



ENGLISH LANGUAGE PROFICIENCY TEST

WIDA Screener for Kindergarten

Test Administrator Manual

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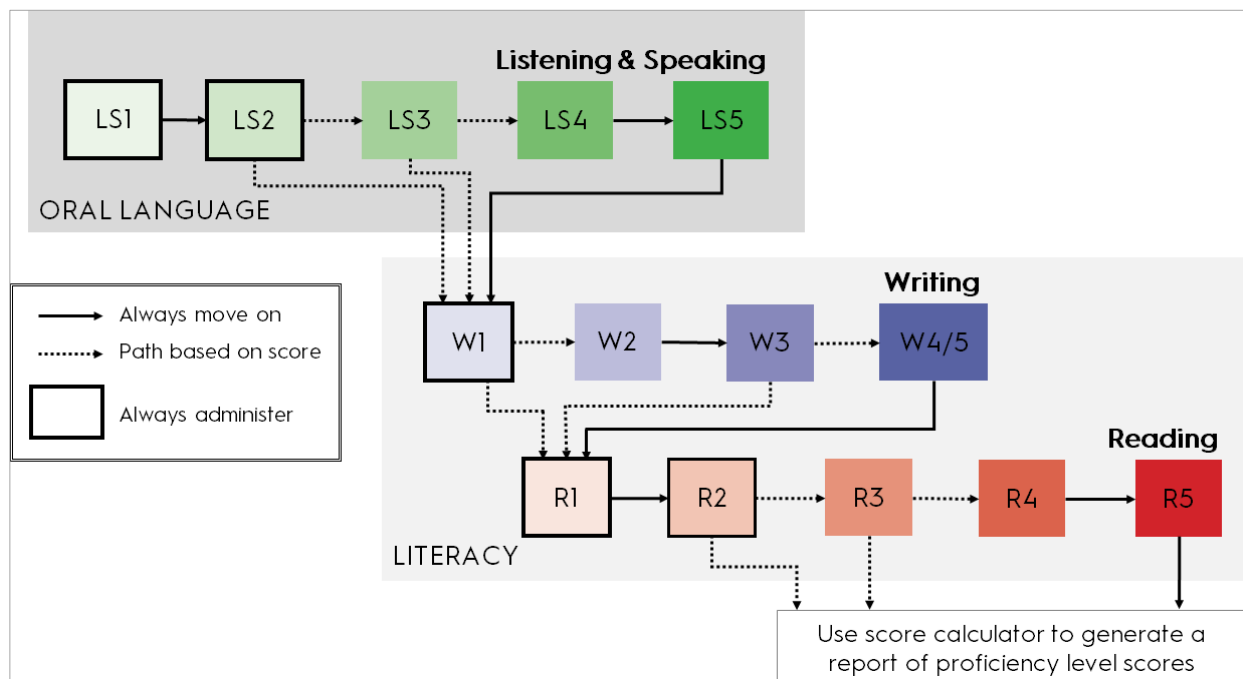
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WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an English language proficiency screening test designed to help educators identify incoming kindergarten students as English learners (ELs). As a screener, rather than a summative or progress assessment, it is designed to be administered to students only one time as a part of the process of assigning English learner status. Screening is one component of a comprehensive, standards-driven system that supports the teaching and learning of multilingual students.

WIDA creates standards-referenced tests, meaning that student performance is compared to English language development standards WIDA has defined. Any student can achieve any score, and students are not ranked against each other or against the expected performance of monolingual English speakers. WIDA Screener for Kindergarten is based on the WIDA English Language Development Standards (2012).

WIDA Screener for Kindergarten is an individually administered paper-based test, which is divided into three sections: a Listening & Speaking section that can function alone as an oral language test, a Writing section, and a Reading section.

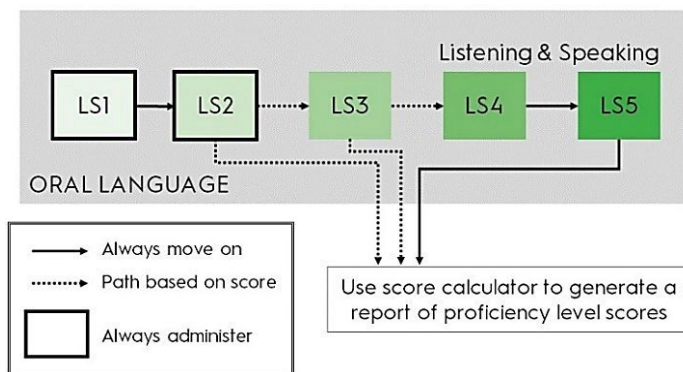


To give the test, you read a story aloud and then, using a script, you lead the student you're testing through a series of questions and activities that assess English language skills. As the student responds to the test prompts, you score their responses using the Score Sheet to indicate whether the student's answer was correct or fully meets a set of defined language expectations.

The sole purpose of WIDA Screener for Kindergarten is to help educators identify students as English learners. The test is typically administered to incoming kindergarteners. It is also appropriate for students who enter a school or district during the first semester of a school year to begin first grade.

Test Administration Options

The Listening & Speaking section can be used as a stand-alone oral language test, and WIDA anticipates that many schools and districts will use this test administration option as a component of the English learner identification process. The Writing and Reading sections were not designed to function as a stand-alone literacy test, and WIDA does not recommend basing identification decisions on literacy scores alone.



Visit your member/state page of the [WIDA website](#) for guidance on using WIDA Screener for Kindergarten. Local policies determine when the test is given, which sections you administer, and how scores inform identification and placement decisions.

