



WIDATM

UNIVERSITY OF WISCONSIN-MADISON



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

District & School Test Coordinator Manual

2025–2026



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How to Use This Manual

As a coordinator of the WIDA ACCESS testing process, you need to read the entirety of this manual. It is your in-depth reference document for test coordination processes and procedures. Read it once, carefully, and then refer to it as needed throughout your testing window. This manual is updated annually. When WIDA ACCESS testing time comes again next year, you'll be able to use it to see what's changed and to refresh your memory on any steps that you complete only once a year.

Critical Contact Information

When issues arise, refer to this manual and visit your member/state page on the [WIDA website](#) to resolve them. 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. 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 materials logistics - Test irregularities or potential security breaches - State-specific accommodations procedures - Test invalidations	State education agency representative Name: Email: Phone: Website:
- WIDA Secure Portal and ACCESS training - Test administration procedures - Accommodations and accessibility procedures - Understanding score reports	WIDA Client Services help@wida.wisc.edu 866-276-7735
- WIDA AMS and DRC INSIGHT - Data validation and accessing score reports - Materials ordering, management, and return - Test booklet labels - Damaged test booklets	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615 TTY: 763-268-2889

New Test Coordinators

Welcome to the WIDA ACCESS suite of assessments! WIDA is committed to supporting students, families, educators, and administrators with high-quality, research-based tools and resources. We hope you'll have a chance to visit the [WIDA website](#) and take advantage of the wealth of professional learning, classroom, and assessment resources available to you as a WIDA Consortium member.

For an introduction to WIDA's test development process, check out
[Building a WIDA Assessment](#).

Returning Test Coordinators

Welcome to another year with WIDA ACCESS! As always:

- Review the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#) for a complete list of your responsibilities. Some things may have changed, and you might not need to re-complete all of the training that was initially required.
- Skim the table of contents of this manual and refresh your memory on any test coordination procedures you're not fully confident about performing.
- Your WIDA Assessment Management System ([WIDA AMS](#)) account is separate from your [WIDA Secure Portal](#) account! You'll receive a notification email when you receive permissions for this year's administration in WIDA AMS. No action is needed in response to the email.
- Review your test security procedures. A key responsibility of all testing staff is to ensure students are actively monitored during testing and doing their own work. To help ensure this is the case, WIDA recommends that students not be allowed to take any internet-connected devices, such as cell phones, smartwatches, or Bluetooth headsets, into the testing room. (Medical exemptions may apply, see below and [Section 3: Security During Testing](#) for more details). Plagiarized responses can result in a student's score being invalidated.
- Keep this manual for reference throughout the testing window.

New for the 2025–2026 School Year

- ACCESS for ELLs is now WIDA ACCESS! It has been redesigned to align with the WIDA ELD Standards Framework, 2020 Edition.
 - The testing experience will be **unchanged** for test administrators and students.
 - Score reports; training courses; and resources for educators, students, and families are updated to reflect this name change.
 - Grade-level clusters for WIDA ACCESS Paper and Online now match: Grade 1, Grades 2–3, Grades 4–5, Grades 6–8, and Grades 9–12.
 - There are updates to supporting information for rubrics and scoring. **TAs must take, and be certified in, the appropriate updated training course.**
 - See the [Test Administrator Manual](#) for more information.
 - WIDA Language Charts are new resources that connect WIDA ACCESS to the [WIDA English Language Development Standards Framework](#) and make the proficiency level descriptors clearer, more actionable and directly connected to classroom instruction.
- Kindergarten ACCESS for ELLs is **completely redesigned**. It is now WIDA ACCESS for Kindergarten.
 - See [Section 4](#) in this manual for full details.
 - All training is updated.
 - In addition to the new test, WIDA has introduced an accommodation for administering the kindergarten assessment to students with low vision. See Section 4 and the [Accessibility and Accommodations Manual](#) for more information.
- Streaming audio is now available for WIDA ACCESS Paper. Users with the appropriate permissions will be able to play the Listening and Speaking audio tracks through WIDA AMS,

rather than playing the audio on a CD. See [Section 5](#) in this manual and [WIDA AMS Online Help](#) for more information.

- **Note:** CDs will still be included in ACCESS Paper test materials and available to order during your state’s additional materials ordering window. The streamed audio **does not** replace the WIDA ACCESS Paper Listening and Speaking Test CDs for braille.
- WIDA has developed videos of American Sign Language (ASL) interpretations of the test instructions for all domains in the WIDA ACCESS Online Grades 4–12 Test Administrator Script, and for the Listening, Reading, and Speaking domains in the ACCESS Online Test Administrator Scripts for Grades 1–3. Enhanced Test Administrator Scripts contain best practices and orientation information so that you can follow along with the videos. See [Section 6, Script Translations](#) for more information.
- The braille accommodation for the ACCESS Paper test now includes the Speaking domain. TAs must complete the appropriate Speaking scoring training course.
- See the following resources for information about annual updates to WIDA AMS and the DRC INSIGHT browser:
 - [WIDA AMS](#)
 - [WIDA AMS User Guide](#)
 - [WIDA AMS Online Help](#)
 - [DRC INSIGHT Technology User Guide](#)
 - Visit the [Webinars](#) page in the Secure Portal to view the recorded webinar, *WIDA AMS and DRC Technical Enhancements for 2025–2026*, to learn more about the updates.

Part 1: Testing Overview

Section 1: About WIDA ACCESS

WIDA ACCESS is a suite of secure, large-scale English language proficiency assessments for kindergarten through grade 12 students who have been identified as English learners (ELs). The assessments are grounded in the WIDA English Language Development (ELD) Standards and given annually in WIDA Consortium member states to monitor student progress in acquiring English language proficiency in academic contexts. For more information visit [WIDA assessments](#).

English language proficiency is a measure of the language students use in their interactions with peers and teachers in both instructional and social settings. Language and cognition develop over multiple years, and the path of each individual varies depending on many factors, including age, educational experiences, and personality. With this in mind and to target distinct spaces along the development continuum, WIDA ACCESS assessments are divided into grade-level clusters.

WIDA ACCESS Paper and Online are divided as follows (**WIDA ACCESS for Kindergarten** is a separate test):

- Grade 1
- Grades 2–3,
- Grades 4–5,
- Grades 6–8, and
- Grades 9–12

WIDA Alternate ACCESS is divided as follows:

- Grades K–2,
- Grades 3–5,
- Grades 6–8, and
- Grades 9–12

Each test, across all grade-level clusters, assesses the four language domains of Listening, Reading, Writing, and Speaking. In the Listening and Reading domain tests, students are presented with items to which they respond by making a selection from limited options. In the Writing and Speaking domain tests, students are presented with open-ended tasks and construct unique responses. To give students the best opportunity to show what they can do with English language proficiency in academic contexts, the tests are organized into thematically linked groups of items. This structure minimizes the cognitive leaps students must make as they move from item to item through the test.

Each WIDA ACCESS assessment has some form of built-in adaptivity, giving students the chance to respond to test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all. In WIDA ACCESS Paper (*ACCESS Paper*), this adjustment to a student's abilities is accomplished with a tiered test structure. WIDA ACCESS Online (*ACCESS Online*) pairs the tiered structure with an adaptive test engine that responds to a student's performance. WIDA ACCESS for Kindergarten (*Kindergarten ACCESS*) and WIDA Alternate ACCESS (*Alternate ACCESS*) give students multiple opportunities to respond to test items and provide multiple points at which test administrators can stop testing as students reach the extent of their current language abilities.

Key Details and Test Timing

Key information for test coordination is summarized below. For more details, see the [Test Administrator Manual](#). **Although WIDA ACCESS assessments are untimed**, these are approximations of testing time and recommendations for developing a testing schedule.

WIDA ACCESS for Kindergarten

Administration format	Approximate administration time	Recommended scheduled testing time	Scoring process
Individually administered	40 minutes	55 minutes	Scored by the test administrator

WIDA ACCESS Paper

Administration format	Approximate administration time	Recommended scheduled testing time	Scoring process
Listening, Reading, Writing: Group	Listening: 20–40 minutes Reading: 50 minutes Writing: Grade 1, Tier A: 35 minutes Grades 2–12, Tier A: 40 minutes	Listening: 60 minutes Reading: 70 minutes Writing: Grade 1, Tier A: 50 minutes Grades 2–12, Tier A: 55 minutes	Listening, Reading, Writing: Centrally scored Speaking: Scored by the test administrator
Speaking: Individually administered	Grades 1–12, Tier B/C: 40 minutes Speaking: 15–30 minutes	Grades 1–12, Tier B/C: 55 minutes Speaking: 45 minutes	

WIDA ACCESS Online

Administration format	Approximate administration time	Recommended scheduled testing time	Scoring process
Group	Listening: 35–50 minutes Reading: 45 minutes Speaking: 35 minutes Writing: 50–75 minutes	Listening: 65 minutes Reading: 60 minutes Speaking: 50 minutes Writing: 70–90 minutes	Centrally scored by DRC

WIDA Alternate ACCESS

Administration format	Approximate administration time	Recommended scheduled testing time	Scoring process
Individually administered	Listening: 30 minutes Reading: 30 minutes Speaking: 30 minutes Writing: 30 minutes	Listening: 40 minutes Reading: 40 minutes Speaking: 40 minutes Writing: 40 minutes	Scored by the test administrator

Section 2: Roles and Responsibilities

Successful test administration depends on many things:

- Coordination at the state, district and school levels.
- Educators who are well prepared to serve as test administrators and, often, test scorers.
- Strong technology support.

WIDA envisions these tasks distributed among three roles: the test coordinator, the test administrator, and the technology coordinator. Depending on the size and setup of your school and district, you might handle the responsibilities of more than one of these roles.

This manual focuses on the responsibilities of the test coordinator. As a test coordinator, you'll manage the overall logistics of WIDA ACCESS test administration at a district- or school-wide level. You'll set a positive tone for test administrators, ensure they have the right training and materials, monitor scheduling and testing progress, and ensure all test materials are stored securely and returned on time. Before, during, and after test administration, you'll be available to answer questions from all staff involved in WIDA ACCESS testing.

In addition, your responsibilities include acting as the primary contact with Data Recognition Corporation (DRC), WIDA's technology and test processing partner. You'll create and manage user accounts for everyone in your school or district who needs access to WIDA AMS, the online platform used for materials management and test coordination.

This manual and WIDA's online training go through the process of coordinating assignments and communication among test administrators, technology coordinators, and classroom teachers.

- Test administrators are responsible for presenting the test to students and monitoring testing. They might contact you with questions about managing test materials and student data.
- Technology coordinators are responsible for the successful installation, deployment, and configuration of the software used for online testing. They might contact you with questions about locating resources and communicating with test administrators.
- Classroom teachers need to understand when students will be pulled from class for testing. It's also helpful for classroom teachers to understand why language proficiency testing is critical to students' academic success and how all educators can use WIDA ACCESS scores to inform classroom language support.

Your role is to facilitate positive working relationships among test administrators, technology coordinators, and classroom teachers so that technical issues can be resolved quickly throughout the testing window and the whole testing process gives educators the information they need to positively impact students' academic experiences.

A key responsibility of all staff involved in testing is to ensure students are **actively** monitored during testing and do their own work. Work with your test administrators to ensure students don't use internet-connected devices, such as cell phones, smartwatches, or Bluetooth headsets, while testing. Follow your state's or district's test security policies and, whenever possible, have students leave personal devices, including headsets and wireless earbuds, outside the testing

room. **The use of unapproved devices during testing or the submission of plagiarized responses can result in student scores being invalidated.**

Resources for Test Coordinators

In addition to this manual, there are a variety of resources that you can explore before WIDA ACCESS testing begins.

The WIDA ACCESS Checklist

The first place to look for information on WIDA ACCESS testing is your member/state page on the [WIDA website](#). On that page you'll find one or more WIDA ACCESS Checklists, which contain a complete list of your responsibilities as well as test administration and materials handling guidance specific to your state. The checklist is your go-to reference on all the tasks you'll complete before, during, and after testing. The checklist can also give you insight into the steps assigned to the test administrators whose efforts you'll coordinate. Review the checklist in detail before completing any training or working with your test administrators.

The WIDA Secure Portal

The [WIDA Secure Portal](#) is the home of the WIDA ACCESS training courses you need to complete to learn about each assessment that will be administered within your district or school. It's also where you can check the certification status of your test administrators, and check that their

Secure Portal accounts are up to date. In the WIDA Secure Portal, you have access to secure resources like recorded webinars and test materials for some WIDA assessments.

All WIDA Secure Portal users are subject to the terms and conditions outlined in the nondisclosure and user agreement that you are prompted to agree to when you first log in.

