



COLORADO
Department of Education

2026-2027
Colorado WIDA ACCESS Assessment Resource
District Assessment Coordinators
School Assessment Coordinators
Test Administrators

Summary

The purpose of this resource document is to provide information to assessment staff about the administration and logistics of the ACCESS Suite of Assessments in Colorado. The information in this resource in conjunction with the materials published by WIDA and DRC will ensure that tests are administered consistently and securely across the state.

District Assessment Coordinators are to provide all staff involved in the administration of ACCESS information from this document as it applies to each specific role.

District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), and Test Administrators (TAs) including charter school staff must adhere to the guidance and policy outlined in this Colorado document and accompanying Colorado training PPT designed to support the administration of the ACCESS Suite of Assessments in addition to those contained in the WIDA ACCESS [District and School Administration Manual](#) and WIDA ACCESS [Test Administrator Manual](#) (WIDA login required).

When Colorado differs from WIDA guidelines, Colorado Department of Education information and policy overrides WIDA guidelines.

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident compromising WIDA’s intellectual property occur, remedies for violations will be governed by Wisconsin State Statutes.

Version	Date	Description	Impacted Page(s)
1	October 5, 2026	2026-2027 Colorado ACCESS Assessment Resource Shared for training webinar	
1.1	October 9, 2026	Expected to be final version Corrected grammar and wording for clarity(no policy changes)	Multiple

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ACCESS Suite of Assessments

The ACCESS Suite of Assessments include:

- **WIDA ACCESS** online, the design of the online assessment defaults to paper for the Writing domain in grades 1-3. The test vendor scores all portions of the online assessment.
- **WIDA ACCESS** paper is available as an accommodation. The assessment is tier based and requires active ordering of the correct tier. The Listening and Speaking domains are delivered through WIDA AMS. The Speaking domain requires local scoring.
- **ACCESS for Kindergarten** is a paper-based test individually administered via an interactive format and is locally scored.
- **Alternate ACCESS** is a large-print, paper-based test individually administered to students with the most significant cognitive disabilities who have an IEP written to the [Colorado Extended Evidence Outcomes](#). Alternate ACCESS is locally scored.

Throughout this document when referring to all assessments they will be referred to as “ACCESS” the general assessment for grades 1-12 assessment is WIDA ACCESS, the general kindergarten assessment is ACCESS for Kindergarten, and the alternate assessments for grades K-12 is Alternate ACCESS.

Purpose of the ACCESS Assessments

ACCESS is a required assessment for all students with a language classification of NEP (non English proficient) or LEP (limited English proficient).

For the English language proficiency assessment, students who are enrolled in virtual learning are expected to be tested in-person.

WIDA ACCESS 1-12, WIDA ACCESS for Kindergarten, or Alternate ACCESS are assessments that support a fair, valid, and reliable summative evaluation of English language proficiency.

WIDA ACCESS supports educators with:

- Making student-based English language development instructional decisions such as appropriate classes or groups for instruction
- Making [reclassification decisions](#) about whether a student can exit English language support services
- Making program level English language development instructional decisions

WIDA ACCESS meets requirements of [State and Federal laws](#)

- Colorado Senate Bill 109 – C.R.S. 22-24-106 ELP Assessment
- Colorado House Bill 14-1298 – C.R.S. 22-24-101 English Language Proficiency Act (ELPA)
- Title VI of the Civil Rights Act (1964)
- Office for Civil Rights Memorandum (1970)
- [Every Student Succeeds Act](#)
 - Title IA
 - 20 U.S.C. 6301 §1111(b)(2)(C)(v)(II)(dd)
 - 20 U.S.C. 6301 §1111(b)(3)(C)(ix)(III) & (x)
 - 20 U.S.C. 6301 §1111(b)(6) & (7)
 - Title IIIA

Test Window

Monday, January 11, 2027 – Friday, February 12, 2027

Schedule testing at the **beginning of the test window**.

Reserve the last week of the test window for make-up sessions and as a contingency for school closures or technology issues.

Contact Information

Colorado Department of Education

ACCESS Assessments

Order of communication: Test Administrators contact their School Assessment Coordinator (SAC), and if needed SACs contact their District Assessment Coordinator (DAC). DACs contact the state assessment office with questions related to state assessment policies, and state-delivered assessment training.

- Questions related to ACCESS logistics and administration, [Heather Villalobos Pavia](#)
- Questions related to assessment accommodations for students with an IEP or 504 Plan, [Arti Sachdeva](#)
- Questions related to Technology/DRC Insight, [Collin Bonner](#)

Multilingual Learner Students

Identification – WIDA Screener

- [Doris Brock-Nguyen](#)

Redesignation

- [Lindsay Swanton](#)

Multilingual Learners with Educational Disabilities

- Student Learning Exceptional Student Services, [Hunter Smith](#)

Multilingual Learner Coding and October Count

- Information Management Services Division, [Collin Slutzky](#)

ACCESS Growth

- [School Quality and Support Division](#)

Assessment Vendor

WIDA Client Services

[WIDA Client Services](#) for questions related to WIDA test administrator certification quizzes. WIDA account holders who forgot their password can reset their password on the WIDA login page. WIDA Secure Portal Accounts are only for district/school employees.