Testing Overview

You must complete two key tasks before you start testing students: read this manual and complete the training in the [WIDA Secure Portal](#). Both this manual and the training course will help you learn about the testing process and how to score student responses. You'll pass two quizzes to show you've fully completed the training.

After you administer the test, you'll enter the scores you recorded during testing into the [score calculator](#) (on the WIDA website) to generate a score report. Make plans now to share this score report with students' families and to communicate scores to students' teachers. Visit your member/state page of the [WIDA website](#) for details on how you'll use WIDA Screener for Kindergarten scores to make identification and placement decisions about incoming students.

Test Scheduling

The amount of time needed to administer the test depends on which sections you administer and the student's proficiency level. Actual testing time can vary widely, from as little as 10 minutes to as much as 40 minutes. Typically, only students who complete all items and tasks for each of the four language domains will need longer than 30 minutes.

To ensure students aren't rushed and you have time to record scores and reset the testing space:

- Schedule 30-minute test sessions if you will give the oral language test by administering the Listening & Speaking section only.
- Schedule 45-minute test sessions if you will give the full test by administering all sections (Listening & Speaking, Writing, and Reading).

Test Materials

You can print test materials from the WIDA Secure Portal, or you can order kits of professionally printed materials from the [WIDA Store](#). If you purchase kits, you can print additional copies of the score sheets and the Response Booklet as needed. Print all materials double-sided. Color printing is recommended, but you can print with grayscale or black-and-white print settings if necessary.

To administer the test, you will need **writing utensils** for yourself and your student in addition to:

- ✓ **Storybook.** You begin the test by reading the story aloud with the student, so be sure you know it well! Read the script to learn how you'll use the activity pages in the back of the storybook.
Staple along the short edge to create a booklet.
- ✓ **Test Administrator Script.** The script guides you through the entire test from start to finish. Keep it open in front of you the whole time you're administering the test. In addition to providing wording that ensures a standard test experience for each student, the script includes important reminders and scoring guidance. *Staple along the long edge to create a booklet.*
- ✓ **Cards.** You'll ask students to pick up cards and move them around to help maintain engagement in test activities. Sort and organize the cards so that you are ready to use them during testing as directed in the script. A card pouch booklet is included with the professionally printed (standard-sized) kit, but you can organize cards with envelopes, paper clips, or binder clips if you print your own. *Cut along the lines to create 27 individual cards. Consider printing on card stock or laminating cards to keep them in good shape as they are used by multiple students.*
- ✓ **Score sheets.** Record student identification information and a score for each test item or task that you administer. Scoring is part of the test administration process, so make sure you're very familiar with the layout of the score sheets so you can mark scores quickly and accurately without interrupting the flow of the test.
- ✓ **Response Booklet.** Students write their own responses during the Writing section of the test. You'll write in this booklet too, to model tasks for the student and to take notes that will help you with scoring. *Staple along the long edge to create a booklet.*



Tip: Practice administrations with a colleague are the best way to get to know the materials and the test!

Test Administration

- **Test in a quiet room, free of distraction and with plenty of table space for test materials.**
- Set a positive tone to help students feel confident and do their best. Greet students and make sure they're comfortable before you begin testing. Regardless of whether a student's answers are correct, positively acknowledge the student's effort. The script suggests using the phrase "good job" to recognize students' completion of various tasks, but you can use similar encouragement as long as you do not suggest or confirm answers.
- Give students time to think through their answers. It can be difficult to wait, but students need time to process what they hear or see, and time to form a response.
- Never return to a previous test item or task. When a student is unable to respond, record a score of *Incorrect* or *Approaches*. Then help the student through the task to ensure a positive test experience. This practice of "winding down" is especially important for Reading tasks, as reading is an emerging developmental skill for all children at the kindergarten level, and it's important that students not feel discouraged when they reach the upper limit of their current language skills.
- Allow students to stretch and take restroom breaks as needed. A break after each section of the test is ideal, but if a student starts to fidget or lose interest at any point during testing, take a few minutes to stretch or move before you continue testing.
- Testing should not be a frustrating experience for students. Encourage a hesitant student to participate, but move on if the student resists. If a student becomes upset or distressed during testing, stop the administration and try again at another time.
- Score student responses immediately, as you administer the test, except for responses to the final Writing task. If the student completes the last task of the Writing section, score that response after the student has finished the rest of the test and left the testing area.
- **Provide test items and tasks in English only. Never translate or write out scripted parts of the test.**

Reading the Story

- If students are interested, ask them to turn the pages as you read the story together.
- As you read, keep the student's attention focused on the pictures. You'll ask the student to retell the story based on these pictures, so it's helpful for the student to focus on the images rather than the text as you read.
- In the rare scenario that there is a break in testing of more than about 15 minutes, such as a fire drill or a need to change testing locations, you can ease the student back into testing by re-reading the story. Use your best judgment to decide whether a re-read will be helpful for the individual student. Keep in mind that students do **not** need to know the story well to complete the test. Even when you ask students to retell the story, for example, you evaluate their language, not their ability to accurately recollect a plot. A student who invents a series of events using detailed and descriptive language can fully meet the expectation of the story retell task.

Using the Test Administrator Script

Read the large bold text aloud. Read plain text silently to yourself, and follow these directions carefully. Emphasize underlined words, just as you would in normal speech.

The script includes questions and prompts marked with “if” statements and printed in small bold text. Use this additional scripting to verify that the student is following along or to encourage the student to expand an initial response that addresses the prompt but doesn’t fully meet the task expectations.