To access the WIDA Secure Portal:

1. Go to <https://portal.wida.us>
2. Enter your username and password.
3. Click Login.

The screenshot shows the WIDA Delaware state page. At the top is the WIDA logo and 'UNIVERSITY OF WISCONSIN-MADISON'. Below is the title 'Delaware' with navigation links 'About < WIDA Consortium < Delaware'. A note states 'Founding member of the WIDA Consortium since 2003.' The 'Assessments' section mentions 'Delaware uses WIDA Screener for Kindergarten and WIDA Screener Online (for C identify English language learners (ELLs)). WIDA ACCESS is given to all ELLs during testing window, which typically takes place from early February to late March.' The 'Testing Dates' section lists various dates and events. A green callout box with a speech bubble points to the 'Testing Dates' section and contains the text: 'WIDA works directly with state education agencies every year to develop each state-specific ACCESS Checklist.' At the bottom, there are two buttons: 'WIDA ACCESS Online Checklist' and 'WIDA ACCESS Paper Checklist'.

States determine whether test coordinators create WIDA Secure Portal accounts for test administrators. Refer to the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#) for details on your role in managing test administrator accounts.

WIDA ACCESS Training

It is recommended that you go through training well before your testing window begins. **Plan on spending anywhere from 1.5–3 hours to complete a training course and explore related resources.** You can start and return to the courses as needed, so consider setting aside smaller blocks of time for training.

Visit your member/state page on the [WIDA website](#) to determine what your training requirements are and whether there is a state-recommended timeline for completing training.

Keep in mind that you might need to complete multiple training courses.

If you know students in your district or school will take both the paper and online formats of WIDA ACCESS, you might need to complete both training courses even though there are similarities in how to coordinate testing logistics for the two formats of the test. The WIDA ACCESS Checklist includes a list of the training elements that are essential to your role as a test coordinator.

Each training course includes at least one quiz, which test administrators must pass in order to complete the course. There are no restrictions on when you can take the quiz, but WIDA recommends taking the quizzes immediately after reviewing the content in the training course. After you complete the course, you will be able to view your certificate of course completion.

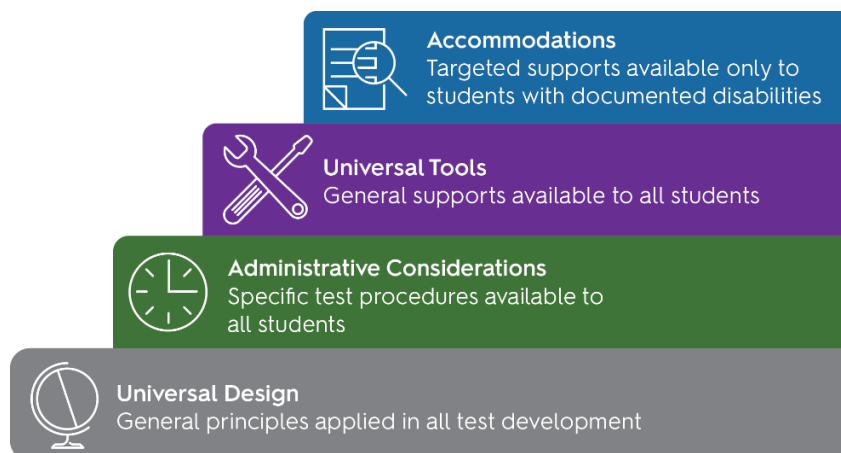
The Test Administrator Manual

After you complete WIDA ACCESS training, skim the [Test Administrator Manual](#) to see what information your test administrators need to know.

The Accessibility and Accommodations Manual

WIDA is committed to providing an assessment that is accessible to every eligible English learner, including those with disabilities.

The WIDA ACCESS suite of assessments is developed according to universal design principles that increase access through test features like embedded scaffolding and task modeling. A test administrator can offer any student a variety of administrative supports,



such as short breaks during testing or verbal reinforcement of on-task behavior. As allowed under your state's testing policies, they can also ensure students have access to some of the learning tools they typically use in the classroom, such as highlighters or scratch paper. (A digital version of most of these tools is embedded in the online test platform.)

Keep in mind, however, that some supports students use on content assessments are not appropriate to a test of English language proficiency. For example, students cannot use a bilingual dictionary while taking WIDA ACCESS, even if they would typically use one during a language arts or science assessment.

Check your member/state page on the [WIDA website](#) for any state-specific guidance on providing accessibility support, and refer to the [Accessibility and Accommodations Manual](#) for more details on the supports available to students taking WIDA ACCESS.

Beyond the supports available to all students, individuals with disabilities documented in Individualized Education Programs (IEPs) or Section 504 Plans can be offered a variety of accommodations. The Accessibility and Accommodations Manual describes the questions you need to consider as you work with support teams to determine which accommodations effectively allow students to demonstrate their English language abilities while maintaining the validity of the test. Consult the Accessibility and Accommodations Manual, your member/state page on the [WIDA website](#), the IEP or 504 team, and the test administrator who will work with the student as you plan testing accommodations.

Site Technology Readiness Checklist

The [Site Technology Readiness Checklist](#) is a guide for technology coordinators and sites implementing WIDA online assessments. The checklist is designed to identify various factors that a site should address to provide a positive student online testing experience.

WIDA Assessment Management System

The WIDA Assessment Management System ([WIDA AMS](#)) is the online platform for materials and technology management and test coordination. You'll use WIDA AMS, in some cases along with your test administrators, to order test materials, edit student demographic and accommodations information, and access score reports. You'll also use WIDA AMS as you work through the procedures for data validation and score reporting. For more information on these processes, refer to your member/state page on the [WIDA website](#). Detailed instructions for all the tasks you can complete in WIDA AMS are in the [WIDA AMS User Guide](#).

If you need a WIDA AMS account, check your member/state page on the [WIDA website](#) to see who to contact to create a new account. If you have an account but you need assistance accessing it, [contact DRC Customer Service](#) and then follow the instructions in the email that you receive.

Your WIDA AMS account is separate from your WIDA Secure Portal user account! You need different login information to access these separate sites.

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. For security purposes, neither WIDA Client Services nor DRC Customer Service can create WIDA AMS accounts within your district. This task is a test coordinator

responsibility. It is also your responsibility to deactivate user accounts when staff leave your school or district.

States and districts determine whether test administrators need WIDA AMS accounts. Refer to the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#) for information on the tasks you'll complete in WIDA AMS and whether you'll manage access for your test administrators.

If you do create WIDA AMS accounts for others, you'll assign each user a role that gives that user a standard set of permissions in the system. In addition to assigning a role, you can assign additional permissions individually to allow users to complete specific tasks and to fit your district's policies and responsibility structure. In general, the following roles use WIDA AMS to perform the following tasks. The [WIDA AMS User Guide](#) details the available permissions and how to assign them to roles.

Test Coordinator	Test Administrator	Technology Coordinator
• Order and inventory materials • Create registrations and print test tickets • Add new students, and manage student data • Mark Do Not Score Codes • Monitor testing progress • View and download reports • Track and return materials	• View registrations and print test tickets • Review student data • Review test demos and sample items	• Manage the installation and deployment of test software • Confirm test software and testing devices are working correctly prior to testing • Ensure test administrators know how to access the test platform and how to perform basic troubleshooting steps • Troubleshoot technical issues

If students in your school or district will take ACCESS Online, one of the key tasks you'll perform in WIDA AMS is creating and managing registrations. When student data is uploaded into WIDA AMS, students are automatically placed into generic registrations based on grade-level cluster and domain. If your permissions and state policies allow, you can then edit these registrations and rename, add, or delete them as necessary to create a test schedule that works for your school or district. See [WIDA AMS Online Help](#) for instructions on tasks related to test schedule management.

Test Monitoring Application

Users with the appropriate permissions can conduct online monitoring of a student's in-school online testing experience using the Test Monitoring Application (TMA). The TMA provides real-time details, including active status within the test and the student's progress through the assigned test. **This functionality does not replace active monitoring in the testing location.** For more information, see [WIDA AMS](#) and [WIDA AMS Online Help](#).

Resources for Test Administrators

Test administrators are the staff in the room as students take WIDA ACCESS. They set a positive tone for the test experience, ensure the testing environment is quiet and free from distraction, actively monitor testing to ensure students do their own work, and assist test takers as needed. When students

take Kindergarten ACCESS, Alternate ACCESS, or the ACCESS Paper Speaking test, test administrators are the ones who evaluate and score student responses.

Educators must complete WIDA's online training to become certified test administrators. The primary resources for test administrators are the training courses and the Test Administrator Manual, both of which are available in the [WIDA Secure Portal](#).

Resources for Technology Coordinators

Technology coordinators are the staff responsible for ensuring your computer systems are working, secure, and ready for online testing. Their responsibilities include checking connectivity and bandwidth capacity, installing the test platform browsers on testing devices, and ensuring all testing devices are ready to go on testing day.

A wide variety of resources, from checklists and system requirements documents to user guides and device recommendations, are available to technology coordinators in both the [WIDA Secure Portal](#) and in [WIDA AMS](#). Browse the available resources so you're ready to help technology coordinators find the information they need when they have questions.

The WIDA Secure Portal might be the most convenient place for you to find technology resources. However, if your technology coordinators don't have WIDA Secure Portal accounts, they can find all the same documents in WIDA AMS.

Section 3: Test Security and Materials Management

Test Security

WIDA ACCESS is a secure test. Store all test materials in a secure, locked location where only the appropriate staff can access them, and keep all test materials under supervision throughout the testing window. Do not photocopy test materials, and do not share any specific information about the content of the test with anyone, even after testing. **Any breaches of test security can invalidate student scores.**

Always keep login information secure, and follow your state's test security policies and procedures. If you suspect test security has been compromised in any way, immediately contact your state education agency to determine next steps.

- Keep all student personal information and test materials secure. This includes Pre-ID labels and printed student test tickets.
- Track all booklets using the WIDA ACCESS Security Checklist.
- Ensure test materials are kept confidential. Do not allow paper test materials to be left unattended before or after testing. Do not allow online test content to remain on screen unattended before or after testing.
- Collect test materials from test administrators as soon as possible after testing and keep it in a secure, locked location.
- Do not destroy any secure test materials. The only exception is soiled materials that cannot be returned.
- Check your member/state page on the [WIDA website](#) and follow any state-specific security procedures that apply to WIDA ACCESS testing.

Security During Testing

A key responsibility of all staff involved in testing is to ensure students are actively monitored during testing and doing their own work. **Ensure students do not use internet-connected devices, such as cell phones, smart watches, or Bluetooth headsets while testing.** Follow your state's or district's test security policies and, whenever possible, have students leave personal devices, including headsets and wireless earbuds, outside the testing room.

Allowed Medical Devices

Any student who uses an electronic device for medical purposes (for example, glucose monitoring or hearing assistance) may have access to the device during testing. This could include a smartwatch or a phone with a medical-alert app. Such devices should only support the student for medical reasons, and the test administrator must closely monitor their use during testing. Test administrators might consider administering the test individually or in a small group to make it easier to monitor usage of medical devices and to maintain test security.

Check your state's policies and requirements, and help test administrators coordinate with their sites' administration or health office as needed.

The use of unapproved devices during testing or the submission of plagiarized responses can result in student scores being invalidated.

Ordering Test Materials

A key test coordinator responsibility is ordering materials. Materials are ordered separately for each school. See the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#) to learn whether any test materials ordering is handled at the state level. In many states, materials ordering is handled at the district level and is the responsibility of the district test coordinator.

Materials ordering must be completed within state-specified ordering windows. If ordering is completed at the district level, these dates are on your member/state page on the [WIDA website](#). See the [WIDA AMS User Guide](#) for instructions on ordering materials, both during the initial test materials ordering window and the additional materials ordering window.

It's important to know whether you're placing an initial or an additional materials order, as the ordering process is different for the different ordering windows. Ordering windows cannot be extended. If you don't order an item during the initial ordering window, you must wait for the additional materials ordering window. Check your member/state page on the [WIDA website](#) for your additional materials ordering window.

To ensure that there are sufficient quantities for testing, schools and districts typically receive a few additional paper materials beyond the quantities they order. This overage can be used in cases such as when a test booklet is damaged or a student transfers into the school after materials are ordered. **To reduce waste and streamline the ordering process, do not order extra materials.** Often, test materials can be shared between sites. So, for example, if any school is short a test booklet, there is very likely to be another available within the district. **Materials must be returned from the location they were initially shipped to.** Contact DRC for guidance if a school used another school's booklet.

WIDA ACCESS for Kindergarten

With the redesign of Kindergarten ACCESS, there are changes to student test materials. All scoring for Kindergarten ACCESS takes place in the Score Sheet, and students record their responses to the Writing test in a Response Booklet.

