



WIDA Alternate Screeners

Test Administrator Manual



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Introduction

This manual is designed for test administrators who administer WIDA Alternate Screener. This manual is your in-depth reference document for test administration processes and procedures. Read the relevant parts once, carefully, and then refer to this manual as needed throughout your screener administration.

About WIDA Alternate Screener

WIDA Alternate Screener (*hereafter Alternate Screener*) is an assessment designed to provide an initial measure of English language proficiency for students with the most significant cognitive disabilities. It is given to incoming students in grades K–12 to help determine whether they qualify for English language support services. It is typically appropriate for ELs who participate in your state’s alternate content assessments. The results of the assessment aid educators in making decisions regarding the English language support services a student may need. It should not be used to determine eligibility for other services.

For more information visit [WIDA Alternate Screener](http://wida.wisc.edu/assess/screener/alt-screener) (wida.wisc.edu/assess/screener/alt-screener) and [WIDA Alternate ACCESS](http://wida.wisc.edu/assess/alt-access) (wida.wisc.edu/assess/alt-access) webpages.

Critical Contact Information

If you have any questions about Alternate Screener, including (but not limited to)

- Test materials
- Technical support for the training materials and online resources

Please contact WIDA Client Services:

- help@wida.wisc.edu
- (866)-276-7735

Part 1: Overview

Roles and Responsibilities

This manual focuses on your responsibilities as a test administrator for successful administration of Alternate Screener.

- Set a positive tone for the test experience and ensure the testing environment is quiet and free from distraction.
 - Students will participate in all domains at each grade-level cluster unless their disability prevents this level of participation.
- Evaluate and score student responses. After scoring, you will input the score information into the [Alternate Screener Score Report Calculator](#) to create a downloadable score report for the assessment.

Resources for Test Administrators

In addition to this manual, the following are key resources to review and understand before you administer Alternate Screener.

The WIDA Secure Portal

The [WIDA Secure Portal](#) (portal.wida.us) is the home of the WIDA Alternate Screener: Administration and Scoring training course you need to complete to administer Alternate Screener.

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 [WIDA Secure Portal](#)
2. Enter your username and password. Contact your district or state test coordinator if you do not have a WIDA Secure Portal account.
3. Click Login.

Alternate Screener Training

Before you begin administering Alternate Screener, you will need to complete the WIDA Alternate Screener: Administration and Scoring course in Canvas.

**Plan on spending anywhere from 1-2 hours
to complete the training course and explore related resources.**

The time you actually need depends on how quickly you move through the material and how in-depth you want to go in learning about WIDA assessments. You can start and return to the courses as needed, so consider setting aside an hour at a time for training.

The training course includes a 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 quizzes immediately after reviewing the content in any training course. **Don't forget to click on the participation agreement and mark Done in order to get your certificate.** After you complete the course, you will be able to view your certificate of course completion.

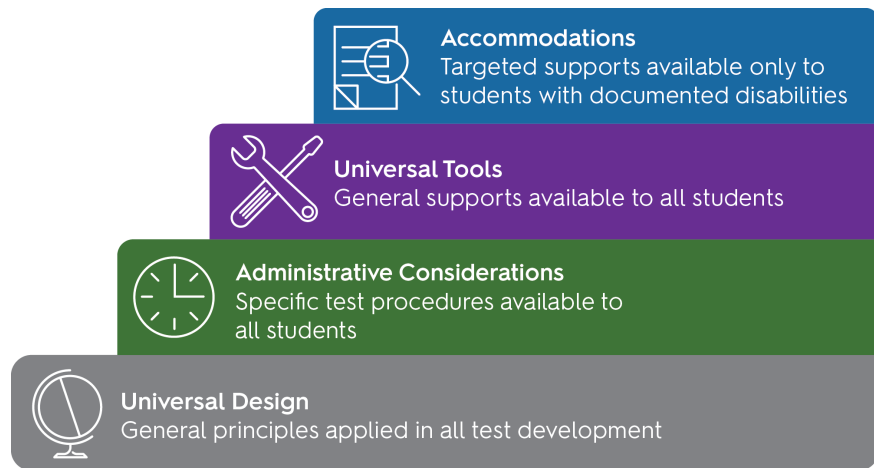
Visit your member/state page on the [WIDA website](http://wida.wisc.edu) (wida.wisc.edu) if you have questions about training.