If a student correctly anticipates how to complete a task before you finish reading all of the instructions in the script, move forward at the student’s pace. Repeat task instructions only when a student misunderstands what to do. If a student has trouble understanding a task, model the task again following the script.

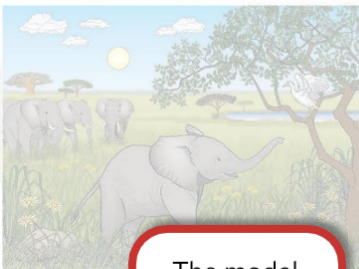
Always use the scripted language to give directions or ask questions. Using the scripted questions rather than your own wording or a variation of the phrasing provided ensures a fair, standard test experience for each student. Using your own questions to prompt students to complete a task can easily result in you inadvertently providing more guidance to one student than another. Inequities in the test experience can result in scores that do not accurately reflect a student’s true language proficiency level.

LS1

O.K. Let’s go back and look at the first picture.
Go to page 3 in the storybook.

Read silently to yourself.

Read aloud to the student.



Let’s find things in this picture.
I see an elephant. Let’s point to an elephant.
Allow time for the student to respond (OR) point to an elephant, and say: **Here’s an elephant!**
If necessary: **Do you understand what to do?** Model the task again if necessary.
O.K., now it’s your turn.

Listening 1	I see a bird. Point to the bird.
Listening 2	I see the sun. Point to the sun.
Listening 3	I see flo
Speaking Q1	Tell me what <u>you</u> see in the picture. If the student says only one word: What other things do you see in the picture?

Emphasize.

Read aloud only if necessary.

The model task is the one you do for or with the student. It appears in the script in a box above the scored items.

Using the Cards

Cards are labeled by section and level (for example, “R1”). When a card is used in a task that you model for the student, that card is marked with an asterisk (*) in the script and on the back of the card. Many of the Reading tasks start with cards face down on the table and students turn them over one at a time. In the script, these cards are pictured with a gray background to remind you to lay them out face down.

Tip: When you organize cards, consider keeping the card with an asterisk on top so it's always easy to find when you're ready to model a task for a student!

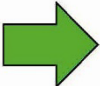
As long as students are responding appropriately to the test prompts, they can use the cards any way they like. For example, if a student clearly indicates a response by pointing both to a card and to a place in the storybook—instead of picking up the card and placing it in the appropriate spot—there is no need to correct this approach to the task.

Navigating the Test

The **MOVE ON** and **STOP IF** boxes on the score sheet let you know when to continue giving the student more challenging prompts within a section of the test and when to go on to the next section of the test. These guidelines are carefully calculated and strategically placed to ensure testing gathers enough information to clearly indicate a student's proficiency level, without the need for students to attempt numerous items and tasks that are beyond their current language abilities.

Reading Score Sheet									
Writing Score Sheet									
Listening & Speaking Score Sheet									
LS1	Listening				Speaking			MOVE ON	STOP IF Correct (W1) is 2 or fewer. Stopped here: ☐
	#	Key	Correct	Incorrect	#	Meets	Approaches		
	1	bird	☐	☐	Q1	☐	☐		
	2	sun	☐	☐					
3	flower	☐	☐				STOP IF Correct (R1–R2) is 4 or fewer. Stopped here: ☐		
LS2	Listening				Speaking			STOP IF Listening Correct (LS1–LS2) is 2 or fewer. Stopped here: ☐	
	#	Key	Correct	Incorrect	#	Meets			Approaches
	1	flaps arms (or) points to bird	☐	☐	Q1	☐			☐
	2	moves arms to climb (or) points to climbing leopard	☐	☐	Q2	☐	☐		
3	reaches up (or) points to elephant reaching up for leaves	☐	☐						

This same guidance that appears on the score sheets is also provided in the “Moving on” boxes in the script:

Moving on		
If Listening Correct (LS1–LS2) is 2 or fewer...		Otherwise:
...and you are administering only Listening and Speaking: 	...and you are administering Writing and Reading: 	
We're finished! You did a great job. Thank you for talking with me today.	Good job. Let's close the book and do something different. Go to W1 in the script.	Good job. Now turn the page. Go to LS3 in the script.

When you stop a section of the test based on the guidance on the score sheet and in the script, check the STOPPED HERE box on the score sheet to document your decision. Then be sure to read the wording from the correct portion of the Moving on box in the script!

Tip: Study the guidance in the Moving on boxes in the script and in the STOP IF boxes on the score sheet. Practice administering the test with a colleague so that you're ready to stop or move ahead smoothly when you administer the test to a student.

In the Listening & Speaking section, count the number of Correct scores that a student received. In other words, you'll determine how to proceed based solely on the student's Listening scores. Continue the Listening & Speaking section as long as the student is responding successfully to Listening items, even if the student is not responding successfully to Speaking questions.

**Count only
Listening
across all levels
administered.**

Count within one level.

Count within one level.

In the Reading section, count the number of Correct scores across **all** the levels you've administered up to the STOP IF rule you're evaluating.

Reading Score Sheet					
R1	#	Key	Correct	Incorrect	
	1	"eye" shape	☐	☐	
	2	"ear" shape	☐	☐	
	3	"leg" shape	☐	☐	
R2	#	Key	Correct	Incorrect	
	1	B	☐	☐	
	2	L	☐	☐	
	3	F	☐	☐	
R3	#	Key	Correct	Incorrect	
	1	dog	☐	☐	
	2	tree	☐	☐	
	3	rabbit	☐	☐	

Count across all levels administered.

