interfere with the testing experience of any other student. Whenever possible, provide this accommodation by arranging an individual test administration or a small group session that includes only students who are receiving this accommodation.

Interpreter Signs Test Directions in American Sign Language (SD)

This accommodation is available for:

- ☑ **all tests, all domains**

Translation of actual test items is not allowed. To provide this accommodation for WIDA ACCESS, use the WIDA provided American Sign Language (ASL) videos of test directions found in the WIDA

Secure Portal. For other assessments, arrange for an interpreter to sign test logistics, directions, and practice items into ASL or another signed system. ASL is a complete and organized visual language separate from English. Consider offering this accommodation to new test takers who need the opportunity to understand test logistics.

Large Print (LP)

Materials must be ordered.

This accommodation is available for:

- ☑ **Kindergarten ACCESS**
- ☑ **WIDA ACCESS Paper**

In these domains:

- ☑ **Listening**
- ☑ **Reading**
- ☑ **Speaking**
- ☑ **Writing**

Large print test materials are printed in 18-point font on 11 x 17 paper. Large print test kits must be specially ordered, and they include all the materials required to administer the test. Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored. Refer to Appendix B for transcription guidance. **Note that WIDA Alternate Screener and WIDA Alternate ACCESS are already printed in 18-point font or larger, and separate large print versions are not available.** Materials may be enlarged locally, as needed.

Low Vision Script (LV)

Materials must be ordered.

This accommodation is available for:

- ☑ **Kindergarten ACCESS**

This accommodation is intended for students with low vision who may need additional support during the administration of the Kindergarten ACCESS. The Test Administrator Script for Students with Low Vision

provides test administrators with additional scripting, specialized graphics, and picture descriptions to support students with low vision. This accommodation may be used in combination with the Kindergarten ACCESS Large Print materials or the standard size Kindergarten ACCESS materials, with or without additional magnification.

When providing this accommodation, WIDA recommends arranging an individual test administration. Plan to extend the test session as needed. Test administrators will read from the Low Vision Script when administering the assessment. Depending upon the individual needs of the student, test administrators can use the specialized graphics found in the LV script, the large print materials or the standard sized Kindergarten ACCESS materials, with or without additional magnification. Test administrators may also use the provided picture descriptions to further describe the graphics and images to the student. The test administrator must use the Kindergarten ACCESS Score Sheet to mark student responses, including transcription of the student's writing response, to DRC for scanning and reporting. All materials, including specialized graphics, picture descriptions, and scripts, must be returned to DRC at the end of testing.

Contact DRC Customer Service to order this item during your additional materials ordering window.

Manual Control of Item Audio (MC)

This option must be pre-selected.

This accommodation is available for:

- ☑ **WIDA ACCESS Paper**
- ☑ **WIDA ACCESS Online**
- ☑ **WIDA Screener Paper**
- ☑ **WIDA Screener Online**

In these domains:

- ☑ **Listening**
- ☑ **Speaking**
- ☑ **Writing**

This accommodation allows students to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs due to a disability. Note that this accommodation does not apply when administrators read from a script, including the Writing domain for grades 1-3. When using the MC

accommodation in DRC INSIGHT, the Repeat item audio (RA) accommodation is also activated, and allows students to hear recorded audio a second time.

- To provide this accommodation for an online test, select it in WIDA AMS prior to testing. Students will see, and must click, a Play button on every screen where audio would otherwise play automatically. Once the student clicks Play, the audio cannot be paused or stopped.
- When test administrators provide this accommodation for a paper test, they ask students whether they are ready to listen before playing any track of the Listening and Speaking audio files. Test administrators should practice prior to testing so they are comfortable with the equipment they will use. Administration of this accommodation must not disturb or interfere with other students.

Repeat Item Audio (RA)

This option must be pre-selected.

This accommodation is available for:

- ☑ **WIDA ACCESS Paper**
- ☑ **WIDA ACCESS Online**
- ☑ **WIDA Screener Paper**
- ☑ **WIDA Screener Online**

In these domains:

- ☑ **Listening**
- ☑ **Speaking**
- ☑ **Writing**

This accommodation allows students to hear recorded audio a second time. This accommodation may support students who need repetition for language processing, attention, or focus needs due to a disability. Note that this accommodation does not apply when administrators read from a script, including the Writing domain for grades 1-3. When using this accommodation in DRC INSIGHT, the Manual control of item audio (MC) accommodation is also activated and allows students to indicate when they are ready to hear recorded audio during testing.