The Accessibility and Accommodations Manual

WIDA is committed to providing an assessment that is accessible to every eligible English language learner, including those with disabilities. The accessibility tools and accommodations that are available for Alternate ACCESS are also available for use on Alternate Screener.

WIDA's Alternate ACCESS and Alternate Screener assessments incorporate Universal Design

principles that increase access through test design elements like embedded scaffolding and task modeling. As a TA, you 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, you can also ensure students have access to some of the learning tools they typically use in the classroom, such as highlighters or scratch paper. Keep in mind, however, that some supports are not appropriate to a test of English language proficiency. For example, students cannot use a bilingual dictionary while taking Alternate Screener, even if they would typically use one during a language arts or science assessment.

Also note that many accommodations that are appropriate for other ACCESS tests are not applicable to Alternate Screener, because the whole test is administered by you and is not timed. For example, accommodations related to test audio and human readers do not apply to Alternate Screener.

Check your member/state page of the [WIDA website](#) for any state-specific guidance on providing accessibility support, and refer to the [Accessibility and Accommodations Manual](#) (wida.wisc.edu/resources/accessibility-and-accommodations-manual) for more details on accessibility supports available to students taking Alternate Screener.

Test Security and Materials Management

Test Security

WIDA Alternate Screener is a **secure test**. Store all test materials where only the appropriate staff can access them and keep all test materials under supervision during testing. Do not share any specific information about the content of the test with students or their families, even after testing and scoring is completed.

Publicly posting, displaying, or distributing in any medium WIDA Alternate Screener test materials, in part or in whole, is strictly prohibited.

- Keep test materials secure and confidential. Do not leave test materials unattended before or after testing.
- Keep all personal information secure, in accordance with your district- and state-specific test security policies.

Materials Management

Alternate Screener uses only paper test materials. You can download materials from the [WIDA Secure Portal](#) and print them locally. Alternate Screener test materials are **not** available for ordering and shipping. The printed materials should be considered secure test materials.

The following materials are available to download for Alternate Screener:

- Student Response Booklets
- Student Listening, Reading, Speaking and Writing Test Booklets
- Test Administrator Scripts
- Test Administrator Manual

Test Design

WIDA Alternate Screener is an English language proficiency screening assessment for students with the most significant cognitive disabilities. It is typically appropriate for potential ELs who participate in your state's alternate content assessments.

Alternate Screener assesses the four language domains of Listening, Reading, Speaking, and Writing. Items in each domain address a sampling of the five WIDA English Language Development Standards:

1. Language for Social and Instructional Purposes
2. Language for Mathematics
3. Language for Science
4. Language for Language Arts
5. Language for Social Studies

Items target three of the six WIDA alternate English language proficiency levels: 3–Developing, 4–Expanding, and 5–Bridging. Level 6–Reaching is considered proficient in English and therefore is not assessed on the Alternate Screener assessment.

Components of WIDA Alternate Screener

Domain	Number of Tasks	Targeted Proficiency Levels
Listening	3	3-5
Reading	3	3-5
Speaking	2	3-5
Writing	1	3-5

The domain tests can be administered in any order, and the different domain tests can be administered on different days, with no minimum or maximum break between the administrations.

Alternate Screener is administered in the following grade-level clusters:

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

WIDA recommends testing students at the grade level in which they are enrolled. This screener was designed to measure English language proficiency for students with the most significant cognitive disabilities, in accordance with the linguistic demands and academic expectations of their current grade.

Test Scoring

You are the only person who evaluates and scores the student’s responses. You will mark scores on the Alternate Screener Scoring Sheet. Take care that only one score is marked for each item

and that your totals are accurate. The scores you mark are used to generate the student's relevant Screener scores.

Test Timing

Alternate Screener should be administered within the timeline for English learner identification, as established by your State Education Agency (SEA). Contact your SEA for additional information on timelines and guidance for identification.

Test Tasks and Timing

Depending on the needs of the student, Alternate Screener should take **30 minutes or less** to complete. However, due to the nature of the test and the unique abilities and behaviors of your students, actual test times can vary widely.

Breaks during the test administration session (as described in [Part 2](#)) are appropriate for Alternate Screener, and these interruptions can increase the time you'll need for test administration.

In addition to actual testing time, you need time to welcome the student, distribute and collect test materials, and go over test directions. Visit your member/state page of the [WIDA website](#) for any state and district test timing guidance that applies to your students.