STOP IF
Correct (R1–R3)
is 6 or fewer.

Stopped here: ☐

When you follow directions in the Moving on box to move ahead in the script, look at the page headers to help you navigate.

Moving on

If Listening Correct (LS1–LS2) is 2 or fewer...

...and you are administering only Listening and Speaking:



STOP

We're finished! You did a great job. Thank you for talking with me today.

...and you are administering Writing and Reading:



Good job. Let's close the book and do something different.

Go to W1 in the script.

Writing

W1

Now we're going to write.

Here's your paper, and here's your pencil.

Go to page 3 in the response booklet. Lay it in front of the student.
Give the student a sharpened pencil.

Elephant likes to play. I think he wants to play with a ball.

Point to the small box.



My name is

Language Domain-Specific Guidance

Listening

It is imperative to follow the script exactly. Rephrasing Listening prompts can result in scores that do not accurately reflect a student's true language proficiency level. Do not repeat Listening items unless the question is interrupted by a disturbance, such as an announcement or someone walking into the room.

In most Listening items, you ask students to point so that they don't need to rely on their speaking abilities to respond. If students choose to give a verbal answer instead of or in addition to pointing, that's fine. Score the student's pointing response whenever you can, regardless of whether the verbal response is correct. If the student gives only a verbal response, even after you encourage pointing, score the verbal response.

For Listening items in which students select a card and place it somewhere, students must successfully complete **both** parts of the task to earn a score of *Correct*. In other words, the student must select the correct card **and** place it in the correct location on the picture or activity page in the storybook. If the student selects the correct card but puts it in the wrong place, or if a student selects the wrong card and puts it in the correct place, mark the item *Incorrect*.

LS4

Keep the storybook open to pages 6–7.

I have some cards with Elephant's friend and where it likes to go. Find the animal and put it where it goes.

Put the cards face up in front of the student.

*		
		

We'll do one together.

Let's put the animal with big ears and a fluffy tail on the grass.

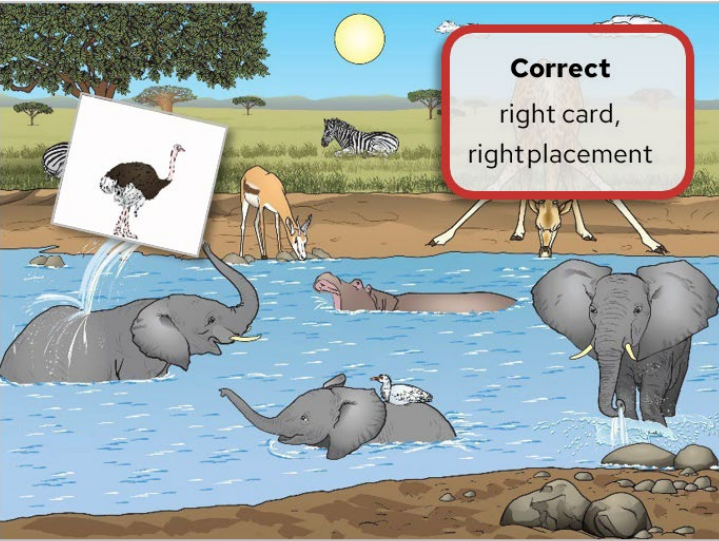
Allow time for the student to respond (OR) demonstrate by putting the fox on the grass.

If necessary: Do you understand what to do? Model the task again if necessary.

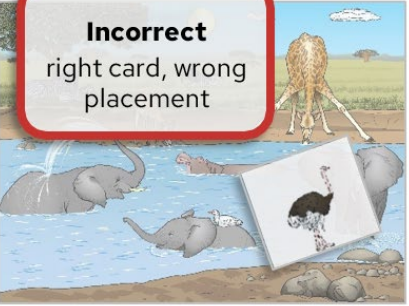
O.K. I'll put this card away. Put the card aside.

Now it's your turn.

Listening 1	Put the bird with a long neck under the big tree. Good job. Let's put it back here. Put the card back in front of the storybook.
-------------	--



Correct
right card,
right placement



Incorrect
right card, wrong
placement

Speaking

Repeat Speaking tasks only once and **only if the student asks you to repeat the prompt**. Follow the script, and do not reword prompts or echo student responses as encouragement. Ask students to repeat their responses to Speaking tasks only if the first response is inaudible.

Record one score for each Speaking question. In some cases, multiple questions and a single Expect box appear on a page of the script. In this scenario, the expectations in the box apply to each question. Evaluate the student's response to each question separately, but evaluate everything the student says for each task as a single response, even if you use the additional scripted language to encourage the student to expand an initial response.

As you evaluate speaking skills, keep in mind that the Expect boxes in the script summarize key concepts of the full scoring rubric included at the end of this manual. When you assign a score of *Meets*, you're indicating that the student's response aligned with the rubric descriptors for the relevant level. For example, a score of *Meets* for an LSI task indicates that the student's response met the expectation of producing language as described in the Level 1 Entering row.

Most of the time, the Expect boxes will be all you need to score student responses. They provide quick-reference guidance tailored to specific tasks and typical responses. They state the minimum criteria for a response that can be scored *Meets*. However, take time to study the rubric. The rubric provides detail on

the language features particular to a WIDA proficiency level.