DRC

[Data Recognition Corporation](#) (DRC) for questions related to WIDA AMS, technology setup/DRC Insight testing application. DRC Accounts are only for district/school employees.

Key Dates*

2026

- **September 3rd**: District Assessment Coordinators (DAC) Kickoff webinar
- **October 1st**: Colorado Test Administrator WIDA Course/Quiz window opens
- **October 5th**: Initial Paper Materials Order (through Syncplicity/CDE) window opens
- **October 6th and 7th**: Colorado DAC ACCESS training for DACs
- **October 15th**: Colorado DAC Q & A for Independent ACCESS Training
- **October 31st**: DEADLINE Initial Paper Materials Order (through Syncplicity/CDE)
- **October 31st**: DEADLINE for DAC Signed Security Agreement
- **November 2nd**: Assessment Team pulls October Snapshot for WIDA AMS upload
- **November 5th**: CDE sends DAC Verification of District Training form.
- **November 23rd**: WIDA AMS Opens
- **December 1st**: DEADLINE for DHH/VIB Preclusion submission
- **December 1st**: DEADLINE for UAR (scribe) submission
- **December 15th-17th**: Districts Receive Test Materials

2027

- **January 5th**: Additional Test Material Ordering Available Window
- **January 7th**: **DEADLINE** for Test Administrator WIDA Course/Quiz Completion
- **January 8th**: **DEADLINE** for Verification of District Training Form
- **January 11th: Test Window Opens**
- **January 31st**: Enrollment Cutoff for New Students
- **February 5th**: **Last day** to Order Additional Test Materials
- **February 12th: Last day of Test Window**
- **February 17th: DEADLINE for Shipping Completed Test Materials to DRC**
- **February 19th**: LAST DAY to make updates in WIDA AMS
- **March 2nd**: Materials Return Status Check
- **March 5th**: CDE sends Post-Test Compliance form
- **March 5th**: CDE uploads test sessions that went beyond testing time
- **March 12th**: DEADLINE Post-Test Compliance
- **March 15th**: Student Biographical Data (SBD) Review Opens
- **March 24th**: Student Biographical Data (SBD) Review Closes
- **April 28th**: Reports and Data Files Available in WIDA AMS
- **May 10th-11th**: Printed Reports and Data Files Arrive in Districts

*Dates may change to accommodate unforeseen circumstances.

Student Participation¹

Multilingual Learners with a language proficiency designation of NEP or LEP, including students with disabilities, must participate in the state English language proficiency assessment.

The student's educational team (general education, ML, and IEP or 504 as applicable), which must include the family determines whether the student will take WIDA ACCESS or ACCESS for Kindergarten with or without accommodations or, for a student with the most significant cognitive disability, meets the participation requirements for the alternate assessment. According to federal requirements, there must be evidence of alignment between a student's educational plan, instruction, and the accommodations provided on any of the state assessments, as well as any determinations for students to participate in Alternate ACCESS. Three participation options exist:

1. The student participates in WIDA ACCESS or ACCESS for Kindergarten without an accommodation.
2. The student participates in WIDA ACCESS or ACCESS for Kindergarten with an accommodation.
3. The student participates in Alternate ACCESS (for students with the most significant cognitive disabilities; IEPs written to the EEOs).

Note: It is not appropriate or ethical to give Alternate ACCESS to students who do not qualify to take the alternate assessment.

Students Enrolled for Testing

The data file for ACCESS testers is pulled by the CDE Assessment Division from the Student October snapshot in the Student Interchange on November 2, 2026 and loaded into WIDA AMS on behalf of the district.

- ACCESS assessments are for students who have a Language Proficiency code of NEP or LEP.
- Indicate Alternate ACCESS students using the “**Alternate Assessment Participation**” field.
- Students with a language proficiency designation of FEP, FELL or PHLOTE **do not** participate in ACCESS assessments. If these students test, results **will not** be provided. Do not manually add them.

Students who are coded NEP or LEP, whose parent/guardian opted them out of an LIEP program are still required to participate in ACCESS testing. It is strongly recommended that this requirement be explained when reviewing the refusal of services letter with families.

Test Materials

Initial materials are ordered through the state submitted Pre-ID file, **Data Respondent action required; the Student October Snapshot must be completed.**

- WIDA ACCESS Online
 - Writing Test Booklets for students in grades 1-3 will be sent with the initial materials order
- WIDA ACCESS for Kindergarten
- Alternate ACCESS (Alternate Assessment Participation must be marked in Student Interchange)
- PreID labels for all students

¹ Colorado Revised Statutes, 22-7-1013(8)(a-c) only allows for parental excusal from state assessments in the instructional areas of English language arts, mathematics, science, and social studies.