Test Materials

All of the following are **secure test materials** and should be treated as such. Please note that all Alternate Screener materials are only available for download and printing locally. WIDA will not ship materials for Alternate Screener.

For greatest accessibility, Alternate Screener administration materials should be printed in color, when available. Print in grayscale when color printing is not available.

When printing, **you may enlarge any of the test materials to fit on 11x17 paper, if available**. Students in need of further enlargement may take the test using low-vision aids or magnification tools.

WIDA Alternate Screener Administration Materials

Material	Usage	Print Size
Test Administrator Script	Contains everything you say to guide students through all four domain tests.	Letter, 8.5" by 11"
Student Listening, Reading, Speaking and Writing Test Booklet	Contains the pictures and prompts students see for all of the domain tests.	Legal, 8.5" by 14"
Student Response Booklet	Contains space to score individual items and to total raw scores (which will later be entered into the online score calculator) for each domain. Also includes space for students to write their responses for the Writing domain.	Letter, 8.5" by 11"
Test Administrator Manual	Contains all instructions for administering and scoring the assessment.	Letter, 8.5" by 11"

Part 2: Administering WIDA Alternate Screener

Preparing for Testing

Planning ahead facilitates a smooth test administration and helps give your students a positive test experience. Here are a few best practices for test planning:

- Identify a quiet, familiar testing space with enough room to comfortably accommodate the student, yourself, and the test materials.
- If the student uses assistive technology devices, have them available in the testing room.
- Cover any posters that could assist students during testing unless this change would be disruptive or distracting to your student.
- Make or obtain a *Do Not Disturb: Testing* sign that you can place outside the door during testing.
- Verify that you have all necessary test materials (see the [WIDA Alternate Screener Materials table](#), above).
 - As needed and appropriate for the student, you can adapt the Student Test Booklet by cutting it apart and presenting the graphics in another format. For example, you might attach them to an eye gaze board or mount them on foam core or blocks to give students a tactile method of responding. **Always keep the pieces of a disassembled booklet together.** For example, you might put all the pieces in a large envelope.
- Bring at least one sharpened pencil, with a good eraser, for yourself. In addition to ensuring the Student Response Booklets are completed correctly, you can use the eraser of a pencil to point to objects as instructed in the Test Administrator Script.
- Ensure the student's preferred writing instrument is available for the Writing test.
- Confirm that each Student Response Booklet has the correct student information completed.

Instructional Supports and Augmentative Communication Devices

Individualized instructional supports that you're accustomed to using with the student in everyday classroom instruction can be used during testing only if they do not change what is being tested. For example, do not provide graphic organizers, do not decrease the number of response choices you present to the student, and do not select or provide responses for the student.

For testing purposes, an augmentative/alternative communication (AAC) device is considered the student's voice and does not need to be documented as an accommodation. Because it is unusual for individual sounds to be programmed into speech-generating devices, any test item for which the student is asked to produce an isolated phoneme can be correctly answered by the student indicating a letter. For example, if you ask the student to say /g/, the student could indicate the letter G. Additionally, available vocabulary may impact a student's ability to respond to specific test items. For example, if a student is asked to identify an apple and the student does not have access to the word "apple" on their AAC, it is unreasonable to require the student to say, "apple." On multiple choice items, the student can indicate their response by indicating the letter or number of their response choice.

Never provide a special Alternate Screener page on a student's communication device just for the assessment. Such an arrangement would not be representative of the student's day-to-day skills with English language for academic contexts. Take care when interpreting English language proficiency scores for students who use AAC devices, as their proficiency with the device as well as available vocabulary can impact the test experience.

Administering the Test

Your rapport with students sets a positive tone for testing. Greet students as naturally as possible in accordance with whether and how well you know them. Follow the warm-up script to create a welcoming environment and to help students feel comfortable in the test setting. Pay close attention to the student throughout the test. A student having a difficult day is unlikely to fully demonstrate his or her linguistic abilities. If the testing schedule allows, you might stop and resume the domain test from where you left off on a different day to ensure you capture the most valid demonstration of the student's abilities. In any case, do your best to ensure the student has a positive test experience.

In addition, keep the following in mind as you administer the test:

- **Follow the Test Administrator Script exactly.** Read only the parts that are printed in bold type on a white background. Emphasize words that are underlined. Take note of the Moving On boxes, which include scripting for either continuing or stopping the domain test. The instructions students hear are black and bold. Anything that is in regular (not bold) type is not read aloud. Regular type text helps guide you through the test administration.
- Confirm you have the correct booklet for the student.
- Do not present any test materials until the student is ready.
- **Do not encourage students to guess.** In order to get the best information possible from the screener, simply encourage students to do their best.