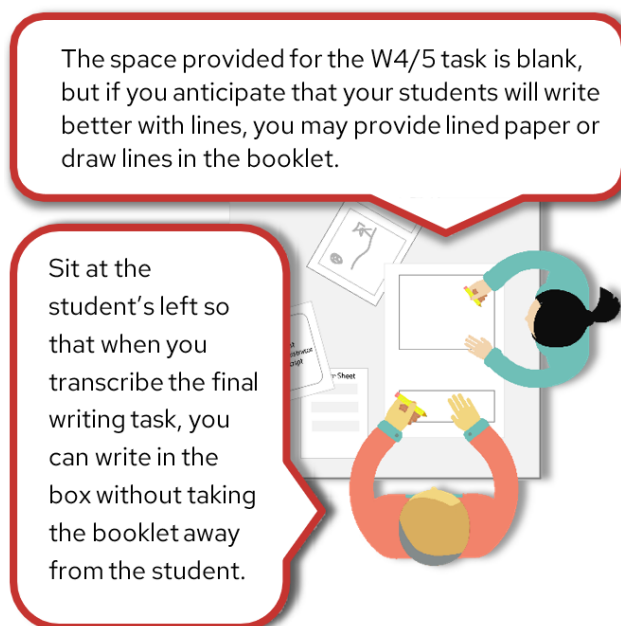
As a test administrator, you're evaluating English language skills, such as a student's ability to use connecting words, descriptors, vocabulary, and sentence structures that convey precise ideas.

Never lower a score due to a strong accent, a mispronunciation, or a lack of background knowledge. For example, a student who is unfamiliar with the word "elephant" or who consistently says "elphan" might have sufficient language skills to earn a score of *Meets* on every Speaking task.

When a student does not respond at all to a Speaking task, responds entirely in a language other than English, or responds with only, "I don't know," record a score of *Approaches*. When a student responds with false or off-topic language, that's okay. If the student produces spoken English, score the response according to the Expect boxes and rubric, even if the student's answer is inaccurate or reflects a misinterpretation of the question you asked.

Writing

Repeat Writing prompts or model a task for the student as many times as needed to ensure the student is focused and fully understands what to do. Be sure you don't overexaggerate or emphasize instructions more than you typically would when working with kindergartners. Keep students on track and remind them they can sound words out as they write, but don't sound out words for them.



Avoid over-encouraging students to talk during Writing tasks. Students can choose to speak before and as they write, but they are not required to do so. When students respond verbally before beginning a Writing task, encourage them to start writing. For example, you might say, "Great! Try to write that down."

After students complete a higher-level task, ask what they wrote and note their responses in the Response Booklet. Encourage students to look back at their own writing rather than providing an

unrelated verbal response. **Write down what students say they wrote, not what it looks like they've written.** Whenever possible, evaluate student writing on its own. Use your notes only to help you identify sound/letter correspondence that would not be obvious without an understanding of the student's intent.

When you evaluate invented spelling, look for sound approximations (such as "k" for "c" or "ai" for "i"), inverted letters (such as "d" for "b" or "q" for "d"), and omitted letters (such as "techr" for "teacher"). These are typical features of young-learner writing, and they shouldn't lower a student's score as long as the student demonstrates an understanding of the relationship between sounds and letters. Using arbitrary letters or unrecognizable marks to form a word is not correct.

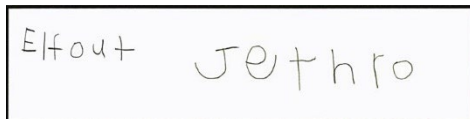
The final Writing task can take a long time. As long as students are engaged in the task, let them take their time in creating a complete story. The more time students have to write, the more opportunity they have to show you what they can do! Use the rubric (at the end of this manual) to score the final Writing response.

Writing Response Examples by Task

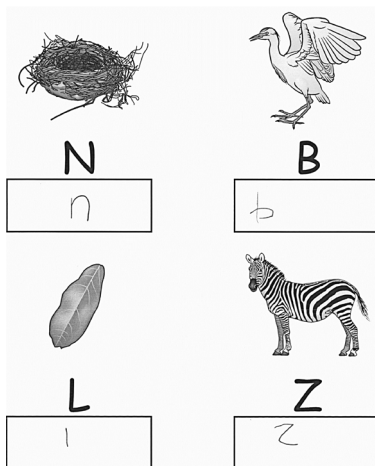
W1-CORRECT



Invented spelling is fine, even in a name. Abdallah missed an "l," but the letter formation is decipherable, and the response is clearly recognizable as a name.



Jethro wrote Elephant's name as well as his own, but there is no penalty for going beyond the minimum requirement of a task.

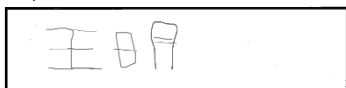


In the above response, the student has consistently chosen to write lowercase rather than uppercase letters. Although this is not accurate copying, the student is successfully demonstrating an understanding of the symbols presented and a well-developed ability to purposefully form letters.

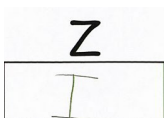
Take note of context when evaluating student writing. A vertical line, for example, can be deciphered as a lowercase letter "l" when other lowercase letters are used. If multiple letters are represented with a vertical line, the line is more likely an intentional mark that does not represent any particular letter.

W1-INCORRECT

My name is

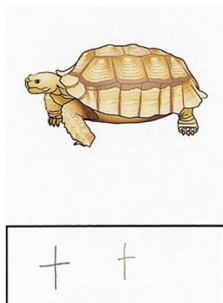
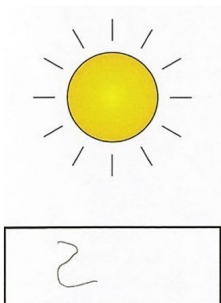


The name above is written in non-Latin characters. WIDA Screener for Kindergarten is an English language proficiency test, so all responses—even names—must use the Latin alphabet to receive a score of Correct. If a student writes their name in both their home language and the Latin alphabet, that should also be marked Correct.