If accommodated paper forms are needed, the DAC action orders paper forms (Braille, Large Print, or mainstream paper if eligible based on IEP/504) for grades 1-12 via Syncplicity by **October 31, 2026**. DACs request this order form from [Heather Villalobos Pavia](#).

Note, most districts will not need any accommodated paper forms.

NEW: CDs will no longer be included in ACCESS Paper test materials. Streaming audio via WIDA AMS is now the default. Permissions for streaming audio were given to district level WIDA AMS users. DACs should assign streaming audio permissions to TAs assigned to administering WIDA ACCESS Paper, who have completed the accompanying course and passed the quiz.

Materials are secure and must be signed for upon receipt. This includes initial receipt of materials and when materials are passed from the district office to the school, and a chain of custody is required when materials are passed from the School Assessment Coordinator to the Test Administrator. Materials and student PreID labels must be stored in a secure location when not in use.

Additional materials ordering is available **January 5 – February 5, 2027**. The DAC needs to collect orders and place them once per week. Instances of over ordering will result in loss of ordering permissions and future orders must be placed through CDE. District and school overage should be used before placing an order.

- ❖ Orders are placed via WIDA AMS under the **Additional Materials** tab and through **_District-Level Additional Orders Only Site – WWW not school specific**

DACs must have a plan in place for receiving initial and additional materials orders.

Human Reader Scripts are ordered through CDE.

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students with documented needs. Consistent with the Individuals with Disabilities Education Act (IDEA),² decisions regarding how to assess students with disabilities are being made by each student's IEP team and are documented in the student's IEP or 504 plan³.

Accommodations on the ACCESS assessments must be used regularly with documented appropriateness and effectiveness for meeting the individual student's needs to participate in the assessment, do not alter the construct being assessed, and allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.

Accommodations on English language proficiency assessments are **only** for students with an **IEP or 504 Plan**. If students without an IEP or 504 use accommodations their test will be invalidated.

WIDA ACCESS accommodations that **must be activated before testing begins** are Repeat Item Audio, and Extended Speaking Response Time.

² Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

³ U.S. Department of Education, Office for Civil Rights, Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of the Rehabilitation Act of 1973, Washington, D.C., 2010

NEW: Manual control of item audio (MC) is no longer an accommodation for ACCESS Online. **All students** taking the online assessment are now able to control the Play button at their own discretion.

- Educators must show the new [Test Demo](#) and new [Sample Items](#) to students so they can see the new layout.

Districts should set guidelines on who is allowed to update accommodations to ensure that accommodations are only assigned to eligible students.

Unique Accommodation Requests (UAR)

- Colorado requires a UAR for the use of Scribe on the Writing domain of ACCESS 1-12. **Speech-to-Text (STT) is considered a UAR Scribe for ACCESS.** The UAR for the writing domain may be available for an extremely limited number of students on an IEP or 504 with a neurological or physical disability which limits or prevents the student from accessing the writing domain. ACCESS [UARs](#) are due via Syncplicity with email notification to Arti Sachdeva by **December 1, 2026**.
- Colorado does not require a UAR for the use of Scribe on the Alternate ACCESS Writing domain.