- To provide this accommodation for an online test, select this option in WIDA AMS prior to testing. Students will see, and must click, a Repeat button on every screen where audio can be

repeated. Once the student clicks Repeat, the audio cannot be paused or stopped. Students can click the Repeat button to replay the audio one time in the Listening test. In the Speaking and Writing tests, students can click the Repeat button to replay the audio as many times as needed.

- When test administrators provide this accommodation for a paper test, they ask students whether they are ready to listen to the audio for the Listening and Speaking. When students indicate they are ready to hear the audio again, test administrators replay the track. **In a Listening test, test administrators may replay the audio only once**. In a Speaking test, test administrators repeat the process until the student is ready to move on. Test administrators should practice prior to testing so they are comfortable with the equipment they will use. Administration of this accommodation must not disturb or interfere with other students.

Scribe (SR)

This accommodation is available for:

☑ **all tests**

In these domains:

☑ **Listening**

☑ **Reading**

☑ **Writing**

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

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

An individual test administration must be used to provide this accommodation. Students should have the opportunity to practice with a scribe prior to testing.

Responses must be scribed verbatim at the time of testing. Refer to Appendix C for Scribe Guidance.

Recording Device and Transcription (RD)

This accommodation is available for:

☑ **all tests**

In this domain:

☑ **Writing**

This accommodation may support students with writing processing needs by separating the process of responding from the process of writing. When using this accommodation, the student responds to test tasks by speaking into a recording device. As soon as possible after completing the test, the student transcribes the responses into the test platform or a test booklet. Check your state policy for timeframe expectations.

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

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

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

Test Administered in a Non-School Setting (NS)

This accommodation is available for:

☑ **all tests, all domains**

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

For online test administration, a designated technology coordinator must configure a school-owned laptop by installing all software necessary for online testing. Whenever feasible, test the configuration and connectivity in the planned testing environment prior to testing.

Word Processor or Similar Keyboarding Device (WD)

This accommodation is available for:

☑ **all tests**

In these domains:

☑ **Listening**

☑ **Reading**

☑ **Writing**

This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not compatible with the online test platform or the testing device.

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

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

Student responses recorded on the device must be transcribed into the online test platform or a test booklet as soon as possible after each domain test is complete. Refer to Appendix B for transcription guidance.