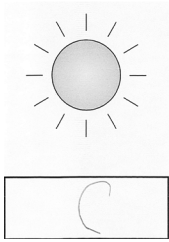
This student has made a clear attempt to produce a letter, but the result is unrecognizable as a Z.

W2-CORRECT



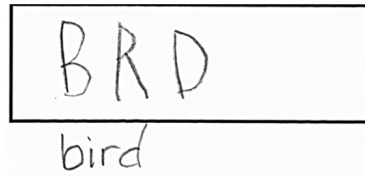
Uppercase, lowercase, and reversed letters are acceptable throughout the Writing tasks, as in the example under the sun above. Familiarity with letters and sounds is the skill that students are demonstrating. If they choose to produce both upper and lowercase letters, or letters in addition to the target letter, as shown under the turtle, this extra writing practice does not lower the score.

W2–INCORRECT

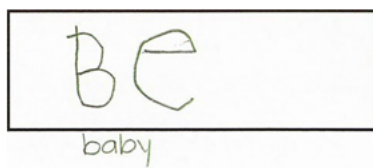


This student has produced a well-formed, recognizable letter. However, even though the letter “c” can make a “sss” noise in English, it is not the letter that represents the first sound in the word “sun.”

W3–CORRECT

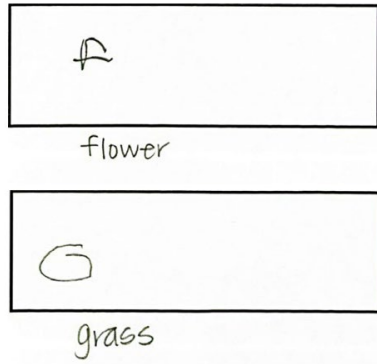


Neither of these words is spelled correctly, but each demonstrates that the student understands sound/letter correspondence. These words each show at least two different letters approximating two different sounds, the requirement described in the Expect box in the script. Your notes of what the student was attempting to write can help you tell the difference between a simple misspelling and a string of well-formed but meaningless letters.

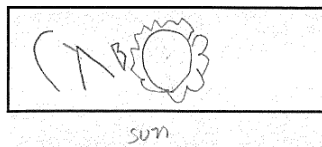


These responses could easily be interpreted as different words or as random letters. However, knowing the student’s intent—as reflected in the transcriptions below the response boxes—makes it possible to recognize at least two different letters accurately representing different sounds of each of the target words.

W3—INCORRECT



This student has produced two imperfectly formed but recognizable letters that correctly represent the first sounds of the target words. However, a single letter does not meet the criteria for this task.



This response includes a drawing that is recognizable as a depiction of the target word, and it demonstrates the student's ability to intentionally form letters. However, it does not demonstrate that the student has a clear sense of sound/letter correspondence.

W4/5—SCORE 6

ELUFANT CULD NOT
FINDER. SHE LIKES
ET FROM THE BIRN
BLUEBERRY AND
THE BIG ROCK
ELUFANT FOUND IT HER.

Test administrator notation of what the student wrote:

Elephant could not find her. She likes to eat from the blueberry tree. And behind the big rock, the elephant found her.

This response contains multiple sentences of more than two distinguishable words. The first sentence is particularly clear. The sentences are related, flow logically, and the words the student uses (such as "blueberry" and "could") are not high-frequency, memorized sight words. The invented spelling doesn't interfere with a clear demonstration of knowledge of sound/letter correspondence in individual words, and the student shows some understanding of punctuation.

W4/5–SCORE 5

he went to
the grass

he went to
the place
he eat

Test administrator notation of what the student wrote:

He went to the grass. He went to the place where he eats.

This response is a clear attempt at two distinct but related sentences that retell the story. The majority of the words are not only recognizable but spelled correctly. The invented spellings of "grass," "place," and "where" do not interfere with overall comprehensibility.

W4/5–SCORE 4

The elufit
is fideing
the hipo.

Test administrator notation of what the student wrote:

The elephant is finding the hippo.

This response is a clear attempt at a sentence that successfully summarizes the story. The invented spelling shows a clear understanding of sound/letter correspondence and beginning, middle, and ending sounds. The high-frequency words ("the" and "is") are spelled correctly, and the student demonstrates a good understanding of capitalization and punctuation.

W4/5–SCORE 3



Test administrator notation of what the student wrote:

elephant tree grass rock trunk

The written text in this response is a little obscured by the drawing, but the student successfully demonstrates multiple attempts at clear, distinguishable words. The student has labeled a tree in the upper right as "chre," and has written "elfit" and "chrunk" in the middle of the page. The backwards "g" makes "gras" a little difficult to recognize as "grass," but the rock at the bottom of the page is very clearly labeled as "rok." These examples all show invented but comprehensible spelling, demonstrating a knowledge of sound/letter correspondence and beginning, middle, and ending sounds.

W4/5–SCORE 2



Test administrator notation of what the student wrote:

elephant hippo water

This response, though minimal, shows two attempts at producing words. The "e" indicates some understanding of the beginning sound in the word "elephant." The second attempt at a word ("rtdor" for "water") is more successful and better demonstrates an understanding of sound/letter correspondence.