- Before, during, and after administration, ensure test materials are stored and handled appropriately.

Breaks

Allow students to take brief breaks as needed within domain tests. For example, a restroom or stretch break between domains or items. As much as possible, avoid interruptions during testing.

Listening and Reading Tests

Administering the Listening and Reading Tests

Keep the tests going at a steady pace. Read clearly and don't rush, but also avoid slowing down unnaturally. The expectations of a student response at each proficiency level are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors, included in [Appendix A](#) of this manual. There you will also find a glossary of terms and examples.

Use the following procedure for each item, pausing after each cue to let the student respond.

1. Follow the directions in the script to read through CUE A.
2. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond, repeat CUE A.
3. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond to the repeated CUE A, read CUE B.
4. If the student responds correctly, mark the Student Response Booklet and follow the script in the Moving On box to continue to the next task. If the student responds incorrectly or does not respond to CUE B, read CUE C.
5. Mark the Student Response Booklet and follow the directions in the Moving On box.

Scoring the Listening and Reading Tests

Circle one score per task:

- Circle the **Cue A** score when the student responds correctly after hearing CUE A (either the initial prompt or the repeated prompt).
- Circle the **Cue B** score when the student responds correctly after hearing CUE B. In this case, the student has heard CUE A twice in addition to hearing CUE B.
- Circle the **Cue C** score when the student responds correctly after hearing CUE C. In this case, the student has heard CUE A twice in addition to hearing CUE B and Cue C.
- Circle the **Incorrect** score when the student responds incorrectly to any cue **and provides no further response or an incorrect response to all additional cues.**

Circle the **No Response** score when the student provides no evidence of engagement or does not respond in English, even after you present all cues.

Only circle one score per each Listening and Reading task to ensure accurate scoring.

Speaking Test

Each task in the Speaking test is made up of three questions. The expectations of a student response at each proficiency level are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors, included in [Appendix A](#) of this manual. There you will also find a glossary of terms and examples.

Take time to become familiar with the expectations at each proficiency level before you administer the test. **During test administration, take note that the proficiency level expectation for each Speaking task is listed in the Test Administrator Script.**

QUESTION 1 of each task is aligned to the proficiency level of the item, QUESTION 2 offers the student additional scaffolding and support, while QUESTION 3 comes with a reduction in proficiency level expectations. Score **Meets** for the question that the student responds to appropriately. If the student does not meet the expectation for QUESTIONS 1, 2, and 3, mark **Approaches** or **No Response**.

Only circle one score for each Speaking task to ensure accurate scoring.

SPEAKING							
Task	Key	Score Points					
		Meets			Approaches	No Response	Total Score
		Q1	Q2	Q3			
1	Expects Statement located in TA Script for each Question	4	3	2	1	0	
2		4	3	2	1	0	
Circle only one number per task (i.e., per row).							Speaking Score

The expectations at each proficiency level are listed in the table below. Specific expectations for each task are shown in the Test Administrator Script. Alternate Screener focuses on Proficiency Levels 3–5.

Speaking Proficiency Level	Score Meets when
1	The student responds with at least one intentional sound or word.
2	The student responds with at least two chunks of language and phrases related to the task.
3	The student responds with one or more simple statements or questions related to the task.
4	The student responds with two or more simple connected statements or questions related to the task.
5	The student responds with a combination of short and expanded statements (at least two) with emerging complexity. The statements include new ideas in both familiar and novel contexts.

Administering the Speaking Test

Students have six opportunities (QUESTIONS 1, 2, and 3 with repetition) to provide a **Meets** response to each Speaking task. If the student demonstrates the Meets scoring criteria at any point during a task administration, follow the script in the Moving On box to continue to the next task.

If a student asks you to repeat a question, do so and don't count this request as the repetition built into the standard administration procedure described below. If a student asks for an explanation of a word or phrase in the task, verify that the student understood your pronunciation. If pronunciation is not an issue, encourage the student to respond based on what they do understand of the question.