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

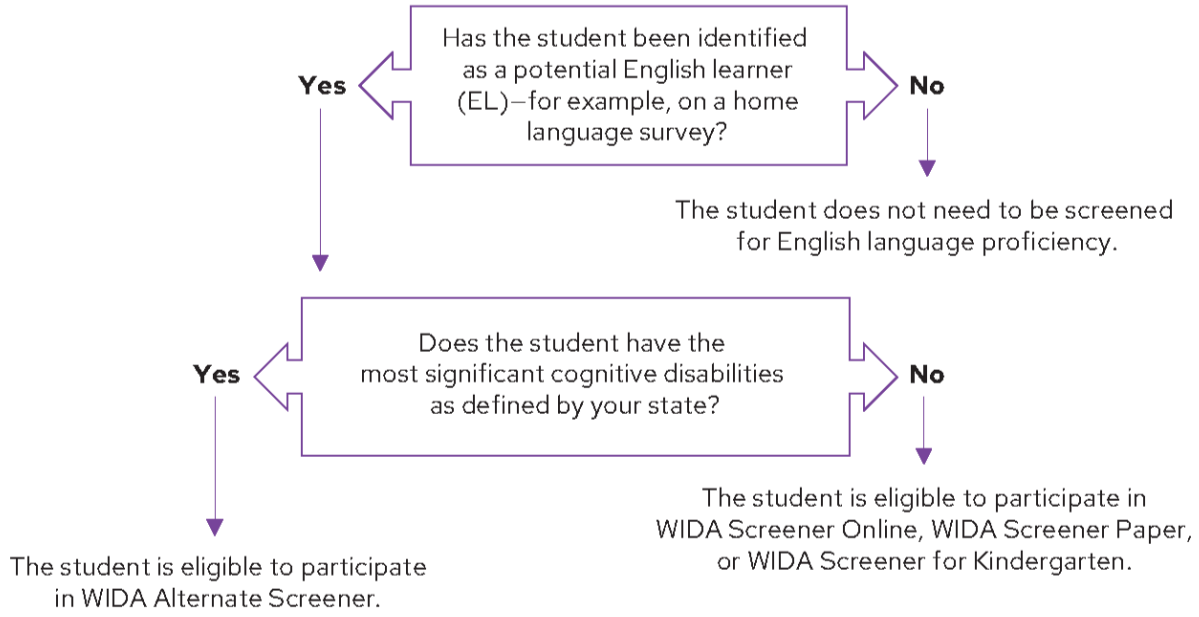
Specific Circumstances

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

The Most Significant Cognitive Disabilities

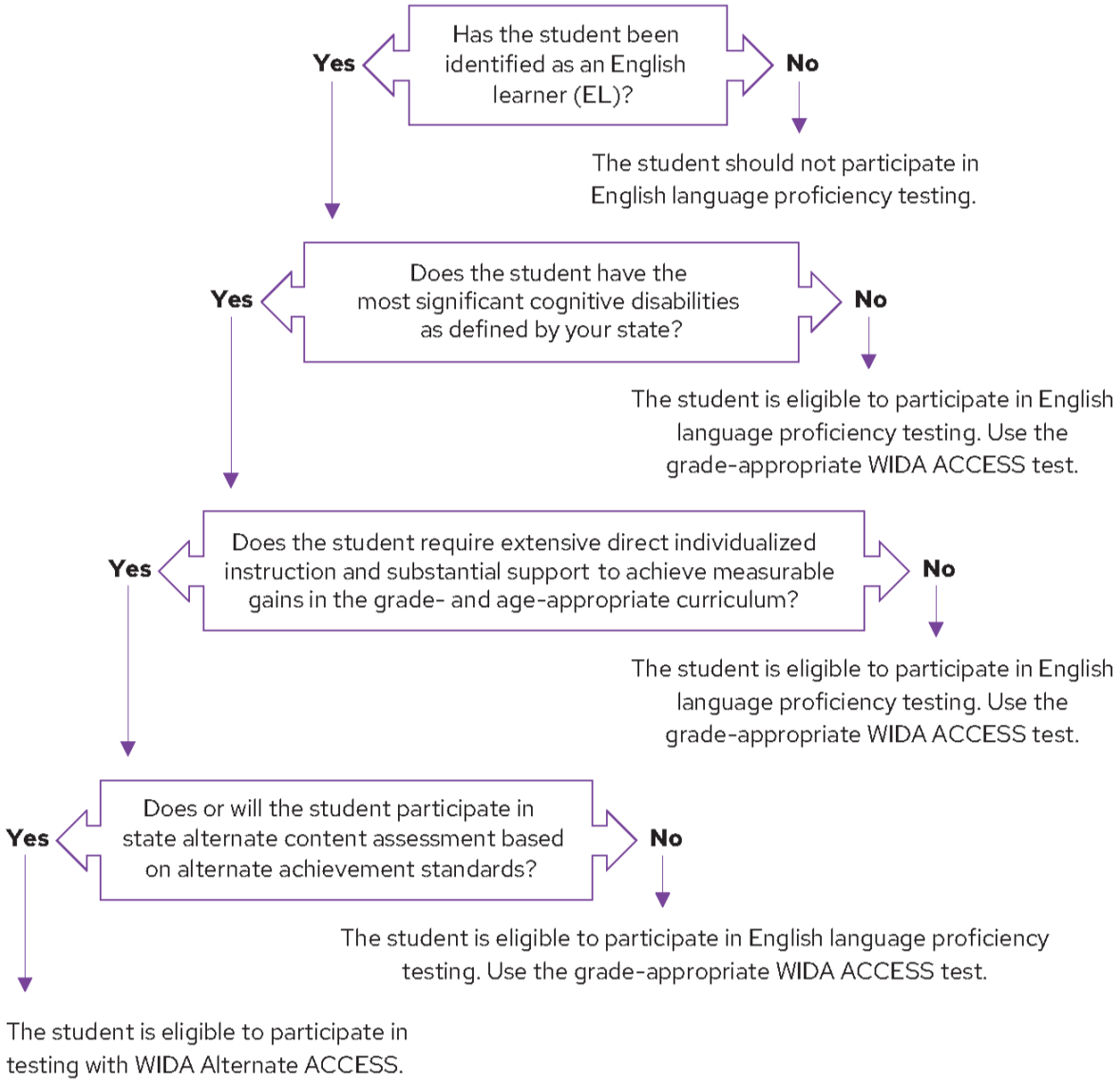
Check with your state education agency on specific criteria for identifying students with the most significant cognitive disabilities. An English learner who is identified with the most significant cognitive disabilities and who is unable to take WIDA Screener or WIDA ACCESS, even with accommodations, may be eligible for participation in WIDA Alternate Screener or WIDA Alternate ACCESS. These assessments are designed for (potential) ELs who participate in a state's alternate content assessments. Student support teams should consider carefully which assessments would best allow a student to demonstrate their English language skills.