Accommodation for Students with Low Vision

In addition to the new test, WIDA has introduced an accommodation for administering Kindergarten ACCESS to students with low vision. For administrations with this accommodation, you'll order a separate kit of materials. The kit includes the Test Administrator Script for Students with Low Vision Accommodation, which provides test administrators with additional scripting and picture descriptions to support students with low vision taking Kindergarten ACCESS. It also includes supplemental cards with modified graphics for use during administration.

- The low-vision accommodation may be used in combination with large print or standard-size Kindergarten ACCESS materials, with or without additional magnification. See the [Accessibility and Accommodations Manual](#) for more details.

- **Large print materials** can be ordered **either** during the Initial Materials Ordering window or the Additional Materials Ordering window.
- In contrast, the **kindergarten low-vision materials kit** can be ordered **only** during the Additional Materials Ordering window, by calling or emailing DRC.
- The kindergarten low-vision materials kit will be sent to your state’s default additional material order shipping location.

WIDA ACCESS Paper

The tier structure of ACCESS Paper helps ensure students see test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all. **Educators determine which tier is most appropriate for each student before test materials are ordered.** WIDA recommends basing the choice of test tier on the English language proficiency level score the student earned on previous WIDA ACCESS or WIDA Screener assessments. Tier A addresses the ends of Proficiency Levels (PLs) 1–3, while Tier B/C addresses the ends of PLs 2–5.

In addition to the guidance above, consider how the following circumstances might apply to any individual student:

- **Noteworthy Progress:** Some students demonstrate significant growth between initial testing and the time when materials are ordered for the next round of testing. If the Tier B/C test is most appropriate to the student’s current English language proficiency level, use that test even if the student’s previous scores suggest Tier A.
- **Literacy Development:** Students who have emerging English literacy skills can find the Tier B/C Writing test challenging, and younger students, particularly those in grade 1, can find the Reading test challenging. If Tier A is most appropriate to the student’s current literacy skill level, use that test even if the student’s previous scores suggest Tier B/C.

As always, refer to your member/state page on the [WIDA website](#) for any specific guidance from your state or district on tier placement. If you have questions about tier placement for your students, contact your state education agency. For more information on understanding and using student scores, refer to [the interpretive guides for score reports](#).

In the rare event that a student requires a human reader as an accommodation, the test administrator reads from the **Human Reader Accommodation Script**. The Human Reader Accommodation Script substitutes for the Listening and Speaking audio, and it is used instead of the Test Administrator Script for all domain tests. To order a Human Reader Accommodation Script, [contact DRC Customer Service](#) during the additional materials ordering window.

WIDA ACCESS Online

The online format of the test is semi-adaptive, meaning the test platform tracks student progress in the Listening and Reading tests and presents test items based on students’ previous performance. When students finish the Listening and Reading tests, the test platform evaluates their performance to assign them to the appropriate tier of the Speaking and Writing tests. Students are placed into one of three tiers for Speaking (Pre-A, A, or B/C) and one of two tiers for Writing (A or B/C). Students then complete all tasks in the non-adaptive Speaking and Writing domain tests.

All students in grades 1–3 take the ACCESS Online Writing test in an entirely pencil-and-paper format. When you order materials, you provide the number of students in each grade-level cluster (grade 1 and grades 2–3) who will take the test, and you receive both Tier A and Tier B/C Writing Test Booklets according to a standard ratio. **Be sure students use the correct booklets! The Writing Test Booklets are specific to ACCESS Online.**

Students in grades 4–5 view the Writing test online, and state policy determines whether students in these grades handwrite responses in a response booklet or type responses into the online test platform. Visit your member/state page on the [WIDA website](#) to check which mode is the default for your students. If the default mode for your school or district is handwriting, you provide a number of students and you receive an appropriate number of Writing Response Booklets, including some extra. If the default mode for your school or district is typing, you can order Writing Response Booklets during the additional materials ordering window for any students who need to handwrite rather than type responses to the Writing test.

In grades 6–12, students always type responses by default, but they may be allowed to handwrite responses when necessary. Check your state’s testing policies to see when handwriting responses is allowable for students in grades 6–12. In instances where handwriting is allowed, you may order the Writing Response Booklets you need during Additional Materials Ordering.

Do not order or use ACCESS Paper materials for students who take ACCESS Online but handwrite their responses for the Writing domain.

Be sure you are providing the Writing Test Booklet (Grades 1 and 2–3), or the Writing Response Booklet (Grades 4–5, 6–8, and 9–12), to students handwriting their responses.

Additional Materials Ordering in WIDA AMS

When test administrators request materials beyond what they received in their initial shipment, go through the following steps:

1. Check whether the materials are available in the WIDA Secure Portal. **Downloadable materials that do not need to be part of an additional materials order include:**
 - The grades 4–12 Online Test Administrator Script
 - The Test Administrator Manual
 - The District and School Test Coordinator Manual
 - WIDA’s non-disclosure and user agreement
2. Check the **school’s inventory**. Use any overage included in the school’s initial shipment before placing an additional materials order.
3. Check the **district’s inventory**. Use any overage included in the district’s initial shipment before placing an additional materials order.
4. Check the inventory of other schools within the district. If possible, use any overage included in any school’s initial shipment before placing an additional materials order. Track the security barcodes of any booklets that are transferred between schools. **Do not transfer Pre-ID or**

District/School labels between schools. Contact your state education agency if you need additional District/School labels. Pre-ID labels are only printed once, prior to testing, and cannot be ordered as an additional material.

5. Track and compile all requests that cannot be met with overage.

Visit your member/state page on the [WIDA website](#) to check for any additional guidance on placing additional materials orders. WIDA recommends that you place your order when you are well into the testing window and all schools have made their requests. **You must place your order before the final week of testing. Submit only one additional materials order.** Log in to [WIDA AMS](#) to place an additional materials order. See the [WIDA AMS User Guide](#) for instructions.

Before placing an additional materials order, ensure all school and district overage has been used. In many cases, test materials (with the exception of booklet labels) can be shared among schools within a district. Track the location of all secure test materials at all times using the security barcodes. Compile all requests for extra materials into **one** additional materials order.

Receiving Test Materials

Test materials are delivered before the start of your testing window, either to a single district site or to individual schools. All materials are shipped securely and must be signed for upon delivery. Visit your member/state page on the [WIDA website](#) to check delivery dates and determine the shipping process for your site:

- **Ship-to-school:** Test materials are shipped directly to individual schools. A calculated amount of overage materials are included in each school's shipment. Additional overage is shipped to a district site for distribution as necessary throughout the testing window.
- **Ship-to-district:** Each school's test materials are packaged separately and shipped to a single district site. A calculated amount of overage materials are included in each school's boxes. Additional overage is shipped in district-specific boxes. Use the School Box Range Sheet (described below) to separate the boxes by school and confirm that you received the correct number of boxes.

Save your boxes and the enclosed shipping labels! Use the boxes to return materials when you finish testing. If a box is damaged or if your used materials don't fit into the original boxes, use boxes of similar size and strength.

Inventorying Test Materials

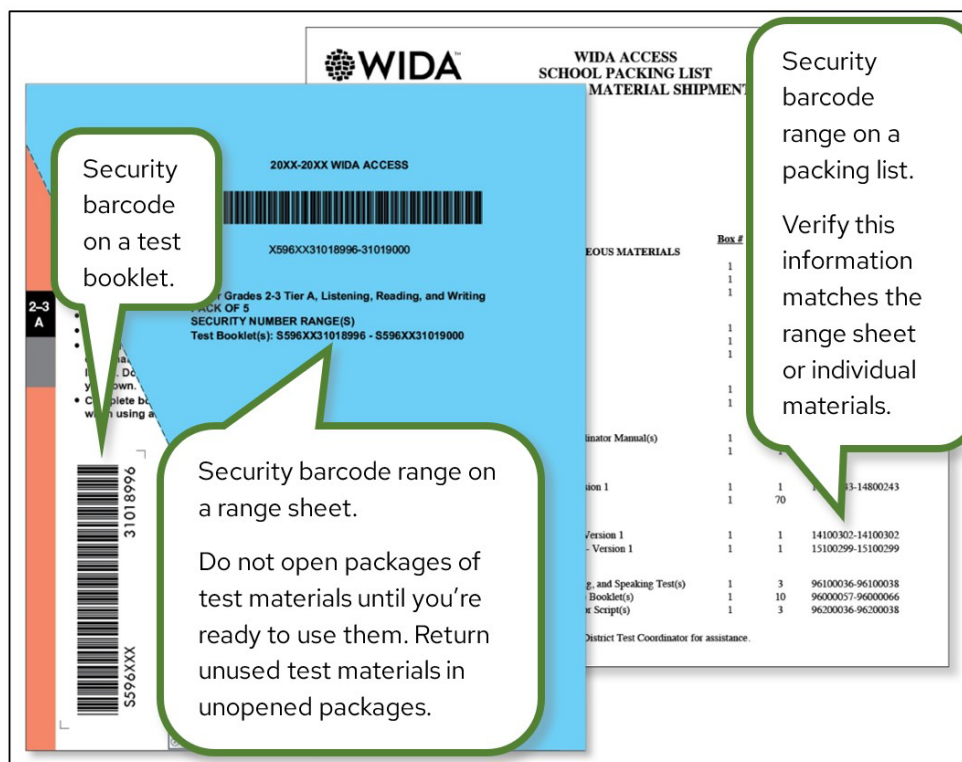
District policy determines whether materials inventory occurs at the district or the school level. Regardless, keep a close count of extra materials at both the school and district levels so that requests for extra materials can be met with overage before you place an additional materials order.

If the district receives materials but schools inventory them, distribute materials promptly to allow time for the inventory process.
Always keep security in mind when distributing materials.

Use the Packing List and Security Checklist (described below) to inventory test materials upon delivery. Verify that the security barcode ranges on the Packing List match those on individual pieces of test material or on packages of test material. Report any discrepancies to [DRC Customer Service](#).

Track the location of all secure test materials at all times using the security barcodes. When any piece of secure test material is not returned at the end of testing, it is reported missing from the school it was initially assigned to, so it is critical that you keep accurate records when materials are transferred between schools.

Maintain test security prior to and during testing. Account for all materials that are distributed to test administrators, and inventory all test materials when they are returned to you.



Documents for Materials Management

Use the following documents to inventory test materials when you receive them and when you package them for return. Photocopy these forms as needed and keep them for your records when you return the rest of your test materials. You may also track and inventory materials through the Secure Material Tracking Report in [WIDA AMS](#).

- **Packing List:** A summary of the shipped materials, including a range of security barcodes for each type of material. Ship-to-school sites receive a School Packing List. Ship-to-district sites receive both a District Packing List and a set of school-specific School Packing Lists.
- **Security Checklist:** A list of every security barcode associated with a piece of test material assigned to the district or school. Ship-to-school sites receive a School Security Checklist. Ship-

to-district sites receive both a District Security Checklist and a set of copies of the school-specific School Security Checklists. Use these checklists to track the individual test administrator or student associated with each piece of test material.

- **School Box Range Sheet:** A list of the boxes assigned to each school. Provided only to ship-to-district sites. Use to inventory the boxes received at a district site and to ensure each school site receives the correct boxes.
- **Materials Return Instructions:** Directions for packing materials and shipping them. This packet includes the return shipping labels you'll use to return materials as well as information about arranging return shipping.

See the test-specific topics in [Part 2](#) of this manual for a list of the secure materials for each test.

WIDA ACCESS for Kindergarten and WIDA Alternate ACCESS test materials arrive in the same shipment as WIDA ACCESS test materials. They are not shipped in separate boxes. Boxes that contain Alternate ACCESS materials have a blue label and these boxes may also contain WIDA ACCESS or Kindergarten ACCESS materials.

Distributing Test Materials to Test Administrators

Meet with test administrators to go over all aspects of WIDA ACCESS testing, including logistics, policies, and materials. Remind test administrators of the importance of the following things:

- Verifying that the Pre-ID labels are affixed to the correct test booklets.
- Completing student information on test booklets when using District/School labels.
- Signing out and signing in each test booklet on the Security Checklist.
- Contacting you for extra materials as needed.
- Actively monitoring students during testing to ensure they are working independently and not using cell phones, smartwatches, Bluetooth headsets, or other devices.

If your test administrators will give ACCESS Online, you can provide rosters and test tickets to them in advance, along with the rest of the secure test materials. Alternatively, if they have the required WIDA AMS access, you can instruct them to print and cut out tickets immediately prior to testing. In either case, remind test administrators that rosters and tickets are secure test materials and must be handled and stored accordingly. For instructions on printing these materials, see [WIDA AMS Online Help](#).