Domain Preclusion Request

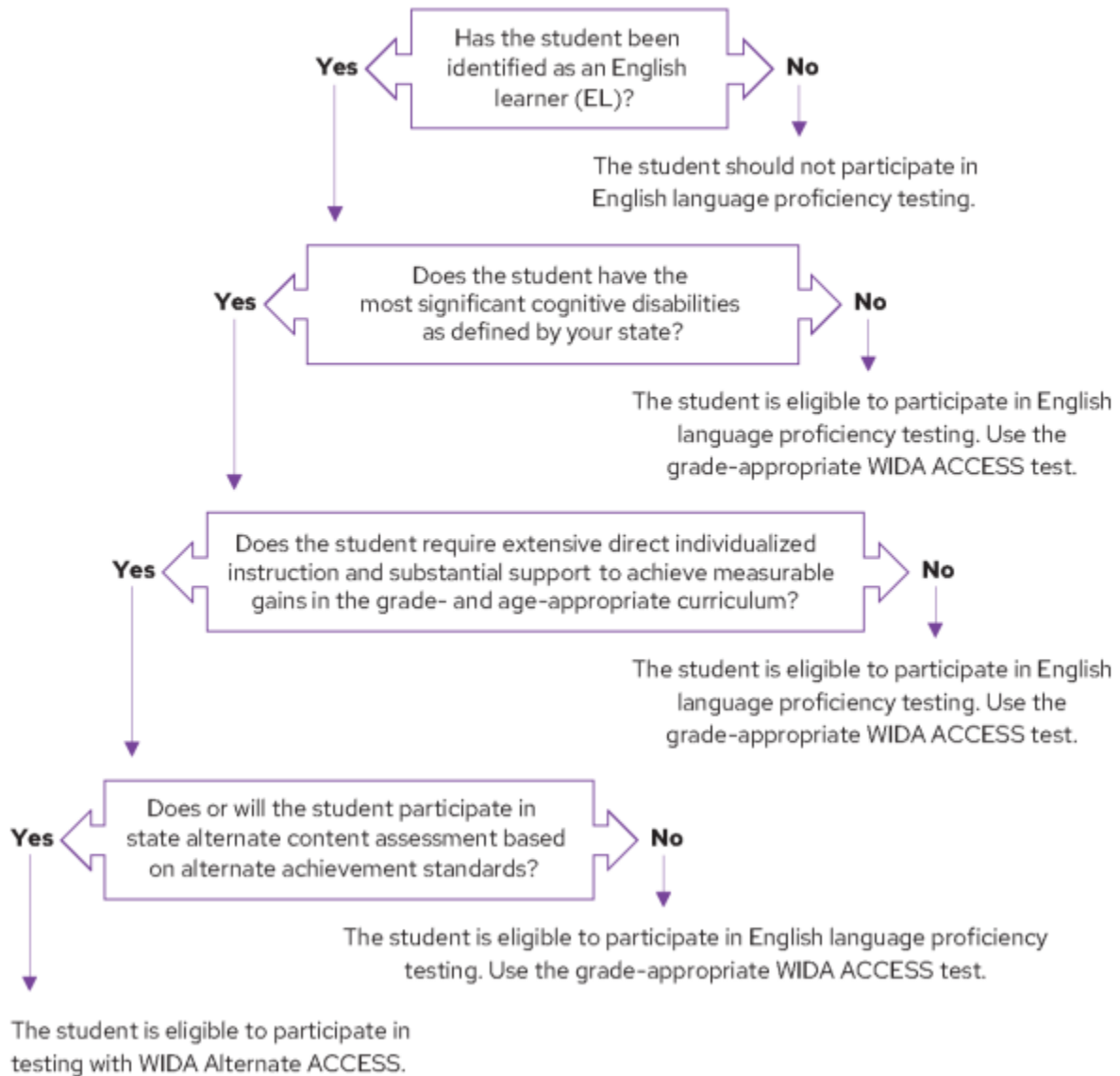
- Deaf or hard of hearing
 - The **In-Person Human Reader** accommodation provides opportunity for visual phonics (speech reading) and human voice is often more accessible than computer presentation. Signing systems designed to support or represent spoken English such as Manually Coded English (MCE), Signing Exact English (SEE), and Conceptually Accurate Signed English (CASE) may be used with the **In-Person Human Reader** accommodation, allowing presentation of test items on the Speaking, Listening, and Writing domains as presented in the script. The student may use Manually Coded English (MCE), Signing Exact English (SEE), and Conceptually Accurate Signed English (CASE) responses to the Speaking domain.
 - Students with profound hearing loss or deafness who are not users of MCE, SEE, or CASE may qualify for a preclusion from Listening and Speaking. Preclusion request forms are available from CDE, please contact [Heather Villalobos Pavia](#) to request the form; forms are due **December 1, 2026**.
- Vision Impaired/Blindness
 - Students with Vision Impairment/Blindness may qualify for a preclusion. Preclusion request forms are available from CDE, please contact [Heather Villalobos Pavia](#) to request the form; forms are due **December 1, 2026**.

[Reference Appendix C](#) for links to the WIDA Accessibility and Accommodations Manual, the Colorado Accommodations Crosswalk and other Colorado accommodation resources.

WIDA Alternate ACCESS Participation Decision Tree

In Colorado, primary disabilities of Specific Learning Disability (SLD), Developmental Delay (DD), Serious Emotional Disability (SED), and Speech or Language Impairment (SLI) are not eligible for Alternate assessments.

WIDA Alternate ACCESS Participation Decision Tree



Testing Environment and Security

Maintaining Security and Understanding the Consequences

The security of assessment materials and the confidentiality of student information are vital to maintaining the integrity of the assessments and the reliability of the *results*. **Due to the importance of test security for all assessments administered by the Colorado Department of Education** the following measures must be in place.

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident compromising WIDA's intellectual property occur, remedies for violations will be governed by Wisconsin State Statutes.

A chain of custody plan for materials must be written and implemented as described in this section to ensure materials are securely distributed from DACs to SACs to TAs and securely returned from TAs to SACs and then to DACs. SACs must distribute materials to and collect materials from Test Administrators each day of testing, and securely store and deliver materials to DACs after testing is completed following the instructions in this resource.

The DAC ensures all individuals authorized for involvement in test administration sign the *ACCESS Security Agreement* found in [Appendix B](#).