WIDA Alternate Screener Participation Decision Tree



Assessment participation decisions must be made by an IEP team, not an individual. Check with your state education agency on specific criteria for identifying ELs with the most significant cognitive disabilities.

WIDA Alternate ACCESS Participation Decision Tree



Assessment participation decisions must be made by an IEP team, not an individual. Check with your state education agency on specific criteria for identifying ELs with the most significant cognitive disabilities.

Deaf or Hard of Hearing Students

Consider carefully how an EL identified as deaf or hard of hearing can participate in testing. The options available in this scenario depend on local testing policies and the student's unique needs. Remember, ASL is a complete and organized visual language that is separate from English. Students who are deaf or

hard of hearing, including those who primarily use ASL for communication, may participate in Reading and Writing tests with few or no accommodations. The In-Person Human Reader accommodation might be appropriate during the Listening test for students who use speech reading as part of their communication system.

Students who are deaf or hard of hearing are not required to take an assessment's pencil-and-paper delivered mode, but WIDA recommends it for several reasons. There are more opportunities for speech reading on the pencil-and-paper delivered assessment, especially on the Listening test. WIDA ACCESS Paper also eliminates the need to submit an incomplete domain or override tier placement.

Keep in mind that mixed-mode testing is not allowed. Students cannot take the online format of one domain and the paper format of a different domain. While some students, including those in grades 1-3, handwrite Writing responses as part of a standard administration of WIDA ACCESS Online or WIDA Screener Online, that is not considered mixed-mode testing. Determine in advance which test delivery mode will be most practical to administer and best allow the student to demonstrate English language skills.

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

Blind or Visually Impaired Students

ELs with low vision can often participate fully in online testing, using a large display and the magnification tool built into the test platform. If the IEP team determines the pencil-and-paper test is a better option for the student, assistive technologies such as a CCTV or document camera can enlarge the test content beyond the standard sized booklet. A large print format is also available.

Keep in mind that mixed-mode testing is not allowed. Students cannot take the online format of one domain and the paper format of a different domain. While some students, including those in grades 1-3, handwrite Writing responses as part of a standard administration of WIDA ACCESS Online or WIDA Screener Online, that is not considered mixed-mode testing. Determine in advance which test delivery mode will be most practical to administer and best allow the student to demonstrate English language skills.

Students who use braille can participate in the Listening, Reading, Writing, and Speaking test in braille format. An embossed Speaking booklet is now available and included in the braille kit. The new embossed Speaking form is appropriate for students who are proficient in braille. Check state policy to determine if the Speaking domain should be administered to students who are blind or visually impaired. Refer to the braille accommodation description for detail.

Guidance for WIDA Screener

For additional information on administering WIDA Screener to students identified as deaf or hard of hearing, or blind or visually impaired, please refer to the WIDA Screener: Blind/Visually Impaired and Deaf/Hard of Hearing Administration Guidance in Appendix D or on the WIDA website.