Remind ACCESS Online test administrators that when they provide test tickets to students, they must verify that each test ticket is given to the correct student and that all information on the ticket matches the test plan for the student. For example, confirm a Writing test ticket includes "Writing HW" when appropriate to indicate that the student will handwrite responses in a test booklet instead of typing responses in the online test platform. Confirm that the Accommodations line shows accommodation codes as appropriate. N/A indicates that the student has not been assigned any accommodations.

WS ACCESS - 2025-2026 Online Test Ticket
Listening Gr 9-12

First Name: Patrick
Last Name: Killeen
Date of Birth: 03-06-2010

Registration Name: Generic Grade 09
State Student ID: 1234588888
Accommodation(s): MC, RA

This student will be eligible for manual control of item audio and to have item audio repeated.

Username: pkilleen1
Password: 671178

Marking Test Booklets

Even if most of your students take the online format of WIDA ACCESS, those who are in the lower grades, those who handwrite rather than type responses to the Writing test, and those who take Kindergarten ACCESS or Alternate ACCESS will all use paper test booklets.

It is important to make sure any demographic information that has been filled in by hand on the booklet matches the demographic information in the student record in WIDA AMS. **Incorrect or missing student information on a test booklet can result in late or missing student scores!** In addition, testing research conducted by WIDA and other organizations can only be as accurate as the student data reported on test booklets. Complete and accurate information is critical, not only to individual students, schools and districts, but to the whole field of language testing. Better data means better research, and better research means better resources for educators and students.

Test Booklet Labels

There are three types of test booklet label: Pre-ID, District/School, and Do Not Process. **Only booklets with Pre-ID or District/School labels are processed. Missing labels and incomplete or inaccurate student information can result in late or missing student scores.**

Place labels only in the box indicated on the front cover of a test booklet. Do not place a label anywhere else on the booklet. If you need to cover an incorrect Pre-ID label or apply a Do Not Process label to a used test booklet, place the new label directly over the originally applied label. Do not attempt to remove or cut out an incorrect label. **Never write on a booklet label, print your own label, or copy a label.**

[illegible]

Do not return unused labels with your test materials. Securely destroy unused labels following the guidance in the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#). If you have unused Pre-ID labels, verify that the students in question completed all required testing.

Pre-ID labels have individual student information in addition to school and district information.

With these labels, you don't need to complete student demographic information on the front and back covers of the test booklet. **However, you must still indicate the date of testing on the front cover.**

20XX-20XX WIDA ACCESS

Name: STUDENT, SAMPLE
District: <State>01 SAMPLE DISTRICT
School: 0010 SAMPLE SCHOOL
Grade: 11 Gender: M Birth Date: 10/09/1927
Student ID's- State: XXXXX0000X District: XXXXX0000X



P519999 10150069 4

140000 24/06/20xx

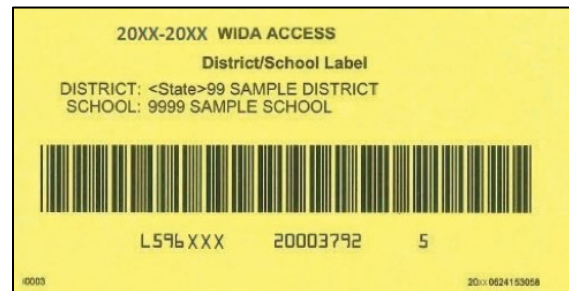
The Pre-ID label barcode will always be processed instead of student demographic information completed on a booklet. If a Pre-ID label is incorrect, update the student data in [WIDA AMS](#). You may continue using the label.

Do not write on the label to correct information.

Pre-ID labels are generated from the Pre-ID data file upload. Review the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#) to determine whether Pre-ID data submission is completed at the state or district-level. If Pre-ID data submission is completed at the district level and your responsibilities include completing or assisting with this task, see WIDA's online training in the [WIDA Secure Portal](#) and [WIDA AMS Online Help](#) for more information.

Pre-ID labels are included in initial test materials shipments to districts and schools. They cannot be ordered during the additional materials ordering window.

District/School labels have only school and district information. When there is no Pre-ID label for a student, use a District/School label and complete the demographic information on the front and back covers of the test booklet. District/School labels can be applied to student test booklets for ACCESS Paper, Alternate ACCESS, and Kindergarten ACCESS.



Never share District/School labels between schools. Districts receive plenty of extra, so requests for additional labels must be approved by the state education agency.

Do Not Process labels prevent the entire test booklet from being processed. Use these labels for damaged booklets or unique situations in which student responses should not be scored.



Blank test booklets do not need Do Not Process labels. Return unused booklets without any label.

The Do Not Process label and the Do Not Score Code field on the booklet cover are different. A Do Not Process label means the booklet will not be scored at all. A Do Not Score Code means the student will receive a score report without scores for the specific indicated domains.

Completing Student Demographic Information

When completing student demographic information on test booklet covers, follow any guidance provided on your member/state page on the [WIDA website](#). If you do not have the information to complete any of the student demographic fields, contact your state education agency for guidance.

Writing information, such as a student's name, without filling in the corresponding circle for each letter or number can prevent the student from receiving a score. Circles that are not completely filled in, such as those marked with check marks, slashes, or dots, can prevent the student from receiving a score.

Demographic information completed in pen, marker, or anything other than a number 2 pencil can also prevent the student from receiving a score. Complete both the front and back covers of the booklet to record all student information.

1. Verify that a Pre-ID or District/School label is present and shows the correct District and School Code numbers. If you don't know these codes, contact your state education agency.
2. Complete the Date of Testing field on all test booklets, regardless of whether a Pre-ID or District/School label is used. If the student tests over multiple days, record the date on which the student **completes** testing. If the student has transferred out of your school or district since testing, record the last day of the school's testing window.

If the booklet has a District/School label:

3. Print the student's name, writing one letter in each box. Completely fill in the corresponding circle below each letter.
 - For a hyphenated name, leave a blank space. Do not fill in a circle in that column.
 - For students who test online, enter the student name exactly as it appears in [WIDA AMS](#). A mismatch between the booklet and WIDA AMS may result in incorrect or incomplete scores.
 - Update the information in [WIDA AMS](#) if necessary. Do not correct it by entering something different on the test booklet.
4. Print the district and school names in the indicated areas, writing one letter in each box. If the name is too long, fill in as many characters as you can, or use the district or school code.
5. Print the code for the student's native language, if required by your state, writing one letter or number in each box. If the code does not fill all the boxes, start at the left and leave any remaining boxes blank. Contact your state education agency for your state's native language codes.
6. Print the two-letter abbreviation of your state.

EXAMPLE: Correctly indicating a test date of February 16, 2026.

DATE OF TESTING									
M	M	D	D	2	0	Y	Y		
☒	☐	☐	☐				☐		
☐	☐	☒	☐				☐		
		☐	☐				☒		
		☐	☐				☐		
			☐				☐		
		☐	☐				☐		
			☐				☒		
		☐	☐				☐		
			☐				☐		

7. Fill in the first circle in the Racial/Ethnic Group field if the student identifies as Hispanic or Latino. Then, regardless of whether you filled in that first circle, fill in additional circles to indicate any groups that apply.
8. In the same way you completed the Date of Testing field on the booklet's front cover, fill in circles to indicate the student's birth date.
9. In the same way you completed the Date of Testing field on the booklet's front cover, fill in circles to indicate the date the student first enrolled in a U.S. school.
10. **Carefully** fill in a circle to indicate the student's grade. A mismatch between the grade marked on the booklet and the grade documented in WIDA AMS may result in incorrect or incomplete score reports. Update the information in [WIDA AMS](#) if necessary. Do not correct it by entering something different on the test booklet.
11. Fill in one circle in each column to indicate the number of **complete years** the student has been enrolled in an English language support program.
12. Fill in the M or F circle to indicate whether the student is male or female. If a student does not identify as either, leave this field blank.
13. Fill in the circle if the student has a documented Individualized Education Program (IEP).
14. Fill in the circle if the student is part of the district's Title III, ESSA allocation.
15. Fill in the circle if the student has a National Certificate of Eligibility (COE) form on file and is legally defined as a migratory agricultural worker under ESSA.
16. Fill in the circle if the student has a 504 Plan to address particular educational needs.
17. Print the student's unique, state-assigned ID number, and fill in the corresponding circle in each column. If the ID does not fill all the boxes, start at the left and leave any remaining boxes blank. A mismatch between what is marked on the booklet and student information in WIDA AMS may result in incorrect or incomplete score reports.
18. Consult your member/state page on the [WIDA website](#) for guidance on completing the State Defined Optional Data field.
19. Print the unique, district-assigned number for the student and fill in the corresponding circle in each column. If the ID does not fill all the boxes, start at the left and leave any remaining boxes blank. A mismatch between what is marked on the booklet and student information in WIDA AMS may result in incorrect or incomplete score reports. If your district has no unique District Student ID number, leave this field blank.

EXAMPLE: Correctly indicating a student has been in an ELL program for the past 8 months (0 complete years).

LENGTH OF TIME IN LEP/ELL PROGRAM	
☒	☐
1	1
	2
	3
	4
	5
	6
	7
	8
	9

20. Consult your member/state page on the [WIDA website](#) for guidance on completing the District Defined Optional Data field.
21. Fill in the circle next to the one language program classification that best applies to the student. The following language instruction educational program (LIEP) classification table provides general definitions of these categories, but consult your member/state page on the [WIDA website](#) for additional guidance on completing this field.

LIEP Classification	Definition
EL Bilingual	Students gain proficiency in both their native language and English, with at least some instruction provided in the native language. Class composition: <i>ELs who share a native language</i>
Mixed Bilingual	Approximately equal focus on English and another language, including content instruction in the non-English language. Class composition: <i>ELs and non-ELs share a classroom</i>
EL-Specific Transition Instruction	The student's native language is used to support English proficiency acquisition, but native language proficiency is not a program goal. Class composition: <i>ELs only</i>
Mixed Classes with Native Language Support	The student's native language is used to support English proficiency acquisition, but most instruction is provided in English, either inside or outside of the regular classroom. Class composition: <i>ELs and non-ELs share a classroom</i>
EL-Specific with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Class composition: <i>ELs only</i>
Mixed Classes with English-only Support	English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Support is provided either inside or outside of the regular classroom. Class composition: <i>ELs and non-ELs share a classroom</i>
No Support Provided	ELs receive instruction in a mainstream classroom and have no contact with an ESL or bilingual-certified educator.
Parental Refusal of Services	The student's parent or guardian has declined language services.

22. Fill in the circles to indicate any accommodation provided to the student during testing. The codes and accommodations are listed below, but consult your member/state page on the [WIDA website](#) for additional guidance on completing this field. Refer to the [Accessibility and Accommodations Manual](#) and your state's policy for details on available accommodations for each test.

Code	Accommodation
BR	Braille
EM	Extended testing of a test domain over multiple days
ES	Extended Speaking test response time
IR	In-person human reader
RP	Repeat in-person human reader
LP	Large print
LV	Low-vision test administrator script (WIDA ACCESS for Kindergarten only)
MC	Manual control of item audio
NS	Test administered in a non-school setting
RA	Repeat item audio
RD	Recording device and transcription
SD	Interpreter signs test directions in ASL
SR	Scribe
WD	Word processor or similar keyboarding device

23. Use this field only in rare, special cases as described below. Filling in a circle in this field means the student will not receive a score for the indicated domain, even if the student completes the domain elsewhere (for example, in the online test platform instead of in the paper booklet).

This field is different from a Do Not Process label. A Do Not Process label means the booklet will not be scored at all. Marking a code in this field means the student will receive a score report without scores for a specific domain.

Always indicate the affected domains when using a Do Not Score Code.

L = Listening R = Reading W = Writing S = Speaking

Do not use a Do Not Score code in the following cases:

- **To change a student's mode of testing.** If a student begins testing online and should instead test on paper, contact your state education agency for guidance on how to proceed with testing.
- **If a student transfers out of your district within the same state.** Specifically, do not use the code for absence in this case. See [Student Transfers](#) for more information.

Code	Do Not Score Circumstance
ABS	The student was absent and did not take a particular domain test.
INV	A particular domain test was invalid according to state or district policy. For example, this code might be used due to inappropriate testing practices.
DEC	The student declined to take or complete a particular domain test. WIDA ACCESS is a required annual assessment, and students cannot opt out. Use this code only after several unsuccessful attempts to engage the student in the assessment.
SPD	The student's IEP or 504 team has determined that the student should not participate in a particular domain test due to the student's special education needs.

Additional Information for WIDA ACCESS for Kindergarten

In addition to the demographic information on the front and back covers of the Kindergarten ACCESS Score Sheet, be sure to provide the following:

- On page 3 of the Kindergarten ACCESS Score Sheet, fill in the 8-digit Response Booklet Number (found on the front cover of the student's Response Booklet).