W4/5–SCORE 1

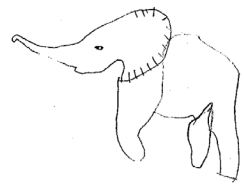


Test administrator notation of what the student wrote:

Her in grass. She looked behind a tree. She see her behind the rock. They run to water to splash and play.

This response includes clear, distinct letters. The transcription indicates the student understood and successfully retold the story, and the letter formation appears intentional. However, there is no clear evidence of sound/letter correspondence.

W4/5–SCORE 0



This response demonstrates excellent drawing skills but does not include any written language.

Reading

Students who reach the Reading section have had a long test, so most of the tasks use cards to help students engage in game-like activities while demonstrating pre-literacy and early reading skills. As always with card-based tasks, evaluate any response students clearly indicate rather than how students manipulate the cards. Pointing can indicate a Correct response, even if the student doesn't pick up the card and place it as instructed.

Repeat instructions and model tasks again as necessary to engage distracted students, but repeat individual letter sounds for students only once, and only if students ask.

Avoid over-encouraging speaking during Reading tasks. Students can read aloud if they like, but they are not required to do so. Score only the student's actions during Reading tasks. Don't assign a score based on what or whether the student reads out loud.

Remember to wind down the testing experience with students who reach the limit of their current language skills. Reading is an emerging developmental skill for all children at the kindergarten level, and it's important that students leave the test feeling positive about their abilities.

Accessibility and Accommodations

The WIDA Accessibility and Accommodations Framework informs a test design that is intended to maximize accessibility of assessments for all ELs, including those students with an Individualized Education Program (IEP) or 504 Plan. In addition, targeted accommodations can be used on WIDA assessments in accordance with students' needs as allowed by state and district policies.

To support the validity of the assessment, refer to the [Accessibility and Accommodations Manual](#), available in the Resource Library on the WIDA website, when selecting accommodations. In addition, always refer to your state's page of the WIDA website for state-specific guidance on English language proficiency assessment accommodations policies. As you consult these resources and work with the student's educational support team, keep the following guidance in mind.

The following modifications are not allowed, regardless of a student's documented disability:

- Reading aloud the test items (anything other than what's in the script) during the Reading test.
- Translating test content or reading any part of the test, including directions, aloud in a language other than English.
- Providing a bilingual picture or word-to-word dictionary.
- Scoring student responses to Speaking tasks in a language other than English as Meets.
- Scoring student responses to Writing tasks in a language other than English as Correct or above zero.
- WIDA Screener for Kindergarten is not available in a braille format.

The following accessibility supports are built-in features of WIDA Screener for Kindergarten, and they don't need to be provided or documented as accommodations:

- **Extended time.** WIDA Screener for Kindergarten is designed to be administered in a single test session, but it is not a timed assessment. Students may take as much time as they need to respond throughout the test, including to Speaking tasks, and they may take as much time as they need to complete the test.
- **Human reader.** WIDA Screener for Kindergarten is a paper-based assessment delivered in a one-on-one setting without any recorded audio. Test administrators follow a script to provide a standard test administration, but they may repeat or clarify instructions as needed.
- **Magnification.** Schools may also opt to enlarge standard-sized materials with low-vision aids or magnification tools.

New for 2026-2027: Professionally produced **large print versions** of the WIDA Screener for Kindergarten Storybook, Response Booklets, and cards can be purchased from the WIDA Store. These materials use 60-point font in the Storybook and 23.38-point font in the Response Booklets, both of which are printed on 14" x 18" paper. The large print cards are each 5.525" x 4.875", with enlargement of approximately 130%.

Note that students who are deaf or hard of hearing can generally participate in the Reading and Writing tests. Students who use speech reading may also be able to access the Listening test. Refer to state policy to determine whether manually coded English (such as SEE I, SEE II, Rochester Method, cued speech, etc.) is permitted.

Keep in mind that students with a DHH disability cannot be considered Limited English Proficiency solely due to their reliance on a sign system like ASL. Students who use a sign system and have not been exposed to a language other than English by a primary guardian or caregiver should not participate in WIDA Screener for Kindergarten testing.

After Testing

When you've worked through the whole test, allowing each student to reach the upper limit of their current abilities within each section, thank the student for their efforts. Take a moment to check that you've recorded a score for every test item that you administered. Dismiss the student, and then immediately score the final Writing task if the student completed it.

Total the Correct and Meets scores on the Listening & Speaking score sheet, the Correct and W4/5 scores on the Writing score sheet, and the Correct scores on the Reading score sheet. Then, go to wida.wisc.edu/assess/screener/kindergarten/calculator to generate a score report.

Scores from the score sheets completed during test administration must be entered into the score calculator. The official score report—not the score sheets—is what provides meaningful information about the student's performance and skills in terms of the WIDA English language proficiency levels. Use the proficiency level scores in the score report to help inform your identification and placement decisions.

Follow the instructions to enter scores into the score calculator, generate a score report, enter student identification details, and print or save official results. Share scores and proficiency level information with educators, administrators, and students' families.

WIDA Screener for Kindergarten Score Calculator

[Assess](#) < [WIDA Screener](#) < WIDA Screener for Kindergarten Score Calculator

Determine your students' English language proficiency levels on Kindergarten Screener.

After you administer WIDA Screener for Kindergarten, enter the student's scores below to generate a report of the student's test performance. The score report will show performance in terms of the WIDA English language proficiency levels.

Visit the [Family Engagement](#) page for resources to help you share information about language testing and test scores. Visit your [member/state page](#) for details on the identification criteria and placement guidance applicable to your students.



Student's Current Grade

K ▾

1

Total Listening Correct

▾

2

Total Speaking Meets

▾

☐ I administered Writing and Reading.