Use the following procedure for each task. Pause after each question to let the student respond:

1. Follow the directions in the script to read QUESTION 1.
2. If the student's response meets the Expect Statement for QUESTION 1 located in the Test Administrator Script, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond, repeat QUESTION 1.
3. If the student's response meets the Expect Statement for QUESTION 1, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond to the repeated QUESTION 1, read QUESTION 2.

4. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 2 or the student does not respond, repeat QUESTION 2.
5. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 2 or the student does not respond to the repeated QUESTION 2, read QUESTION 3.
6. If the student's response meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement for QUESTION 3 or the student does not respond, repeat QUESTION 3.
7. If the student meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3, circle the **Approaches** score. If the student does not respond, circle the **No Response** score.
8. Follow the script in the Moving On box.

Scoring the Speaking Test

Mark a score that reflects the student's best response to a task. For example, if a student provides a response that approaches the scoring criteria and then provides no further response, give the student a score of **Approaches** for the task.

Circle one score per task, as follows:

- Circle the **Meets** score when the student's response meets or exceeds task level expectations. Expectations are listed in the Test Administrator Script.
- Circle the **Approaches** score after reading QUESTION 3, when the student provides a response and there is clear evidence that the demands of the task are beyond the student's current linguistic abilities. For example, if you ask for a word and the student simply vocalizes, that response is scored Approaches.
- Circle the **No Response** score when the student provides no verbal response in English.

Pronunciation is not evaluated in Speaking responses unless the student is providing a specific phoneme. For example, if a student says "all" instead of "ball," score the response as **Meets** because the student communicated a comprehensible response.

Writing Test

For the Writing test, students interact directly with the Student Response Booklet. They can use their preferred writing instrument, provided the tool gives the student access to all 26 letters of the alphabet. They can write on the response booklet, on a separate piece of paper, or on any medium they typically use during instruction. For example, a student might use a pen, a marker, a whiteboard, a keyboard, an alphabet flipbook, or an eye-gaze board instead of providing paper-and-pencil responses. Students who use symbol systems or AAC devices should use the keyboard in the device or have access to an alternate pencil when writing is required.

Scaffolding and Supports

The Writing test contains supports and scaffolding for students.

- Test administrators can read word lists to students for all grade-level clusters.
- The Writing test in grades K–2 differs from the Writing test in grades 3–5, and 6–12, as it includes additional scaffolding and modeling throughout QUESTIONS 1, 2, and 3. Often these supports include shared writing activities where the test administrator writes part of the response, and the student completes the task.

This intentional design supports early literacy and writing for young learners.

The expectations of a student response for each task are detailed in the WIDA Alternate ACCESS Proficiency Level Descriptors, included in [Appendix A](#) of this manual. There you will also find a glossary of terms and examples.

Take time to become familiar with the expectations at each proficiency level before you administer the test. **During test administration, take note that the proficiency level expectation for each Writing task is listed in the Test Administrator Script.**

If meets, go to FINISH WRITING SECTION box. If approaches or no response, repeat QUESTION 1. After repeat, if approaches or no response, go to QUESTION 2.	
Q1 EXPECT	The student writes 1 simple sentence.

QUESTION 1 of each task is aligned to the proficiency level of the item, QUESTION 2 offers the student additional scaffolding and support, while QUESTION 3 comes with a reduction in proficiency level expectations. Score **Meets** for the question that the student responds to appropriately. If the student does not meet the expectation for QUESTIONS 1, 2, and 3, mark **Approaches** or **No Response**. Consult the table below for expectations at each proficiency level.

Only circle one score in the Writing scoring section to ensure accurate scoring.

The expectations at each proficiency level are listed in the table below. Specific expectations for each task are shown in the Test Administrator Script. Alternate Screener focuses on Proficiency Levels 3–5.

Writing Proficiency Level	Score Meets when
1	The student writes a single representation of something, (e.g., a number, letter, or symbol) to convey meaning related to the task.
2	The student writes a single word related to the task.
3	The student writes one or more chunks of language, phrases or clauses related to the task.
4	The student writes one simple sentence related to the task.
5	The student writes at least two simple sentences or at least one compound sentence with detail related to the task.

Administering the Writing Test

Follow the script to read through the directions for the task, and if the student's response is difficult to decipher, be sure to transcribe it before moving on.

Students have six opportunities (QUESTIONS 1, 2, and 3 with repetition) to provide a **Meets** response to each Writing task. If the student demonstrates the Meets scoring criteria at any point during a task administration, follow the script in the Moving On box to continue to the next task.