Response Booklet Number

Write the 8 digits from the **Response Booklet** front cover. This will be used to connect the Response Booklet and Score Sheet for each student.

5 9 6 4 6 1

WIDA
UNIVERSITY OF WISCONSIN-MADISON
Grade Kindergarten
WIDA ACCESS™
Writing
Response Booklet
20XX-20XX

Do not duplicate or sell.

Fill in the student's name below.

The student will provide their written responses on the pages of this booklet during the Writing section of the test.

Write the eight-digit **Response Booklet Number** that appears below on page 3 of the student's Score Sheet.

Response Booklet Number

- On the front cover of the Response Booklet, fill in the student's name in the fields provided.

These are important steps, as they will ensure that DRC can locate both a student's Score Sheet and Response Booklet, if needed. See [WIDA ACCESS for Kindergarten Test Materials](#) for additional details about kindergarten test materials.

Additional Student Information for WIDA Alternate ACCESS

In the Alternate ACCESS Student Response Booklet, complete the Individual Characteristics Questionnaire (ICQ). ICQ information will be reported on the individual student score report to help educators make reclassification decisions about students who take Alternate ACCESS. It is important that you complete this information accurately and completely. You are encouraged to download a copy

of the [Individual Characteristics Questionnaire](#) and talk to your colleagues as needed to gather some of this information prior to administering the test.

- Fill in the Yes oval or the No oval to indicate whether the student does or is expected to participate in alternate state content assessments.
- Fill in **one** oval to indicate the student's primary disability. Fill in one additional oval to indicate the student's secondary disability, if applicable.
- Complete the test administration questions to the best of your ability. The information you provide here appears on the [WIDA Alternate ACCESS Individual Student Report](#). See the [WIDA Alternate ACCESS Interpretive Guide for Score Reports](#) for details on scores.

Estimate hours of instruction per week. **Note** that if a student spends at least one but fewer than three hours in a particular instruction setting, fill in the oval for 1–2-hours.

How many hours per week does the student spend...	0	Less than 1	1–2	3–4	More than 4	All	Not Sure
In classrooms where instruction is in English?	☐	☐	☒	☐	☐	☐	☐
In classrooms where instruction is	☐	☐	☐	☐	☐	☐	☐

Returning Test Materials

Preparing Materials for Return

To ensure correct processing and on-time test scores, inventory and review all test materials before you return them. Use the packing lists and School Security Checklist to complete your inventory.

1. Verify that all responses to braille or large print format tests have been transcribed into standard test booklets. Braille and large print tests (as well as bold-lined paper, if used for the Kindergarten ACCESS low-vision accommodation) can be folded as needed and returned with standard test materials. No special shipping is required.
2. Confirm that every booklet that contains student responses has a Pre-ID or District/School label in the upper right corner of the front cover. **Any test booklet that does not have a label with a barcode in the correct place will not be processed, and the student will not receive a score.**
 - Confirm that every booklet with a District/School label has student demographic information filled in completely and correctly on both the front and back covers. In particular, check the student's name, date of testing, birth date, grade, and state student ID number, and **confirm that all circles are filled in completely**. Refer to state guidance to determine if any unknown fields are required.
 - Ensure that Do Not Score Codes were not marked in error.
 - If student demographic information has been completed with something other than a number 2 pencil, transcribe the student responses into an unused test booklet. See the [Accessibility and Accommodations Manual](#) for transcription guidelines. Place a District/School label on the transcribed booklet and complete the student demographic

information in number 2 pencil. Place a Do Not Process label on the incorrectly marked booklet containing the student's original responses.

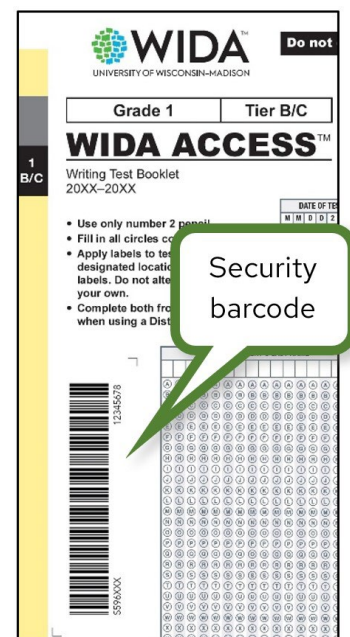
3. Confirm that unused test booklets and any test booklet that should not be scored **do not** have Pre-ID or District/School labels.
 - Return unused test booklets. Do not apply labels to these booklets.
 - Apply a Do Not Process label to any used test booklet that should not be scored.
4. Remove any paper clips or sticky notes from test booklets.

Securely destroy all scratch paper. Only the test booklet is scored. If you discover stray marks that might interfere with student demographic information or test response processing, such as scribbling on a booklet cover or inappropriately filled in circles in the Do Not Score Codes box, contact your state education agency for guidance on whether you can erase these marks yourself or need to contact DRC Customer Service for additional mitigation steps.

Common Errors and Unique Situations

For guidance on issues not covered below, consult your state education agency and the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#). For further assistance with rare circumstances like one student providing responses in another student's test booklet or using another student's login information, contact [DRC Customer Service](#).

- **Damaged Booklets:** Transcribe student responses from any torn or water-damaged booklet into a new test booklet. See the [Accessibility and Accommodations Manual](#) for transcription guidelines. Return the damaged booklet as well as the new, transcribed booklet. Place a Do Not Process label on the damaged booklet. Place a District/School label on the new booklet and complete the student demographic information.
- **Soiled Booklets:** Transcribe student responses from any test booklets soiled with bodily fluids, such as blood or vomit. See the [Accessibility and Accommodations Manual](#) for transcription guidelines. Do not return any soiled test materials to DRC. Instead, document the security barcode of the soiled booklet in the Materials Accountability Form in [WIDA AMS](#). Securely destroy all soiled test materials.
- **Booklets without labels:** Booklets without labels will not be processed. Place a District/School label on any unlabeled test booklet that contains student responses, and complete the student demographic information. Blank test booklets do not need Do Not Process labels. Return unused booklets without any label.



- **Booklets with modified or misplaced labels:** Do not cross out, correct, or create your own booklet labels. Place a District/School label over any modified or unofficial label and complete the student demographic information. If a booklet that should be scored has a Do Not Process label on the front cover label area, place a Pre-ID or District/School label over the incorrect label and complete the demographic information. If a booklet that should not be scored has a Pre-ID or District/School label on the front cover label area, place a Do Not Process label over the incorrect label.
- **Booklets without demographic information:** If the booklet has a Pre-ID label fill in the date of testing, but you do not need to complete student demographic information on the booklet covers. The Pre-ID label barcode will always be processed instead of information completed on the booklet. If a Pre-ID label is incorrect, update the student demographic data in [WIDA AMS](#). **If the booklet has a District/School label, the demographic pages on the front and back cover must be completed using a number 2 pencil.** Incomplete or inaccurate student information, as well as unfilled circles, can result in late or missing student scores.
- **Multiple booklets for a single student or responses from multiple students in a single booklet:** If a student uses multiple test booklets—for example, by providing responses to the Reading domain test in one booklet and providing responses to the Listening domain test in another booklet—transcribe responses as necessary to create a single booklet for the student. See the [Accessibility and Accommodations Manual](#) for transcription guidelines. If the booklet that contains all of one student’s responses does not have a correct Pre-ID label, use a District/School label and complete the student demographic information. Place a Do Not Process label on any booklet containing only some of the student’s responses. Document the issue and its resolution for your records.
- **Modified test materials (Alternate ACCESS):** To accommodate the unique needs of students taking Alternate ACCESS, test booklets may be modified as needed. **Do not modify Student Response Booklets, and do not modify materials for other tests.** Keep all test materials together and ensure they are all returned.

If modifying Alternate ACCESS materials, WIDA recommends placing all materials in a large envelope with the student’s name on it. **Important:** cut out the bar code from the back cover of the Test Booklet and securely attach it to the outside of the envelope.

Shipping Materials

Don’t wait for the deadline to ship materials back! As soon as the majority of your students have completed testing, prepare, box, and return the materials. Keep only enough test materials to account for make-up testing and new enrollments, and return these materials in a second shipment.

All secure test materials must be returned by the deadline indicated on your member/state page on the [WIDA website](#). Only materials shipped on or before the final return date will be processed in time for reporting.

If materials are returned late, you will not receive reports or data files on your state’s reporting date. **Late materials will not have a data validation window.** Reports for late materials will not be issued until

the Late Returns Report date after testing. Consult your state education agency and the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#) to confirm if late return results are reported in your state.

Instructions on what to return, keep, and destroy, if different than below, are detailed in the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#).

Return	Keep	Discard/Destroy
All test booklets (collected in plastic bags)	Packing List	District and School Test Coordinator Manual (this document)
All ACCESS Paper Test Administrator Scripts	Security Checklist	Test Administrator Manual
ACCESS Online Test Administrator Scripts for grade 1 and grades 2–3 (English versions)		Grades 4–12 Online Test Administrator Script
Listening and Speaking Test CDs		School box range sheet
All large print, braille, Kindergarten ACCESS (including low-vision), and Alternate ACCESS test materials		Unused booklet labels*

*Unused Pre-ID labels are secure test materials and should be securely destroyed

To prepare your return shipment, you need the following materials from the highest numbered box of your initial shipment.

- Plastic Bags: Collect all test booklets in plastic bags. This protects the test materials from moisture and keeps them together in the event that the box breaks in transit.
- Plastic Ties: Use the provided plastic ties to seal the bags of test booklets.
- Return Materials Instruction Packet: Read the enclosed instructions for packing your return shipment, and apply the enclosed shipping labels.

Alternate ACCESS materials do not need to be returned separately in the blue-label boxes they are initially shipped in. Return these materials with all your other WIDA ACCESS test materials.

Return materials from the location they were initially shipped to. Contact DRC for guidance if a school used another school's booklet. Your return shipping labels show the address from which materials need to ship. Arrange for pickup at least one day prior to the day you plan to ship your materials, and keep the packed boxes in a secure location until they are collected. Record the tracking number of each box and keep these numbers for future reference.

If you do not have a regular UPS pickup, call UPS at (866) 857-1501 to arrange shipping.

Refer to the Returning Materials instructions included in your original shipment for details on coordinating material returns.

Accountability for Materials

Document any test materials that you don't return, such as soiled booklets or booklets that were transferred between schools, in the Materials Accountability Form in [WIDA AMS](#). Verify that your

materials have been received by DRC by viewing the Secure Materials Tracking Report in WIDA AMS. This provides a summary of materials received by DRC. See the [WIDA AMS User Guide](#) for instructions. Two weeks after your final materials return date, your state education agency receives a report of missing materials. If materials are not returned and not documented in the Materials Accountability Form, your state education agency might contact you to investigate why the materials are not accounted for.

Material included in an additional materials order is not included on the Materials Accountability Form, but it should still be documented there.
The form should be completed by the end of your testing window.

Student Transfers

Refer to your member/state page on the [WIDA website](#) for state or district guidance on student transfers. If you have questions about a specific situation, contact your state education agency.

In general:

- When students enter your school, district, or state **before** the testing window opens, you can include them in testing. Follow any guidance included in the WIDA ACCESS Checklist on your member/state page on the [WIDA website](#). When you do not have a Pre-ID label, apply a District/School label to the student's test booklet and complete all demographic information.
- When students transfer in **during** the testing window, update your testing schedule as needed to include the incoming students in testing.
- Either the sending or the receiving district can complete the Student Transfer Form in WIDA AMS, but wait for DRC to confirm the transfer before adding a new student profile in the receiving district.
- When students transfer in **after** the testing window closes, wait until the next school year to test them.
- Do not use the Do Not Score code if a student transfers out of your district within the same state. Specifically, do not use the code for absence in this case.

Each of the sections below provides more specific guidance on particular transfer scenarios. Due to student confidentiality and security laws, **DRC and WIDA do not have access to share or communicate student scores.**

A student transfers into your district from a school within your state

Student transfers **within a district** can be completed in [WIDA AMS](#) without having to submit the Student Transfer Form. Student transfer **between districts** requires submission of the transfer form.

The student has completed some testing:**ACCESS Online to ACCESS Paper**

- If the student completed only one domain online, have the student take the entire ACCESS Paper test, including the domain test the student already completed. [Contact DRC Customer Service](#) to ensure the student's record accurately reflects the change in test mode.
- If the student completed two or more domains online, complete the Student Transfer Form in [WIDA AMS](#).^{*} See the [WIDA AMS User Guide](#) for instructions. Once this task is completed and the student record is processed, identify the student's Speaking and Writing tier in WIDA AMS, provide appropriate test booklets with District/School labels for the remaining domain tests, and complete the student demographic information on the booklet covers exactly as it appears in WIDA AMS.