- WIDA's Non-Disclosure and User Agreement ([NDUA](#)) is agreed upon at first login to [WIDA.wisc.edu](#)
- The WIDA AMS Security and Confidentiality Agreement is agreed upon at first login to [WIDA AMS](#)

Test Administrator Scripts

The only script that is not secure is the online grades 4-12 script. All other scripts are secure and must be checked out/in upon use and returned to DRC.

Secure Scripts:

- ACCESS Online grades 1 and 2–3 Test Administrator scripts
- ACCESS for Kindergarten Test Administrator Script
- Alternate ACCESS Test Administrator Script

WIDA AMS Test Monitoring Application (TMA)

The TMA defaults to "on" for grades 9-12. The TMA should be used in conjunction with active test proctoring. It is recommended that the WIDA AMS Test Monitoring Application (TMA) be used for all online tests. The TMA shows the test start time, pauses, and tool use.

Security Plan

SACs must develop a security plan for their schools. A successful security plan:

- Informs all individuals authorized for involvement in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensures unauthorized individuals do not enter the testing environment.
- Establishes a documented chain of custody.
- Ensures that students are not provided with access to test questions before testing, provided any coaching or assistance from test administrators or other students, and do not engage in any form of cheating.
- Documents a testing room layout that allows for sufficient spacing between students and is conducive to active proctoring (i.e., a testing seating chart).
- Designates a central locked facility for secure storage of test materials.

- Documents that Technology Coordinators and Test Administrators receive necessary documentation and training for successful, secure administration of the ACCESS assessments.
- Informs all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Prepare a quiet secure testing environment

- Place DO NOT DISTURB signs on the door of the testing room so that the test session is not interrupted.
- Provide No CELL PHONE signs and ensure that students understand that having a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera, any device that could provide an advantage) in the test environment is prohibited and poses a risk for a security breach^{4,5}
- Limit timers, bells, announcements, etc.
- Train TAs in best practices of standardized assessment administration:
 - Active proctoring
 - Do not view, discuss, or reveal the contents of the test or student responses
 - Do not duplicate any portion of the test materials
 - Do not retain or discard test materials at school
 - Account for all secure test materials at the end of the testing window

Post appropriate testing signage

- [Do Not Disturb](#)
- [No Devices](#)

Testing Conditions

It is critical that all students are assessed under the same testing conditions to ensure score consistency. The test administrator script must be read before all test administrations.

Students should be tested in a secure environment without disruptions or interruptions. This is accomplished by testing classroom-sized groups of students (test administrator to student ratio, 1:15 for grades 1-3, 1:22 for grades 4-12) where they will not be disturbed. The room should be quiet, free of visual and auditory distractions, at a comfortable temperature, and well-lit.

Under no condition are students tested in the same room where other students are being instructed. Students who are late for testing are not allowed to enter a test session that is already in progress. Students are not allowed access to cellphones or other electronic devices⁶.

Testing Over Multiple Days

Test design is that the domain is completed in one session.

⁴ If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. The cell phone or device must be placed so the Test Administrator and the student can see the device.

⁵ If the school has a policy that prohibits the collection of cell phones, smartwatches, etc. verify students have stored cell phones in lockers, backpacks, or other designated areas before starting the assessment.

⁶ If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. The cell phone or device must be placed so the Test Administrator and the student can see the device. If the school has a policy that prohibits the collection of cell phones, smartwatches, etc. verify students have stored cell phones in lockers, backpacks, or other designated areas before starting the assessment.

In **very rare instances when** students with an IEP or 504 Plan that calls for a domain to be completed in more than one session, this accommodation request must be submitted to the District Assessment Coordinator for approval. The Colorado Department of Education will allow DACs to approve two sessions.

In cases where the session is interrupted (e.g. student gets sick, fire alarm goes off, student is called out unexpectedly for an appointment, etc.) the interruption time must be documented, and the test session must be completed as soon as practicable upon their return. In cases of individual students with interrupted sessions, the test session must be completed one-on-one.

In no other case is it appropriate for a test session to remain open overnight. Test coordinators need to monitor test completion in WIDA AMS with Test Status and Student Status reports. District Assessment Coordinators will determine who has permission to submit incomplete tests. **Once a test is submitted, via “End Incomplete Test” the test cannot be reopened.**

Testing Conditions – Timing

To ensure a standardized testing experience across Colorado, the State of Colorado set timing expectations for WIDA ACCESS Online and WIDA ACCESS Paper.

Colorado ACCESS Testing Time				
in Minutes				
Grade Clusters	Listening	Speaking	Reading	Writing
1	55	55	55	55
2-3	55	55	55	55
4-5	55	55	75	75
6-8	55	55	75	75
9-12	55	55	75	75

- Extended time:** Students with disabilities (SWD) have two extended time options. Extended time must be documented in the student’s IEP or 504 plan.
- **Additional 15 minutes:** All SWD with documented extended time may be scheduled for an additional 15 minutes.
 - **Time and a half:** Only SWD who meet the criteria may be scheduled for time and a half. Review the [Time and a Half Guidance](#) before scheduling.