If a student asks you to repeat a question, do so. Do not count this request as the repetition built into the standard administration procedure described below.

Use the following procedure for each task, pausing after each question to let the student respond:

1. Follow the directions in the script to read QUESTION 1. Transcribe the student's response, if necessary.
2. If the student's response meets the Expect Statement in the Test Administrator Script, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response approaches the Expect Statement or the student does not respond, repeat QUESTION 1.
3. If the student's response meets the Expect Statement, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the

student's response approaches the Expect Statement or the student does not respond to the repeated QUESTION 1, read QUESTION 2.

4. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 2 or the student does not respond, repeat QUESTION 2.
5. If the student's response meets the Expect Statement for QUESTION 2, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 2 or the student does not respond to the repeated QUESTION 2, read QUESTION 3.
6. If the student's response meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3 or the student does not respond, repeat QUESTION 3.
7. If the student meets the Expect Statement for QUESTION 3, mark the Student Response Booklet, and follow the script in the Moving On box to continue to the next task. If the student's response does not meet the Expect Statement for QUESTION 3, circle the **Approaches** score. If the student does not respond, circle **No Response**.
8. Follow the script in the Moving On box.

Scoring the Writing Test

Mark a score that reflects the student's best response to a task. For example, if a student provides a response that approaches the scoring criteria and then provides no further response, give the student a score of Approaches for the task.

Mark a score in the Writing section in the Student Response Booklet.

Circle one score per task, as follows:

- Circle the **Meets** score when the student's response meets or exceeds the Expect Statement for the question. Expect Statements are listed in the Test Administrator Script.
- Circle the **Approaches** score only after administering all three questions and when the student provides a response, but there is clear evidence that the demands of the task are beyond the student's current linguistic abilities.
- Circle **No Response** when the student provides no written response in English.

Incorrect and phonetic spelling is acceptable as long as the errors do not impede your understanding of the student's response. For example, don't lower a student's score because the response includes the word "bal" instead of "ball." However, arbitrary letters and invented marks are not scorable. For example, "bLv" and "KQ" are not words, but "plnt" instead of "plant" or "bo" instead of "boy" can be scored as part of a written response.

After Testing

After your student has completed the tests for all four domains (Listening, Reading, Speaking, and Writing):

- Review each Student Response Booklet to make sure you have completed all scoring and that scores are clearly marked.
- Total scores for each domain.
- Gather all of the test materials you printed, including any materials you modified to meet a student's needs.
- After you have finished calculating student scores (see Score Calculations and Reports, below), securely destroy any used or modified materials. Keep unused materials in a secure location for future administrations.

Score Calculations and Reports

To calculate student scores and generate score reports, you will use the [WIDA Alternate Screener Score Calculator](https://wida.wisc.edu/assess/alt-screener/calculator) (wida.wisc.edu/assess/alt-screener/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 Alternate English language proficiency levels. Use the proficiency level scores in the score report to help inform your identification and placement decisions.

1. After completing testing, and documenting scores in the Student Response Booklet, go to the [WIDA Alternate Screener Score Calculator](https://wida.wisc.edu/assess/alt-screener/calculator) webpage to generate a score report.
2. Enter the totaled domain scores from the Student Response Booklet into the score calculator. Leave scores blank for any domains not tested.
3. To generate a report, enter student identification details, and print or save the student's official results as required by your SEA.

Use the [WIDA Screener Interpretive Guide for Score Reports](https://wida.wisc.edu/resources/wida-screener-interpretive-guide-score-reports) (wida.wisc.edu/resources/wida-screener-interpretive-guide-score-reports) to understand and interpret students' scores. Share the student's scores and proficiency level information with educators, administrators, and student's families.

Appendix A:

WIDA Alternate ACCESS Proficiency Level Descriptors

Listening

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
P5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific content area language A variety of academic contexts (e.g., across content areas).
P4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and increasingly specific content area language. Increasingly expanding familiar and novel contexts.
P3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
P2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
P1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single representations of a conveyed expression. Intentional communication in concrete, immediate contexts.

Reading

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
P5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	Specific content area language. A variety of academic contexts (e.g., across content areas).
P4 Expanding	Simple connected text. Related familiar ideas across content areas.	General and specific content area language. Increasingly expanding familiar and novel contexts.
P3 Developing	Simple sentence or sentences. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
P2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
P1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single representations of letters or words. Familiar contexts or in environmental print.