Use of Augmentative Communication Devices

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

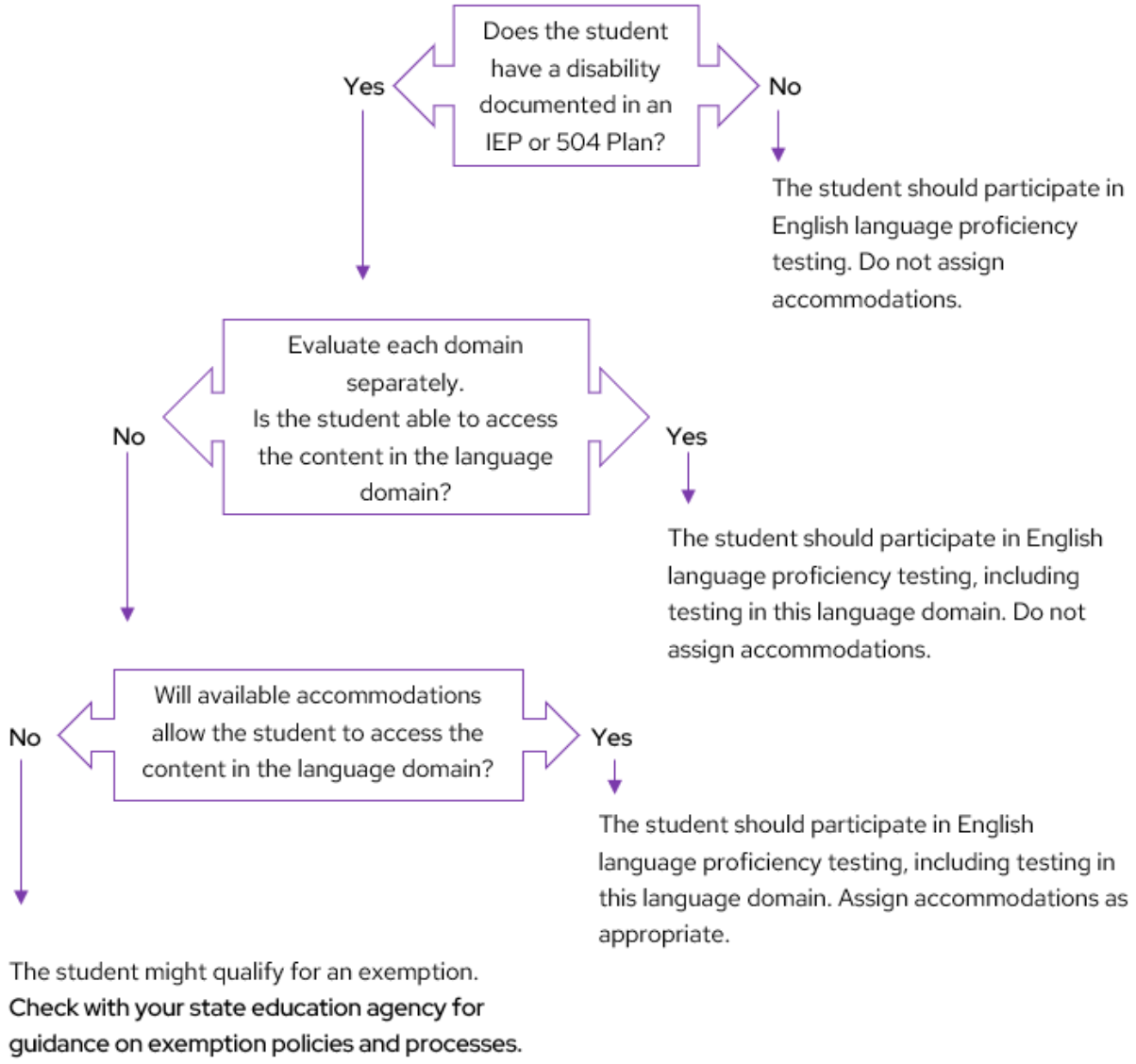
It is rare for individual sounds to be programmed into AAC devices, so test administrators must be prepared to accept non-standard responses from students using these tools. For example, if a test item asks a student to produce the isolated phoneme /g/, the student would simply indicate the correct letter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

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

Domain-Specific Testing Exemptions

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

Domain Exemption Decision Tree



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

Appendix A: Keyboard Navigation

Keyboard navigation of the DRC INSIGHT test platform works with a Windows, Mac, or Linux operating system and is available for touchscreens and devices such as iPads and Chromebooks. Keyboard navigation does not allow a user to manipulate interactive test items or built-in tools, but a scribe or test administrator may help a student access them.

Keystroke	Function
Enter/return	Selects Sign In button when username and password are entered.
Tab	Transfers the focus, indicated by a dark blue outline, from one button to another. Tab order: Help, Options, Exit, Back/Next, Highlighter, Notepad, Magnifier, Line Guide, Pause
Shift + Tab	Transfers the focus, indicated by a dark blue outline, from one button to another in the opposite direction of Tab.
Enter/return/ space bar	Activates or deactivates the tool or function that is in focus.
Ctrl + Tab	Switches between multiple active windows on the screen. For example, if both the options and help windows are open, use Ctrl + Tab to switch between them.
Esc	Closes the magnifier tool, help window, and options menu.
Alt + X	Selects the Exit button when the test is paused.
Arrows	Transfers the focus from one option to another within a list of choices, such as multiple-choice options, tabs within the help window, or color tools in the options menu.
Alt + P	Selects the Pause button.
Alt + B	Selects the Back button.
Alt + N	Selects the Next button.
Alt + O	Selects the Options button.
Ctrl + A	Selects all the text in a Writing response window.
Ctrl + X	Cuts the selected text in a Writing response window.
Ctrl + C	Copies the selected text in a Writing response window.
Ctrl + V	Pastes the previously copied or cut text at the cursor location in a Writing response window.
Ctrl + U	Underlines the selected text in a Writing response window.