Colorado Timing Policy Overrides WIDA

CDE Timing policy overrides the timing information listed in the WIDA ACCESS 1-12 Scripts and Test Administrator Manual. It is the responsibility of the DAC and SAC to make sure this is communicated to the Test Administrators.

Test Time

The online test does not have a built in clock. Colorado test administrators will need to keep track of time manually for both online and paper testers. Testing time begins once the student selects the “Begin The Test” button; at the end of testing the test will return to the “Sign In” screen.

School Assessment Coordinators and District Assessment Coordinators should be running regular Student Status Reports through WIDA AMS. These reports can be used for logging technical issues or other instances of interrupted testing.

Keeping Students on Track

- When students have 15 minutes left, Test Administrators should say: ***You have 15 minutes left. Make sure you save enough time for the other parts.***
- When students have 5 minutes left, Test Administrators should say: ***You have 5 minutes left to finish your test.***

Pause Button

- Students should only press the Pause button when instructed by the test administrator. (e.g. restroom break, illness)
- If you see a student pressing Pause, say: ***Please do not press Pause unless I tell you.***
- Test administrators need to document what time it is when students pause their test and resume testing.

Remaining in the Test Environment

- Testing is limited to 55 or 75 minutes, depending on grade and domain. Students should be given the opportunity to take a bio break before testing. In cases where students need to leave the testing environment, they should pause the test upon Test Administrator guidance. The Test Administrator needs to document the time the student leaves and returns to the room.

Writing Domain

As students complete the test and raise their hands, instruct students to click the **Next button**. After students do this, the test will return to the **“Sign In”** screen. **Make sure** students return to the **“Sign In”** screen before leaving the testing session.

Submitting Incomplete Online Tests

In cases where students do not complete the test within the allocated time, the test should be submitted via WIDA AMS, Test Management, “End Incomplete Test”. District Assessment Coordinators will determine who has permission to submit incomplete tests. **Once a test is submitted, via “End Incomplete Test” the test cannot be reopened.**

Technical Issues

Should a student experience technical issues, the Test Administrator needs to document the date and time the issue started and was resolved. If the technical issue is slow loading time due to internet speed the Test Administrator needs to document that as well even if they are unable to document a specific start/stop time. If there are significant issues that cause the need to delay testing to later that day or another day, that also needs to be documented.

WIDA ACCESS for Kindergarten

Due to the interactive one-on-one administration, WIDA ACCESS for Kindergarten is **not timed**. Those tests are to be administered following the built-in **“go on”** and **“stop”** procedures in the test administrator script. Test design is that the domain is completed in one session.

In **very rare instances when** students with an IEP or 504 Plan that calls for a domain to be completed in more than one session, this accommodation request must be submitted to the District Assessment Coordinator for approval. The Colorado Department of Education will allow DACs to approve two sessions.

In cases where the session is interrupted (e.g. student gets sick, fire alarm goes off, student is called out unexpectedly for an appointment, etc.) the interruption time must be documented, and the test session must be completed as soon as practicable upon their return.

Alternate ACCESS

Due to the interactive one-on-one administration, Alternate ACCESS is not **timed**. Those tests are to be administered following the built-in “**go on**” and “**stop**” procedures in the test administrator script. Test design is that the domain is completed in one session.

In instances when the IEP written to the Extended Evidence Outcomes calls for a domain to be completed in more than one session, that accommodation does not need to be submitted to the District Assessment Coordinator for approval. The test administration attempts are still limited to two sessions per domain.

In cases where the session is interrupted (e.g. student gets sick, fire alarm goes off, student is called out unexpectedly for an appointment, etc.) the interruption time must be documented, and the test session must be completed as soon as practicable upon their return.

WIDA ACCESS Tests that go Beyond Time (Beginning in 2027-2028)

Districts will receive scores for tests that go beyond the allowed time, but those scores **will not** be included in accountability (similar to a CMAS score suppression). Tests with an acceptable explanation for going beyond the allowed testing time (e.g. student left test session unexpectedly due to illness or appointment; student experienced technical issues) will be included in accountability reporting.

Results of tests beyond the allowed time limit without an acceptable explanation will require a Body of Evidence (BOE) that demonstrates proficiency in all domains of language (Listening, Reading, Writing, and Speaking) AND a BOE that demonstrates literacy, will be required to meet standardized redesignation procedures. Results of tests beyond the allowed time limit without an acceptable explanation will not be added to Data Pipeline and will not qualify for Seal of Biliteracy.

WIDA ACCESS Tests that go Beyond Time 2026-2027

To support the learning of timing expectations CDE will upload to Syncplicity a list of all test sessions that went beyond the allowable testing time. For the 2026-2027 school year, no action with CDE is required for test sessions that went over time.