ACCESS Online to ACCESS Online

Complete the Student Transfer Form in [WIDA AMS](#).^{*} See the [WIDA AMS User Guide](#) for instructions. Have the student complete any remaining domain tests.

ACCESS Paper to ACCESS Paper

- If allowed by your district and state, transfer the student's test materials between schools using your state's secure material transfer protocol. Cover any applied Pre-ID labels with District/School labels and complete the student demographic information on the booklet covers with a number 2 pencil.
- If you can't transfer the student's test materials between schools, complete the Student Transfer Form in [WIDA AMS](#).^{*} See the [WIDA AMS User Guide](#) for instructions. Provide appropriate test booklets with District/School labels for the remaining domain tests, and complete the student demographic information on the booklet covers. Both schools return the student's test materials when testing is finished at each site. It is critical that the student's demographic information match exactly on the two sets of returned materials.

ACCESS Paper to ACCESS Online

- If allowed by your district and state, transfer the student's test materials between schools using the prescribed secure material transfer protocol. Have the student complete any remaining domain tests in the paper format. Cover any applied Pre-ID labels with District/School labels and complete the student demographic information on the booklet covers with a number 2 pencil.
- If you can't transfer the student's test materials between schools, have the student take the entire ACCESS Online test, including any domain tests the student already completed.

^{*}Only one district test coordinator needs to transfer a student in WIDA AMS. If the student is transferring in from outside the district, contact the sending district to determine which district will transfer the student.

The student has completed no testing or an unknown amount of testing: Follow standard testing procedures. Use a District/School label on any test booklets the student uses and complete the student demographic information on the booklet covers. If the student takes ACCESS Online, add the student in [WIDA AMS](#). See [WIDA AMS Online Help](#) for instructions.

The student has completed all testing: District test coordinators can access the student's scores in [WIDA AMS](#) during the state's reporting window, and the full student record can be transferred during the testing window or the data validation window if allowed under state testing policies. If the student is transferring in from outside the district, contact the sending district or state education agency to request the student's Individual Student Report. Visit your member/state page on the [WIDA website](#) and consult your state education agency for details on policies around sharing student scores. If scores cannot be shared between districts, contact your state education agency for guidance on whether to retest the student.

A student transfers into your district from a school outside your state

The student has completed some testing: Have the student take the entire test again following standard testing procedures. If your testing window has closed, you can seek the necessary explicit permission from districts and state education agencies to share student information across states.

The student has completed no testing or an unknown amount of testing: Follow standard testing procedures. Use a District/School label on any test booklets the student uses and complete the student demographic information on the booklet covers. If the student takes ACCESS Online, add the student in [WIDA AMS](#). See [WIDA AMS Online Help](#) for instructions.

The student has completed all testing: Have the student take the entire test again following standard testing procedures. If your testing window has closed, you can seek the necessary explicit permission from districts and state education agencies to share student information across states.

A student transfers out of your district to a school within your state

The student has completed some testing:

ACCESS Online to ACCESS Paper

- If the student completed only one domain online, the student should take the entire ACCESS Paper test at the new school. [Contact DRC Customer Service](#) to ensure the student's record accurately reflects the change in test mode.
 - If the student completed two or more domains online, complete the Student Transfer Form in [WIDA AMS](#).* See the [WIDA AMS User Guide](#) for instructions.
-

ACCESS Online to ACCESS Online

Complete the Student Transfer Form in [WIDA AMS](#).* See the [WIDA AMS User Guide](#) for instructions. Coordinate with the student's new school to ensure they complete any remaining domain tests.

ACCESS Paper to ACCESS Paper

- If allowed by your district and state, transfer the student's test materials between schools using the prescribed secure material transfer protocol.
 - If you can't transfer the student's test materials between schools, complete the Student Transfer Form in [WIDA AMS](#). See the [WIDA AMS User Guide](#) for instructions. Return the student's partially completed test materials when testing is finished. It is critical that the student's demographic information match exactly on the materials returned by former school and those returned by the new school.
-

ACCESS Paper to ACCESS Online

- If allowed by your district and state, transfer the student's test materials between schools using the prescribed secure material transfer protocol. The student will complete any remaining domain tests in the paper format at the new school.
- If you can't transfer the student's test materials between schools, the student must take the entire ACCESS Online test at the new school, including any domain tests the student already completed. Return any test booklet the student used with a Do Not Process label.

**Only one district test coordinator needs to transfer a student in WIDA AMS. If the student is transferring in from outside the district, contact the sending district to determine which district will transfer the student.*

The student has completed no testing or an unknown amount of testing: Coordinate with the student's new school to ensure the student is included in the new school's testing plans.

- If the student will remain within your district, transfer the student in [WIDA AMS](#). See the [WIDA AMS User Guide](#) for instructions.
- If the student is transferring to a school outside your district, **make sure that no Do Not Score codes are recorded** in [WIDA AMS](#) or on any test booklet already assigned to the student, and return any test booklet already assigned to the student with a Do Not Process label.

The student has completed all testing: District test coordinators can access the student's scores in [WIDA AMS](#) during the state's reporting window, and the full student record can be transferred during the testing window or the data validation window if allowed under state testing policies. If the student is transferring to a school outside the district, visit your member/state page on the [WIDA website](#) and consult your state education agency for details on policies around sharing student scores.

A student transfers out of your district to a school outside your state

The student has completed some testing: You must have explicit permission from districts and state education agencies to share student information across states. You can submit any partially completed testing following standard procedures.

The student has completed no testing or an unknown amount of testing: **Make sure that no Do Not Score codes are recorded** in [WIDA AMS](#), and return any test booklet already assigned to the student with a Do Not Process label.

The student has completed all testing: You must have explicit permission from districts and state education agencies to share student information across states. Visit your member/state page on the [WIDA website](#) and consult your state education agency for details on policies around sharing student scores.

Part 2: Assessment-Specific Guidelines

Section 4: WIDA ACCESS for Kindergarten

Test Design

WIDA ACCESS for Kindergarten is a pencil-and-paper test administered annually to Kindergarten English learners to measure their English language proficiency according to the WIDA English Language Development Standards Framework, 2020 Edition.

The assessment consists of three sections, covering different domain tests. Listening and Speaking are administered in the same section, followed by Writing and then Reading. Test items are presented to students using pictures in a Storybook, printed cards, and prompts in a Response Booklet. **For all domains**, test administrators score student responses in the Score Sheet. For the Writing test, the student will write all their responses in their Response Booklet.

Test Scheduling

Administering Kindergarten ACCESS takes 40–55 minutes, on average. The length of time it takes to administer will vary for each student. Students at higher proficiency levels will progress further in the test and likely take longer. Students at beginning proficiency levels might need significantly less time. Breaks during the test administration session are appropriate for kindergarten students, and these pauses can increase the time needed for testing.

In addition to actual testing time, plan for time to welcome the student, arrange test materials, and go over test directions.

If a test administrator must divide a test administration into two sessions, they can use one of the scripted breaks (such as just after the Listening/Speaking section or the Writing section) as the stopping and starting point. In the rare case that a student is sick or otherwise absent from school, continue the test as soon as possible after the student returns.

See [Part 4](#) of this manual for resources you can use to help plan your testing schedule.

Test Materials

All of the following are secure test materials and must be handled as such.

WIDA ACCESS for Kindergarten Secure Test Materials

Material	Usage
Test Administrator Script	Test administrators use this throughout the test and follow it exactly.
Score Sheet	Test administrators record scores for student responses in this booklet for all the domains: Listening/Speaking, Writing, and Reading. They also use it to transcribe student responses to some Writing tasks.
Storybook	Test administrators place this in front of students to read and refer to the pictures as they ask students questions for items in the Listening/Speaking and Reading domains.
Response Booklet	Students use this booklet to record their responses to the Writing portion of the test. Test administrators will transcribe some responses in the Score Sheet.
Cards	Test administrators place these in front of students as directed in the script. Students read words or phrases on the cards and then indicate the corresponding pictures in the Storybook.

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred schools after the initial testing schedule was completed.

Section 5: WIDA ACCESS Paper**Test Design**

WIDA ACCESS Paper is divided into grade-level cluster tests that are each then divided into two tiers. Each test administration is specific to a single grade-level cluster and tier. The Speaking test is always delivered individually.

For the convenience of going through the Test Administrator Script in order, WIDA recommends students take the Listening test first, followed by the Reading test, then the Writing test, and finally the Speaking test. However, the tests can be administered in any order.

WIDA ACCESS Paper Testing Groups

Listening, Reading, and Writing

Grade 1	Grades 2 3	Grades 4 5	Grades 6 8	Grades 9 12
Tier A	Tier A	Tier A	Tier A	Tier A
Tier B/C	Tier B/C	Tier B/C	Tier B/C	Tier B/C

Speaking

WIDA ACCESS Paper Speaking is always administered individually.

Test Scheduling

Each test administration is specific to a single grade-level cluster and tier, and the Speaking test is always delivered individually. The test administrator scores only the Speaking test. Returned materials for the Listening and Reading tests are processed with a scanning machine and Writing tests are scored by trained raters before a score report is generated.

WIDA ACCESS Paper Estimated Test Timing

The following are timing estimates. They are provided for scheduling and planning purposes, and they include time for tasks like seating students, distributing and collecting test materials, and going over test directions. See the Test Administrator Manual for details of in-seat testing time, and visit your member/state page on the [WIDA website](#) for additional local timing guidance.

Domain	Administration	Description	Estimated Time	Scoring
Listening	Group	The test administrator plays audio (CD or streamed)* and students mark responses in a paper test booklet.	Approximately 60 minutes	Centrally scored by scanning machine
Reading	Group	Students read passages and mark responses in a paper test booklet.	Approximately 70 minutes	Centrally scored by scanning machine
Writing	Group	Students handwrite responses in a paper test booklet.	Grade 1, Tier A: approximately 50 minutes Grades 2–12, Tier A: approximately 55 minutes Grades 1–12, Tier B/C: approximately 55 minutes	Centrally scored by trained raters
Speaking	Individual	The test administrator plays audio (CD or streamed)* and students respond verbally. The test administrator marks scores in a paper test booklet.	Approximately 45 minutes	Locally scored by the test administrator

* In the rare event that a student requires a human reader as an accommodation, the test administrator reads from the Human Reader Accommodation Script. The Human Reader

Accommodation Script substitutes for the Listening and Speaking audio and is used instead of the Test Administrator Script for all domain tests. For the Listening and Speaking tests, consider scheduling two test administrators for each test so that the adults can read the scripted dialogue between an example student and the primary test administrator.

Because WIDA ACCESS is designed to measure a student's English language proficiency level at a specific point in time, schedule test administrations as close as possible to one another. WIDA does not require all domains be administered within a specific time frame, but states and districts may provide guidelines on test scheduling.

Administer each language domain test in a single test administration session. Do not split a domain test across multiple days or multiple testing sessions within a single day. To avoid this scenario, be sure to schedule plenty of time for students to complete the test. Plan ahead so that students don't stop in the middle of a domain test for recess, lunch, or the end of the school day.

You can schedule more than one domain test on one day. However, to allow students to focus and show their best work, WIDA does not recommend scheduling all testing for any given student on one day.

Never administer different domain tests to a single testing group. For example, don't have one student take the Listening test while another student takes the Reading, Writing, or Speaking test.

Additional test scheduling best practices include the following:

- Keep testing groups to 15 students or fewer. Larger groups are more difficult for test administrators to effectively monitor. Split a single tier and grade-level cluster into multiple testing groups if necessary.
- To simplify scheduling and materials management, consider administering the Listening and Reading domain tests as back-to-back test administrations, particularly when you're testing older students with high levels of English proficiency who have the focus and attention span to complete two domain tests in a row.
- Students at the beginning stages of English language development are likely to do their best in small testing groups or in individual testing sessions. For example, depending on how many students you have, consider scheduling separate test administrations for Tier A fourth graders and Tier A fifth graders even though these students fall into a single grade-level cluster and could test together.
- To make it as easy as possible to manage materials, keep student groups the same across test administrations. For example, if the Listening and Reading tests will be administered to a group of 15 students on Monday, have that same group of 15 students take the Writing test on Tuesday. If you have the same group of students, the test administrator will be able to collect test booklets after the first session, store them all together, and bring them all to the second session to redistribute to the students. Domain tests can be administered in any order, so even students who miss an administration and need a make-up test can continue scheduled testing with the assigned group.

See [Part 4](#) of this manual for resources you can use to help plan your testing schedule.

Test Materials

All of the following are secure test materials and must be handled as such.