Appendix B: Transcription

Student responses must be transcribed into a standard test booklet in a variety of situations, such as when a student provides responses in a comparable format (e.g., word processor or braille), or a test booklet is soiled.

Transcribers must:

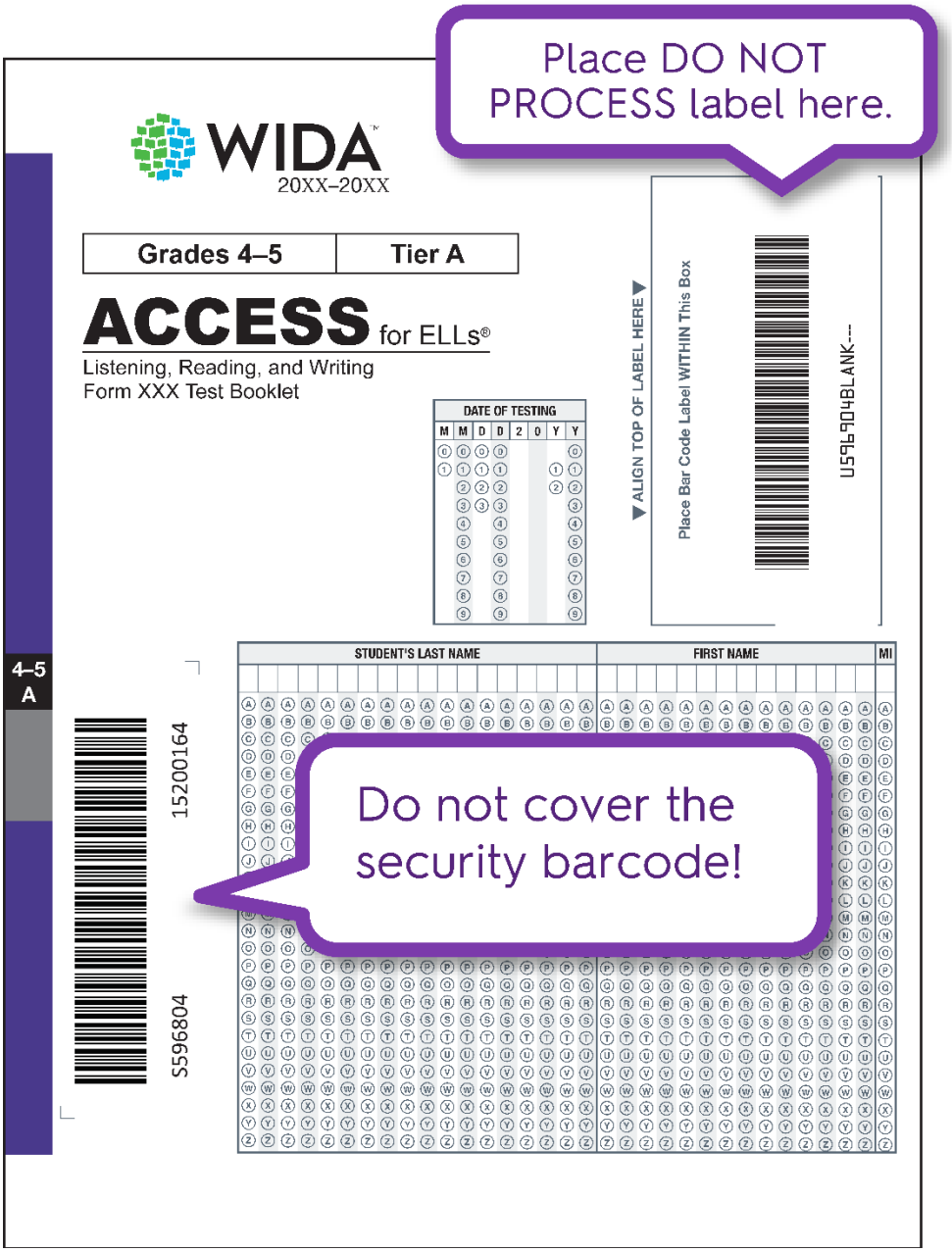
- ✓ Be trained by a representative of the state or local education agency
- ✓ Sign the WIDA Secure Portal Non-Disclosure and User Agreement
- ✓ Be proficient in written English
- ✓ Be able to decode the student's handwriting