CDE Assessment Monitoring

Consistent with all state assessments, the Colorado Department of Education (CDE) uses test monitoring as a tool to monitor and reinforce statewide administration of the ACCESS assessments. CDE will notify districts that are selected for assessment monitoring.

There are three options for ACCESS monitoring, virtual before testing, on-site during testing, or virtual post testing. The district does not choose which monitoring they participate in.

Colorado School Law 22-7-1006.3 (1)(e)

The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.

U.S. Department of Education Peer Review

The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

Key Personnel

All personnel need to be district/school employees, reference [Appendix A](#) for a detailed list of personnel responsibilities.

- District Assessment Coordinator (DAC)
- Data Respondent
- School Assessment Coordinator (SAC)
- ACCESS Test Administrator (TA)
- District Technology Coordinator (DTC)
- Sensitive Data

Test Administrators Training Requirements

Test Administrators must:

- Complete the district/school annual ACCESS training
 - Complete the WIDA Training Course(s) and Assessment Certification (Oct 1, 2026 – Jan 7, 2027)
- Submit a signed Security Agreement to the SAC.
- Read instructions in the Test Administrator Manual and familiarize themselves with test administration procedures before administering the test to students.
- Actively proctor the test administration in its entirety
- Be trained in specific accommodations if administering assessments in which students are provided accommodations.
- TAs for ACCESS for Kindergarten and Alternate ACCESS must use a #2 pencil and completely bubble in the student response.

Who is allowed to administer WIDA ACCESS?

Test Administrators for all WIDA assessments should be licensed teachers, licensed administrators, instructional support paraprofessionals, substitute teachers who hold a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists.

- For ACCESS for Kindergarten or Alternate ACCESS, the TA needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses.
- For Alternate ACCESS test administrators must hold a State of Colorado educator license.
 - Best practice for the administration of the Alternate ACCESS is for the test administrator to be familiar with the student.

Note, student teachers may not serve as Test Administrators who oversee administering ACCESS assessments. However, they may serve as proctors who assist the Test Administrators.

Websites and Software

WIDA Secure Portal

The [WIDA Secure Portal](#) is used for learning about test content and training courses.

WIDA Assessment Management System (WIDA AMS)

The [WIDA Assessment Management System](#) (WIDA AMS) is a website used for planning and managing the administration of WIDA ACCESS Online. Completing tasks in WIDA AMS requires users to have the relevant permissions. Some tasks you may complete in WIDA AMS include ordering test materials, printing test tickets, viewing and updating student accommodations, and generating translated Individual Student Reports.

WIDA AMS is operated by Data Recognition Corporation (DRC), the company responsible for delivering, scoring, and reporting on WIDA ACCESS Online.

DRC INSIGHT

DRC INSIGHT is the secure platform used by students to complete the test.

As part of the testing process, DRC INSIGHT needs to be installed on each student's testing device. (Specific instructions on this task can be found in the [DRC INSIGHT Technology User Guide](#).) This task is usually completed by a technology support person in your school or district.

WIDA AMS Logistics

[WIDA AMS Login Landing Page](#)

All students in grades K–12 are added to WIDA AMS and are provided a PreID Label

All students in grades 1–12 are placed into DRC generated sessions.

It is the district's responsibility to remove students who test via paper from test sessions. This is a key step to avoid duplicate testing.

Review rosters and labels, only students with a NEP or LEP language proficiency designation participate in ACCESS testing. Students added to WIDA AMS are students in grades K–12 who were reported as having a language proficiency of NEP or LEP in the Student Interchange in October.

Student test registrations are removed from test sessions if and when:

- They are in grades 1-12 testing via a paper (standard print, large print, braille, Alternate)
- Their language proficiency status was not accurate in the Student Interchange, and they are not NEP or LEP for the 2026–2027 school year (students who were uploaded to WIDA AMS due to Student Interchange data errors need reason not tested code 11 applied).
- They moved out of the district (students who move need a reason not tested code 03 applied).

Test registrations cannot be deleted from WIDA AMS.

Scheduling

Districts and schools need to schedule testing at the beginning of the test window, reserving the last week for make-up testing.

When scheduling test sessions School Assessment Coordinators need to communicate with all school staff to ensure testing does not conflict with previously scheduled events such as assemblies, emergency drills, district required testing, etc.

Make-up testing

Test Coordinators must monitor the progress of the make-up test sessions. Students who are absent during the tests will need to have make-up sessions scheduled. Test Coordinators will work with the Test Administrators to schedule the make-up sessions during the test window. Students testing via a make-up session must be given the same standardized testing environment provided in the originally scheduled session.