Get Score Report

Clear the Form

Details on understanding and using scores are available for both educators and families. Refer to the [WIDA Screener Interpretive Guide for Score Reports](#) for more detail about Screener scores. Find resources to help you share information about language testing and test scores with student's families in the [Family Engagement section](#) of the WIDA website. Visit your member/state page of the [WIDA website](#) for details on the identification criteria and placement guidance applicable to your students.

Appendix: Guidance for Administration During Kindergarten Registration

WIDA Screener for Kindergarten is typically administered to students entering kindergarten either at the start of the school year (July to September) or to those entering during the school year. In July 2021, a panel of early childhood education (ECE) experts reviewed the assessment for its use in identifying incoming kindergarten students prior to the start of the school year. Their feedback forms the basis of the following recommendations.

Early Administration Recommendations

If administering the test to students preceding their initial enrollment in kindergarten, **the earliest recommended testing window is mid-April to June**. Administration of the test earlier than mid-April may not support accurate decision-making about these young students' English language development.

For testing between mid-April to June, WIDA recommends administration of **only** the oral language domain (Speaking and Listening) section. Additionally, the following conditions should be considered to provide the best testing experience for students:

- Test in a space that is familiar to the student.
- The test administrator should be someone with whom the student is familiar.
- Allow for additional breaks, as needed.
- Allow for testing over multiple days, if needed.
- Encourage rescheduling of the test session if a student does not engage or becomes upset.

Test administrators giving the test during this early window should preferably have ECE experience with prekindergarten-aged students. Ideally, test administrators should have an ECE endorsement.

Interpreting and Using Scores from an Early Test Administration

If the test is administered during mid-April to June, you should consider how to interpret test scores based on the length of time between the administration and the students' start of kindergarten. For example, scores from an early test administration that are just below the score used for identification decisions (also referred to as the cut score) could indicate the need to rescreen the students with another assessment later in the year, to confirm whether they are English learners (ELs).

WIDA generally recommends using multiple sources of data when making identification decisions. When using scores from an early test administration, gathering multiple sources of data is especially important to make well-informed identification decisions. The following are considered best practices for triangulating data from early administrations of WIDA Screener for Kindergarten as part of the identification process:

- Test scores should not be the only data points used in EL identification decisions.
- Consider evidence gathered from parents/caregivers on the students' home languages and literacy development.
- Consider any evidence available from ECE teachers; for example, how students communicate with teachers and peers.
- Consider whether the students have been participating in a center-based program.

WIDA Speaking Rubric Kindergarten

Use this rubric to score speaking responses on **WIDA Screener for Kindergarten** and **WIDA MODEL for Kindergarten** only.

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

WIDA Writing Rubric Kindergarten

Use this rubric to score writing responses on **WIDA Screener for Kindergarten** and **WIDA MODEL for Kindergarten** only.

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence: Complete "Story"	- Text presents one clear example of a successful attempt at producing related, connected English phrases and sentences - At least two clear sentences are present - A logical sequence or relationship between phrases and sentences is present - Each phrase or sentence contains at least two "words"	"Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately "Words" are clearly recognizable and contain beginning, middle and ending sounds (in longer words)	- Invented spelling and/or lack of mechanics may impede full comprehensibility of the text - Inventive spelling closely approximates standard spelling - Evidence of capitalization and punctuation may be present - No clear observable influence of native language is present
5 Evidence: "Story"	- Text contains at least one clear example of a successful attempt at producing at least two related or connected English phrases or sentences - At least one clear sentence is present - A logical or sequential word order within phrases or sentences is present - Each phrase or sentence contains at least two "words"	"Words" go beyond memorized, high-frequency vocabulary "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) - All key "words" in the related or connected phrases or sentences are attempted	- Invented spelling and/or lack of mechanics may impede comprehensibility of the text - Evidence of word boundaries is present - Observable influence of native language may be present
4 Evidence: "Phrase or sentence"	- Text contains at least one clear example of a successful attempt at producing an English phrase or short sentence - The phrase or short sentence contains at least three "words"	- At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like...', 'I play...') "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) - Letter sounds within words may be out of order - All key "words" in the phrase or short sentence are attempted	- Invented spelling and lack of clear word boundaries may impede comprehensibility of the text - Attempts at word boundaries may be present - Observable influence of native language may be present

Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	Text contains at least two clear, independently produced examples of successful attempts at producing English words	- At least one "word" goes beyond memorized, high frequency words (e.g., 'cat', 'dog') "Words" may be recognizable and contain attempts at beginning, middle and ending sounds (in longer words) - Letter sounds within words may be out of order	- Invented spelling and lack of clear word boundaries may impede comprehensibility of the words - Observable influence of native language may be present
2 Evidence: Sound/letter correspondence	Text contains at least two clear, independently produced examples of successful attempts at producing English sound/letter correspondence	- Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: - beginning and ending word sounds - beginning and middle word sounds - middle and ending word sounds - beginning word sounds only - a single sound representing a word - Examples of letters may be in list form, written vertically or horizontally - Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present	- Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences - Observable influence of native language may be present
1 Evidence: Letter copying	Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound/letter correspondence	Evidence of ability to write letters may be provided by any of the following: - writing own name - copied letter(s) - random letter(s) - traced letter(s) - scribble writing	Poor letter formation quality may impede recognition of letters
0 Evidence: Letter and/or picture	- Text contains no more than one clear, independently written letter - No response	Symbols or pictures, perhaps copied from graphics, may be present	No language control is evident due to lack of text



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