In addition, transcribers for braille tests must be proficient in the braille code used by the student. Ideally, all transcribers are familiar with the student's handwriting and have experience transcribing for the student outside of the testing context.

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

Figure 1

Preparing a student response booklet that should not be scored



Appendix C: Scribing

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

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

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

Scribes must:

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

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

A student using a scribe must be given the same opportunities to interact with the test. At the student's request, scribes manipulate universal tools such as the notepad, line guide, or color contrast setting. Scribes provide the same opportunity the student's peers have to process test items and plan responses, which may include writing outlines, plans, or drafts. When using an AAC device, scribes should have experience with the device and the student. Students are not required to indicate additional conventions of writing such as spelling and punctuation.

- Word forms and sentences should be transcribed exactly as dictated; if the student says "want," do not transcribe as "wants" or "wanted."
- Scribes may allow students to review their responses and make edits, as needed. Scribes make changes exactly as dictated by the student, even if a change is incorrect. Scribes must not cue the student to errors when reading the dictated response aloud.
- Scribes may ask students to slow down or repeat a response. Scribes should not record vocalizations such as "um" or "ahh" that accompany a spoken response.

- Scribes may ask, “Are you finished?” or “Is there anything you want to add or delete?” Scribes must not coach students, influence responses, or suggest that students review responses.
- Scribes may answer procedural questions, such as, “Do I have to fill the entire space?” Scribes must not confirm answers, prompt students to fix mistakes, or answer content questions, such as “What does that word mean?”
- Questions about scribing should be directed to the SEA.

Appendix D: Administering WIDA Screeners to Students Who Are Blind/Visually Impaired and/or Deaf or Hard of Hearing

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

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

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

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

General WIDA Screener Administration Guidance for BVI and/or DHH

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

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

Considerations for Students Who Are Blind or Visually Impaired

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

Considerations for Students Who Are Deaf or Hard of Hearing

- For WIDA Screener Paper (grades 1–12), TAs should not use the USB drive with recorded audio, but instead always read the recording script as some students may lip read.
- TAs should sit in a location that allows the student to easily see their facial expressions and lips.
- TAs should utilize amplification devices, if necessary, and speak clearly for the student. Students who use an electronic device for the purpose of controlling volume on their hearing aid or implant may have access to the device during testing.
- TAs can sign test directions and instructions in accordance with a student's IEP/504 Plan (e.g., American Sign Language/ASL).
- TAs may use gestures to support students' understanding of what to do (e.g., initiate movement of cards or turn-taking).

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

Learn More

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

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

Districts may find the *English Learner Tool Kit for State and Local Education Agencies*, published by U.S. Department of Education, helpful.

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

Appendix E: Checklists

On the following pages you can find accommodations checklists for WIDA assessments.

Accommodations: WIDA ACCESS for Kindergarten

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

3. **Large print (LP).** *Order materials in advance.*

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking *(not applicable)*
   Reading ☐ Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking *(not applicable)*
   Reading ☐ Writing ☐

Accommodations: WIDA ACCESS Paper

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

1. **Braille (BR).** *Grades 1-12; order materials in advance.*

   Listening ☐ Speaking *(not applicable)*
   Reading ☐ Writing ☐

2. **Extended Speaking test response time (ES)**

   Listening *(not applicable)* Speaking ☐
   Reading *(not applicable)* Writing *(not applicable)*

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

4. **In-person human reader (IR).** *Read item text, graphics labels, and answer choices exactly as they appear.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

5. **Repeat in-person human reader (RP).** *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

7. **Large print (LP).** *Order materials in advance.*

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

(continued)

Student: _____

8. **Manual control of item audio (MC)**

Listening	☐	Speaking	☐
Reading	*(not applicable)*	Writing	☐

9. **Repeat item audio (RA)**

Listening	☐	Speaking	☐
Reading	*(not applicable)*	Writing	☐

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

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

Listening	*(not applicable)*	Speaking	*(not applicable)*
Reading	*(not applicable)*	Writing	☐