WIDA ACCESS Paper Secure Test Materials

Material	Usage
Test Administrator Script	Contains everything test administrators say to guide students through all four domain tests.
Listening and Speaking audio (CD or streamed)	Played from a CD player or computer during the Listening and Speaking test administrations.
Speaking Test Booklets	Contains the pictures and prompts students see during the Speaking test administration. This is a reusable item. Students do not write in this booklet.
Listening, Reading, and Writing Test Booklets	Used by students to record their responses to the Listening, Reading, and Writing tests. Used by test administrators to record student scores for the Speaking test. This booklet must be labeled, distributed to students during test administration, collected, verified as having been completed correctly and completely, and returned for central scoring.

CDs and Streaming Audio

Streaming audio is now available for WIDA ACCESS Paper. Users with the appropriate permissions will be able to play the Listening and Speaking audio tracks through WIDA AMS, rather than playing the audio on a CD. See [WIDA AMS Online Help](#) for more information and instructions for streaming audio.

- **Note:** CDs will still be included in ACCESS Paper test materials and available to order during your state's additional materials ordering window. The streamed audio and the ACCESS Paper CDs **do not replace** the WIDA ACCESS Paper Listening and Speaking Test CDs for braille. If you are administering the braille test, you **must** use the CD that comes with the Braille Test Materials Kit.

Disabling Notifications

Disable all notifications on your device so they don't interrupt the test administration. If you are unsure how to disable notifications or are having difficulty, contact your school or district IT for support, well in advance of testing day.

System Requirements for Playing Audio on CD

Below are the minimum requirements for playing the CD on a computer.
Consult your technology coordinator if you have questions or concerns about the equipment available to your test administrators.

Mac	PC
• 120 MHz PowerPC Mac • 32 MB or more of RAM • Mac OS 8.1 or later • CD-ROM drive (Blue Book/Multi-session) compatible firmware	• 166 MHz Pentium PC processor or greater • 32 MB or more of RAM • Microsoft Windows 95 or higher • 16-bit sound card • CD-ROM drive

Preparing for Testing

Visit [Preparing for ACCESS Testing](#) for details on the steps test administrators can take and the resources they can use to prepare themselves and their students for WIDA ACCESS testing. [ACCESS Test Practice and Sample Items](#) can give you, your educators, and your students a good sense of what to expect on the test.

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

Section 6: WIDA ACCESS Online

Test Design

WIDA ACCESS Online is semi-adaptive, meaning the test platform tracks student progress in the Listening and Reading tests and presents test items based on students' previous performance. When students finish the Listening and Reading tests, the test platform evaluates their performance to assign them to the appropriate tier of the Speaking and Writing tests. Students are placed into one of three tiers for Speaking (Pre-A, A, or B/C) and one of two tiers for Writing (A or B/C). Students then complete all tasks in the non-adaptive Speaking and Writing domain tests.

WIDA recommends students take the Listening test first, followed by the Reading test. However, Listening and Reading can be administered in either order, followed by Speaking and Writing in either order.

WIDA ACCESS Online Testing Groups for Listening, Reading, and Speaking

All grades and tiers can test together for **Listening** and **Reading**. However, the following groups reflect the available Test Administrator Scripts:

- Grade 1 all tiers
- Grades 2–3 all tiers
- Grades 4–12, all tiers

(There are separate tests for the 4–5, 6–8, and 9–12 grade-level clusters.)

If you test across grade-level clusters (for example, if you test third and fourth graders together), **use the script for the lowest grade-level cluster**, as that script uses simpler language to explain the test. Test times vary, so have a plan to dismiss students who finish early. See the [Test Scheduling](#) topic, below, for details.

Administer Tier Pre-A Speaking tests individually. For Tier A and Tier B/C Speaking tests, consider dividing the grades 4–12 students by tier so you can provide additional support. **Always keep testing groups small (no more than five students).** Ensure students have plenty of space in the testing room so they can listen and speak without distraction from other students.

WIDA ACCESS Online Testing Groups for Writing

- Grade 1 Tier A
- Grade 1 Tier B/C
- Grades 2–3 Tier A
- Grades 2–3 Tier B/C
- Grades 4–12, all tiers

(There are separate tests for the 4–5, 6–8, and 9–12 grade-level clusters.)

State policy determines whether students in grades 4 and 5 handwrite their Writing responses in a test booklet or type responses into the online test platform. In grades 6–12, students always type responses by default, but they may be allowed to handwrite responses when necessary. Consult your test coordinator if you're not sure which response method your students will use, and consider whether you need to assess any student's typing skills prior to testing.

Identifying Speaking and Writing Tier

After students complete the Listening and Reading tests, look up the students' tier placement in [WIDA AMS](#). See [WIDA AMS Online Help](#) for instructions.

When exporting the details of a registration, you can view the tier of the Writing and Speaking tests that each student will take. **It is critical that you access the exported registration details file before students log in to begin the Writing and Speaking tests.** It shows which test booklets you'll need for students who will handwrite responses to the Writing test, and it shows which students will take Tier Pre-A of the Speaking test and need an individual test administration session.

Students who will type their Writing test responses and students who will take the Tier A or Tier B/C Speaking test can log in to the test platform right away (if the test monitoring restricted access/waiting room feature is not enabled) after completing the first two domain tests. The system will automatically launch the appropriate tier of the Writing or Speaking test. (If restricted access is enabled, the student will have to wait until they are let into the test.)

Test Scheduling

One of the key tasks you'll perform in [WIDA AMS](#) is creating and managing registrations. When student data is uploaded into WIDA AMS, students are automatically placed into generic registrations based on grade-level cluster and domain. As your permissions and state policies allow, you can edit these registrations and rename, add, or delete them as necessary to create testing groups that work for your school or district. See [WIDA AMS Online Help](#) for instructions on tasks related to test schedule management.

WIDA ACCESS Online is administered in four testing sessions, one for each domain. However, **grades 1 and 2–3 must be grouped according to grade cluster and tier for Writing.** Keep testing groups to **15 students or fewer**, so that you can comfortably monitor and assist students as needed.

Keep all Speaking testing groups to five students or fewer to ensure students have enough space and privacy to feel comfortable speaking aloud into a headset.

WIDA ACCESS Online Estimated Test Timing

These are timing estimates provided for scheduling and planning purposes. They include time for tasks like seating students, distributing and collecting test materials, and going over test directions. See the Test Administrator Manual for details of in-seat testing time, and visit your member/state page on the [WIDA website](#) for additional local timing guidance.

Domain	Group Size	Timing	Description	Scoring
Listening	No more than 15 students	Approximately 65 minutes	The test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.	Centrally scored
Reading	No more than 15 students	Approximately 60 minutes	The test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.	Centrally scored
Writing	No more than 15 students	Approximately 70–90 minutes	For students in grades 1–3, the test administrator reads a script while students view test items and handwrite responses in paper test booklets. For students in grades 4–12, the test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items. Students either type responses in the online test platform or handwrite responses in paper response booklets.	Centrally scored
Speaking	No more than 5 students	Approximately 50 minutes	The test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and record their spoken responses.	Centrally scored

Because WIDA ACCESS is designed to measure a student’s English language proficiency level at a specific point in time, schedule test administrations as close as possible to one another. WIDA does not require all domains be administered within a specific time frame, but states and districts may provide guidelines on test scheduling.

You can schedule more than one domain test on one day. However, to allow students to focus and show their best work, WIDA does not recommend scheduling all testing for any given student consecutively on one day. **Never administer different domain tests to a single testing group.** For example, don’t have one student take the Listening test while another student takes the Reading, Writing, or Speaking test.

Administer each language domain test in a single test administration session. Do not split a domain test across multiple days or multiple testing sessions within a single day. To avoid this scenario, allow plenty of time in the test schedule for students to complete the test. Plan ahead so students don't stop in the middle of a test for recess, lunch, or the end of the school day.

Additional test scheduling best practices include the following:

- Keep group testing groups to about 15 students or fewer. Larger groups are more difficult for test administrators to effectively monitor. Split a single tier and grade-level cluster into multiple testing groups if necessary. If you test in larger groups, consider scheduling an additional adult to help the test administrator monitor student progress and ensure test security. Adults who assist in this capacity must complete the ACCESS Online training course in the [WIDA Secure Portal](#).
- Students at the beginning stages of English language development are likely to do their best in small testing groups or individual testing sessions. For example, depending on how many students you have, consider scheduling separate test administrations for Tier A fourth graders and Tier A fifth graders even though these students could test together.
- When you test across grade-level clusters, keep adjacent groups together to avoid testing students at very different levels of language development in a single session. For example, it's fine to create a testing group that includes both students taking a grades 2–3 test and students taking a grades 4–5 test. However, avoid creating a testing group that includes both students taking a grade 1 test and students taking a grades 4–5 test.

Writing Test, Grades 1–3

All students in grades 1–3 take the ACCESS Online Writing test in an entirely pencil-and-paper format. You do not need to assign a Writing test to these students in WIDA AMS. **Be sure students use the correct booklets! The Writing Test Booklets are specific to ACCESS Online.**

Writing Test, Grades 4–12

Students view directions and tasks on their computers or tablets, and then they respond by either typing in the response area on screen or handwriting in a test booklet. States determine whether grades 4–5 students type or handwrite responses by default. Visit your member/state page on the [WIDA website](#) to check which mode is the default for your students. Grades 6–12 students type responses by default but can handwrite responses when necessary. The Student Test Roster shows which response method students will use.

Do not order or use ACCESS Paper materials for students who take ACCESS Online but handwrite their responses for the Writing domain.

Be sure you are providing the Writing Test Booklet (Grades 1 and 2–3), or the Writing Response Booklet (Grades 4–5, 6–8, and 9–12), to students handwriting their responses.

In the rare scenario that a student begins the test with a response mode of typing but expresses discomfort, concern, or anxiety, the test administrator can have the student stop testing and log out of the test platform. The test administrator can then contact you to determine whether changing the student's response mode is allowed under your state's testing policies and whether there are available materials and time in the testing schedule to allow this change. **You must move the student in [WIDA](#)**

AMS to a Writing registration with handwriting (HW) assigned before the student can re-start testing with a paper response booklet.

Test Materials

All of the following are secure test materials and must be handled as such.

WIDA ACCESS Online Secure Test Materials

Material	Usage
Student Test Roster	Summarizes registration information and lists the students who are assigned to the domain test, along with any accommodations they've been assigned. See WIDA AMS Online Help for instructions on editing and printing rosters.
Student Test Ticket	Test tickets contain student, test, and login information. Students need a unique test ticket for each domain test. See WIDA AMS Online Help for instructions on editing and printing tickets.
TMA Code	Code a student uses during the login process that will allow the test administrator to see student's progress in the Test Monitoring Application, if using. Test administrators can get these codes in the TMA.
Test Administrator Script - Grade 1 - Grades 2–3 - Grades 4–12	Contains everything test administrators say to guide students through all four domain tests. Discard the grades 4–12 Online Test Administrator Script instead of returning it with the rest of your materials. Also discard any translated scripts (for any grade level) that were printed.
Writing Test Booklet - Grade 1, Tier A - Grade 1, Tier B/C - Grades 2–3, Tier A - Grades 2–3, Tier B/C	Contains the pictures and prompts students see during the Writing test administration as well as space for students to handwrite their responses. All students in grades 1–3 take the ACCESS Online Writing test in an entirely pencil-and-paper format.
Writing Response Booklet - Grades 4–5, Tier A - Grades 4–5, Tier B/C - Grades 6–8, Tier A - Grades 6–8, Tier B/C - Grades 9–12, Tier A - Grades 9–12, Tier B/C	Contains space for students to handwrite their responses to the Writing test prompts presented in the online test platform. These booklets are needed only for students who will handwrite instead of type their responses. Request booklets for grades 6–12 students when you place an additional materials order. See the Additional Materials Ordering in WIDA AMS topic above for details on this process.

Each student taking ACCESS Online needs a computer or tablet on which the DRC INSIGHT secure test browser has been installed.

In addition, students need headphones or a headset when they test on a computer or tablet. **Do not use speakers to administer the tests.** The headsets used for the Speaking test must include a functioning

microphone so students can record their spoken responses. See the WIDA ACCESS Headset Specifications document in the WIDA Secure Portal for details on recommended device features. **For test security, do not allow students to use Bluetooth headsets or personal wireless earbuds.**

Script Translations

WIDA will offer **electronic versions** of the scripts with translated instructions in 16 languages (in addition to the standard English version), as well as ASL video translation. Translations will be available in Arabic, Chinese (simplified), Dari, French, Haitian, Hmong, Korean, Pashto, Portuguese, Russian, Somali, Spanish, Tagalog, Ukrainian, Urdu, and Vietnamese. The translated scripts are available [WIDA Secure Portal](#). **The translated scripts may be printed at testing sites, as needed.**

New for the 2025–26 testing year, WIDA is providing videos of test instructions for ACCESS Online in American Sign Language (ASL). Enhanced Test Administrator Scripts contain best practices and orientation information so that test administrators can follow along with the videos. The videos and scripts are available in the [WIDA Secure Portal](#).