Speaking

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
P5 Bridging	A combination of short and expanded statements across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
P4 Expanding	Simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General content words and expressions. Expanding familiar contexts.
P3 Developing	Simple statements or questions. Expression of one idea in particular content area.	General content-related words. Routine, shared contexts.
P2 Emerging	Chunks of language and phrases. Emerging expression of a familiar idea.	General high-frequency and content-related words. Concrete, immediate contexts.
P1 Entering	Single representations of spoken expressions. Intentional communication of an idea.	Single representations of a spoken expression. Intentional communication in immediate contexts.

Writing

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
P5 Bridging	Simple sentences and/or compound sentence(s) related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
P4 Expanding	Simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
P3 Developing	Chunks of language, phrases or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
P2 Emerging	Representation of a single word(s) or idea(s). Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
P1 Entering	Single representations of written expressions. Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.

Alternate Proficiency Level Descriptors Glossary and Text Examples

Academic contexts: Settings, situations, or environments that relate to school, learning, or education. These contexts typically involve specific content, skills, and expectations associated with formal instruction.

Chunks: Groups of words that are used regularly together in the same (or nearly the same) order. Chunks include lexical phrases, set phrases, and fixed phrases.

Examples: "by the way"; "sounds exciting"; "paper and garbage; throw away"; "cars racing"; "play cars"; "big tree"; "no rain"; "in box" or "in the box"

Clause: A group of words that contains both a subject and a verb.

Examples: "Mina smiled"; "He wants to be a doctor"

Complex sentence: A sentence that contains one independent and at least one dependent clause.

Examples: "I like to ride my bike to school." "When it rains, I wear my boots."

Compound sentence: A sentence that has at least two independent clauses that have related ideas and can be joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon.

Examples: "Ula likes juice, and Diego likes milk." "Milo was tired, so he took a nap."

Connected statement: A sentence that connects various concepts (or ideas) and parts of speech and shows the relationship between them through the use of conjunctions (e.g., as, and, but, if, or, etc.), prepositions (e.g., at, by, to, etc.), and adverbs (e.g., then, next, soon, later, etc.).

Examples: "The grasshopper eats grass, and the bird eats the grasshopper."; "I ride to school and then play with my friends."

Connected text: A sequence of related sentences or paragraphs that form a cohesive whole, such as a story, article, or essay.

Expression: A thought, feeling, or idea that is conveyed through speech, gesture, or symbol system and understood by others.

Examples: "I like gym class."; "Tamales are good."

Emerging expression: One or more words used together to express a thought, feeling, or idea that is conveyed through speech, gesture, or symbol system and understood by others.

Examples: "red bird"; "math fun"; "sing loud"

Expanded expression: A series of two or more connected thoughts, feelings, or ideas that are conveyed through speech, gesture, or symbol system and understood by others.

Examples: "I take a computer class. I can learn about video games."; "I want to go to Vietnam. My mom went there."

Familiar contexts: Situations, topics, or settings that a student has prior knowledge or experience with.

Multiple representations: The use of more than one way to express an idea or concept. This can include a combination of words, gestures, symbols, pictures, or other forms of communication.

Examples: A student pointing to a picture of a cat while saying "cat"; writing the number "3" and showing three fingers; using a plus sign (+) and saying "add."

Phrase: A group of two or more words within a clause or sentence. A phrase may act as a noun, verb, adjective, adverb, or preposition within a clause or sentence. A phrase never contains both a subject and a verb.

Examples: "to the store"; "needing help"; "best friend"

Routine contexts: Familiar and predictable situations or activities that occur regularly.

Short statement: A brief expression of an idea or thought, often consisting of a simple sentence.

Examples: "I am happy."; "The book is big."; "It is raining."

Simple sentence: As sentence that contains, at minimum, a subject and verb; also may include a direct or indirect object.

Examples: "I learn math."; "Rain falls."; "Sun is warm."; "Rabbit is in grass."; "Window is square."; "She uses soap."

Single representation: A letter, number, sound or sign.

Examples: "b"; "4"; "/k/"

Support Strategies

Shared Reading: A process in which the student joins in or shares the reading of text while guided and supported by the teacher. In an assessment setting, this may include modeling by the test administrator and then prompting the student to complete the task.

Shared Writing: A process in which the student collaborates with the teacher to jointly construct a written text. In an assessment setting, this may include modeling by the test administrator and then prompting the student to complete the task.