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

Listening	☐	Speaking	☐
Reading	☐	Writing	☐

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

Accommodations: WIDA ACCESS Online

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

1. **Extended Speaking test response time (ES).** *Pre-select in WIDA AMS.*

   Listening *(not applicable)* Speaking ☐
   Reading *(not applicable)* Writing *(not applicable)*

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

3. **In-person human reader (IR).** *Read item text, graphics labels, and answer choices exactly as they appear.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

4. **Repeat in-person human reader (RP).** *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

6. **Manual control of item audio (MC).** *Pre-select in WIDA AMS.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

7. **Repeat item audio (RA).** *Pre-select in WIDA AMS.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

(continued)

Student:_____

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

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

Listening	*(not applicable)*	Speaking	*(not applicable)*
Reading	*(not applicable)*	Writing	☐

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

Listening	☐	Speaking	☐
Reading	☐	Writing	☐

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

Accommodations: WIDA Alternate ACCESS

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking *(not applicable)*
   Reading ☐ Writing ☐

Accommodations: WIDA Screener for Kindergarten

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking *(not applicable)*
   Reading ☐ Writing ☐

Accommodations: WIDA Screener Paper

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

1. **Extended Speaking test response time (ES)**

   Listening *(not applicable)* Speaking ☐
   Reading *(not applicable)* Writing *(not applicable)*

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

3. **In-person human reader (IR).** *Read item text, graphics labels, and answer choices exactly as they appear.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

4. **Repeat in-person human reader (RP).** *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

6. **Manual control of item audio (MC).** *Included in test design.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

7. **Repeat item audio (RA).** *Included in test design.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

(continued)

Student:_____

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

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

Listening	*(not applicable)*	Speaking	*(not applicable)*
Reading	*(not applicable)*	Writing	☐

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

Listening	☐	Speaking	☐
Reading	☐	Writing	☐

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

Accommodations: WIDA Screener Online

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

1. **Extended Speaking test response time (ES).** *Pre-select in WIDA AMS.*

   Listening *(not applicable)* Speaking ☐
   Reading *(not applicable)* Writing *(not applicable)*

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

3. **In-person human reader (IR).** *Read item text, graphics labels, and answer choices exactly as they appear.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

4. **Repeat in-person human reader (RP).** *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

6. **Manual control of item audio (MC).** *Pre-select in WIDA AMS.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

7. **Repeat item audio (RA).** *Pre-select in WIDA AMS.*

   Listening ☐ Speaking ☐
   Reading *(not applicable)* Writing ☐

(continued)

Student: _____

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

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

Listening	*(not applicable)*	Speaking	*(not applicable)*
Reading	*(not applicable)*	Writing	☐

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

Listening	☐	Speaking	☐
Reading	☐	Writing	☐

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

Listening	☐	Speaking	*(not applicable)*
Reading	☐	Writing	☐

Accommodations: WIDA Alternate Screener

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Completed by: _____ **Date:** _____

Student: _____ **ID number:** _____

District/School: _____ **Grade:** _____

Team Members: _____

Accommodations:

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening *(not applicable)* Speaking *(not applicable)*
   Reading *(not applicable)* Writing ☐

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

   Listening ☐ Speaking ☐
   Reading ☐ Writing ☐

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

   Listening ☐ Speaking *(not applicable)*
   Reading ☐ Writing ☐

New 2025-2026

WIDA ACCESS Paper Audio:

- Beginning in the fall of 2025-26, WIDA and DRC will offer audio streaming within WIDA AMS as an alternative to the Listening and Speaking CDs for the WIDA ACCESS Paper administration.
- The functionality will be controlled by the permission titled **Media Player - Registration View** and will be assigned based on state policies. It will not be a default permission for 2025-26.
- If the permission is assigned, the audio streaming functionality will be available when your state test setup window opens and will be removed when your state's test window ends.
- For 2025-26, CDs will automatically come with the initial material order shipment.

To access WIDA ACCESS Paper Audio in WIDA AMS:

1. Select **WIDA ACCESS Paper Audio** from the My Applications menu.
2. Select the test grade-level cluster and tier.
3. Select the test domain, Listening or Speaking.
4. Select the play button on the audio player or select the track name to begin playing the streaming audio.