WIDA is providing translations of the instruction text for the following scripts.

- ACCESS Online Grades 4–12 Test Administrator Script (all domains)
- Listening, Reading, and Speaking domains in the ACCESS Online Test Administrator Scripts for Grades 1–3

Guidelines for Using Translated Instructions

- Only the instruction text will be translated for the student. All other text that is read aloud to the student must be read in English.
- Test administrators should remind students to provide their responses in English. (This reminder will also appear in the scripts.)
- Visit your member/state page on the [WIDA website](#) for any state guidance that applies to your use of the scripts. **Always follow your state's guidelines for using these resources.**
- These translations are not secure materials. At the completion of testing, please recycle any translated scripts you have printed. **Do not return them to DRC.**

Preparing for Testing

Visit [Preparing for ACCESS Testing](#) for details on the steps test administrators can take and the resources they can use to prepare themselves and their students for WIDA ACCESS testing. The resources at [ACCESS Test Practice and Sample Items](#) can give you, your educators, and your students a good sense of what to expect on the test.

Make sure your technology coordinators have access to the Technology Troubleshooting document in WIDA AMS. This resource can help them address most issues test administrators encounter and document any persistent issues that need additional attention from DRC Customer Service.

Monitoring Testing

Users with the appropriate permissions can conduct online monitoring of a student's in-school testing experience using the Test Monitoring Application (TMA). The TMA provides real-time details, including active status within the test and the student's progress through the assigned test. **This functionality**

does not replace active monitoring in the testing location. For more information, see [WIDA AMS Online Help](#).

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

WIDA AMS Reporting Services Application

You can track the domain tests that students have completed and check the status of each scheduled test session in [WIDA AMS](#). See the [WIDA AMS User Guide](#) for instructions on accessing Test Status and Student Status in the WIDA AMS Reporting Services application, which will give you an overview of how online testing is progressing.

Keep in mind that **you won't be able to use Test Status in the Reporting Services application to review the testing status of grade 1 and grades 2–3 Writing tests**, as students complete these tests in a pencil-and-paper format. See [Part 4](#) of this manual for resources you can use to help track your paper testing schedule.

Section 7: WIDA Alternate ACCESS

Test Design

WIDA Alternate ACCESS consists of four individually administered domain tests and is designed for ELs with the most significant cognitive disabilities who participate in your state's alternate content assessments. All domain tests include stopping criteria. Administration ends when a student scores No Response, Incorrect, or Approaches on three consecutive tasks.

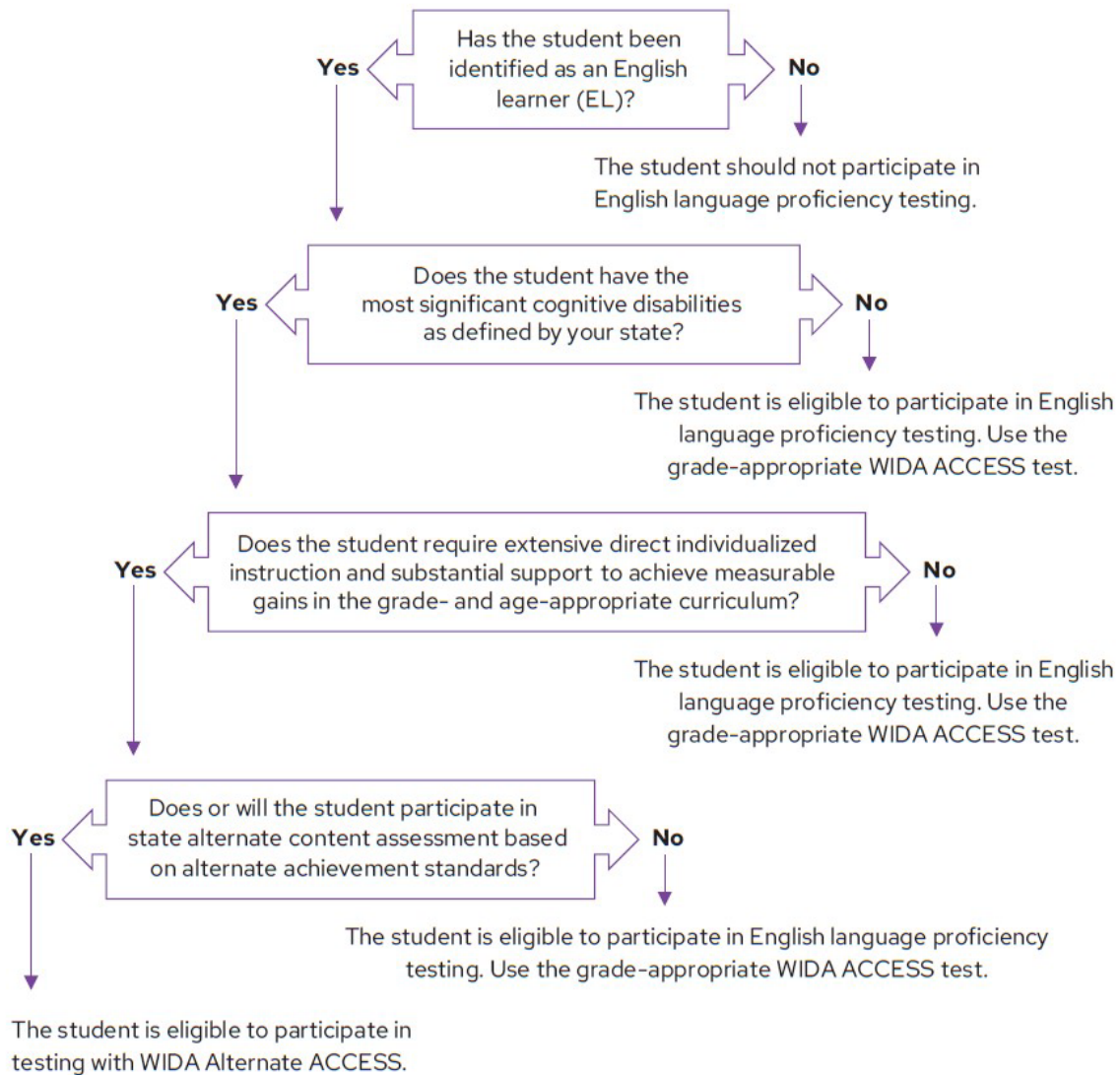
Alternate ACCESS is divided into the following grade-level clusters.

- Grades K–2
- Grades 3–5
- Grades 6–8
- Grades 9–12

State education agencies determine the criteria for identifying students with the most significant cognitive disabilities, and typically identified students whose educational goals align with a state's alternate academic standards participate in Alternate ACCESS. Some students with a significant cognitive disability may be able to take WIDA ACCESS. Work with the Individualized Education Program (IEP) team and consult your state education agency as you determine whether a student will take WIDA ACCESS or WIDA Alternate ACCESS.

WIDA Alternate ACCESS Participation Decision Tree

WIDA Alternate ACCESS Participation Decision Tree



Test Scheduling

The four Alternate ACCESS domain tests can be administered in any order and are not timed. Due to the adaptive nature of the test and the unique abilities and behaviors of students, actual test times can vary widely. The different domain tests can be administered on different days, with no minimum or maximum break between the administrations.

WIDA Alternate ACCESS Timing

The following are timing estimates. They are provided for scheduling and planning purposes, and they include time for tasks like seating the student, distributing and collecting test materials, and going over test directions. Visit your member/state page on the [WIDA website](#) for additional local timing guidance.

Language Domain	Number of Tasks	Timing
Listening	10	30 minutes
Reading	10	30 minutes
Speaking	8	30 minutes
Writing	8	30 minutes

Test Materials

All of the following are secure test materials and must be handled as such.

WIDA Alternate ACCESS Secure Test Materials

Material	Usage
Test Administrator Script	Contains everything test administrators say to guide students through all four domain tests.
Test Booklet	Contains the pictures and prompts students see for the Listening, Reading, and Speaking domain tests.
Student Response Booklet	Contains space to note details about the test administration, mark scores for the Listening, Reading, and Speaking domain tests, and the pictures, prompts and response space for the Writing domain test. Also includes the Individual Characteristics Questionnaire (ICQ).

Monitoring Testing

It is your responsibility to confirm all students have completed required testing. Check on testing progress at least two weeks prior to the end of the testing window and confirm that all planned testing has been completed. Verify that all eligible students have been tested, including students who needed make-up tests and those who transferred into the school after the initial testing schedule was completed.

Part 3: Test Scoring and Score Reports

WIDA's technology and test processing partner, DRC, provides score reports for all WIDA ACCESS testing. DRC reports a score for a domain whenever there is evidence that a student responded or attempted to respond to at least one item in the domain test.

Attemptedness criteria for English language proficiency testing must permit beginning English learners to show what they can do, and it must ensure they receive scores even if they are unable to respond in English. However, the criteria must also ensure that students who did not meaningfully engage with a test are not awarded a beginning English language proficiency score when that might not accurately represent their language abilities.

When a domain test fails to meet the attemptedness criteria outlined in the table below, a blank space appears on the score report for that domain and for any composite scores that incorporate that domain score. NA appears instead of a blank when any of the Do Not Score codes have been recorded. For more information on understanding and using student scores and score reports, refer to [the interpretive guides for score reports](#).

Minimum Attemptedness Criteria

WIDA ACCESS for Kindergarten

Domain	Minimum Attemptedness Criteria
All domains	A student response is recorded for one scored item. Score reports reflect the scores marked by test administrators in the Score Sheets. No student responses are evaluated by DRC.

WIDA ACCESS Paper

Domain	Minimum Attemptedness Criteria
Listening	A student response is recorded for one scored item.
Reading	A student response is recorded for one scored item.
Speaking	One task has been scored on the score sheet.
Writing	A mark is made in the response space for a scored item in the booklet.

WIDA ACCESS Online

Domain	Minimum Attemptedness Criteria
Listening	A student response is recorded for one scored item.
Reading	A student response is recorded for one scored item.
Speaking	The Record button was clicked and audio captured for one task.
Writing	A visible keystroke (not a space or a line return) was captured. or A mark is made in the response space for a scored (not practice) item in the booklet.

WIDA Alternate ACCESS

Domain	Minimum Attemptedness Criteria
All domains	A student response or non-response is recorded for one scored item. Score reports reflect the scores marked by test administrators in test booklets. No student responses are evaluated by DRC.

Part 4: Scheduling Resources

When students test online, you can organize testing in WIDA AMS. When students test on paper, you need to create your own test schedule. Here are a few ideas of how you might document which students will test at which times.

Testing Master Schedule

A master schedule can give you an at-a-glance view of all test sessions for group-administered tests. The example below is set up to show one week of scheduled testing. (Speaking is not included, as those sessions are individually administered for ACCESS Paper.) Keeping track of your testing in this or a similar format can help you ensure that a test administrator and an appropriate testing space is available for each scheduled session. You might add to this suggested format by noting a test administrator, room, or grade-level cluster for each session. Remember, keep testing groups to about 15 students or fewer, as large groups are difficult for test administrators to effectively monitor.

Sample Testing Master Schedule							
School: _____							
Test coordinator: _____							
Week of: _____			Listening/Reading Sessions			Writing Sessions	
Session	Grade(s)	Day/Time	Tier A Students	Tier B/C Students	Total Students	Tier A Students	Tier B/C Students
1							
2							
3							
4							

Testing Rosters

Just like the rosters you can print from WIDA AMS for online testing, a roster for paper testing can show you which individual students are assigned to each of the test sessions noted in the master schedule. You might create rosters and distribute copies of them to your test administrators along with test materials. Then, you can use your copies of the rosters to track and schedule students who need make-up tests.

Use a similar setup to create a roster of all the students who need an individual test administration. For example, you might create a roster to track the administration of Kindergarten ACCESS, Alternate ACCESS, or the Speaking tests of ACCESS Paper. You might add to this suggested format by noting an approximate administration time or adding columns to track the individual domain tests of Alternate ACCESS.

Sample Testing Roster

School: _____

Test coordinator: _____

Test administrator: _____ Test location: _____

Test date: _____ Test time: _____

Domain (circle one): Grade-level cluster: Tier (circle one):
 Listening Reading Writing _____ Tier A Tier B/C

Session	Student ID	Last Name	First Name	Grade	Student location (teacher/room)	Completed test?
1						
2						
3						
4						