Before Testing

Requirements & District Responsibilities Assessment Information

§22-7-1013(7)(a)

- The Local Education Provider (LEP, district or charter) will annually distribute to parents and post on its website, as early in the school year as possible, written information regarding its assessments, including:
 - The state and local assessments that the LEP will administer.
 - Identify whether it is required by federal law, required by state law, or selected by the LEP.
 - Assessment calendar:
 - Estimated hours of testing each testing day for specific classes/grades for each assessment
 - Identify whether the assessment is required by state law, federal law or locally selected.
 - The purposes of the assessments.
 - WIDA has family flyers in many languages
 - [What Is WIDA ACCESS?](#)
 - [What Is WIDA Alternate ACCESS?](#)
- The manner in which assessment results will be used.

General Preparation

- Identify a location for all secure materials, identify who has access
- Set chain of custody policies in motion
- Inventory all test materials
- Verify that **ONLY students with an IEP or 504 have** accommodations
- Print test tickets after students testing on paper are removed from test registrations.
- For paper-based tests and paper materials used with online tests, write the student's first and last name on the front of the booklet.

During Testing

Only students with a NEP or LEP language proficiency designation participate in ACCESS testing. Do not manually add students with a different language proficiency designation.

Administration

Distribute the applicable secure materials to the correct test administrators

- i.e., test booklets, test tickets, scripts, etc.
 - Refer to Part 2 of the Test Administrator Manual for a full list of the materials needed before test administration
- Ensure ACCESS 1–12 paper testers and Kindergarten and Alternate ACCESS test administrators use #2 pencils

Materials Tracking

- A documented chain of custody is required
- Districts and schools should use the **Return Materials Receipt Report** available in WIDA AMS to
 - Create a sign-in/sign-out chain of custody
 - Document the test booklet assigned to each student

Colorado **DOES NOT** allow scratch paper for the Speaking domain. Scratch paper is allowed upon student request for the Listening, Reading, and Writing domains. When requested, blank scratch paper is passed out by the test administrator. All scratch paper is collected at the end of the test session and securely destroyed.

Verify that students have the correct test ticket, ask the student to confirm their name and grade, and follow up by checking the name on the screen when the student logs in.

- **If a student mistakenly completes a test domain using another student's test ticket, contact DRC Customer Service at 1-855-787-9615** to have the completed test transferred to the correct student.
- **DO NOT email student PII**, this request must be made via phone call.
- If the test ticket mistake involves a student taking a test that was an incorrect grade or tier the DAC needs to contact Heather Villalobos Pavia in the CDE Assessment Division via phone or through a file upload to Syncplicity. **DO NOT email student PII.**

Verify that students have the correct test booklet

- Maintaining a record of the booklet number assigned to each student is strongly encouraged.
- Verify that TAs for ACCESS for Kindergarten and Alternate ACCESS have #2 pencils and understand that student responses must be completely bubbled in.
- SAC securely stores all test materials when not in use.

Test Transfers

- If a student begins testing in their previous district and needs to finish testing in the new district use the Transfer Request feature in WIDA AMS to have the completed test session(s) moved to your district.
- Transfers are for online testing when at least one domain has been completed in the first district.
- DO NOT transfer a student until they are in attendance, not just registered, at their new school.

Demographics

When paper testing materials are involved:

District participates in SBD

When a student is new to your district, does not have a PreID label and has a scorable booklet, apply a district school label, bubble all information on the front cover of the student's booklet and the SASID, Date of Birth and Grade on the back cover and then complete the rest of the information during SBD.

District does not participate in SBD

When a student is new to your district, does not have a PreID label and has a scorable booklet, apply a district school label, bubble all information on the front cover of the student's booklet and the SASID, Date of Birth and Grade on the back cover and then complete the rest of the information in WIDA AMS - reference the Student Management table below.

Regardless of online or paper tests, or the district approach to SBD please note, **student demographic information must be complete to receive results**. Incomplete demographic information or errors may result in no scores.

Student Management

Manage Students page in WIDA AMS

WIDA STUDENT MANAGEMENT ▾

Home → [Student Management](#)

District:
Site:
Academic Session: 2024 - 2025

Details Accommodations Assessments

Field Name	Directions
Ethnicity and Race	Select all that apply
Native Language	Enter the 3-letter CDE home language code (CDE home language codes)
Date First Enrolled U.S. School	Enter the first enrolled date
Length of Time in LEP/EL Program	Leave Blank
Title III Status	Mark if yes
Migrant	Mark if yes
IEP Status	Mark if yes
504 Plan	Mark if yes
Primary Disability	Select correct disability from the drop-down menu
Secondary Disability	Select correct disability from the drop-down menu
LIEP Classification	Leave blank, collected in State Defined Optional Data
State Defined Optional Data Entering this information is not optional (It says it is optional to meet the needs of all WIDA members.) Colorado uses this field. 10-character string used to provide values for the following: • Language Proficiency Status • Language Instruction Program • Continuous in School • Continuous in District • Free or Reduced Lunch	In position 1 of the 10-character string enter one digit that corresponds to the student's language proficiency status • 1: NEP • 2: LEP
	In positions 2 and 3 of the 10-character string enter two digits that correspond to the student's Language of Instruction program • 01: English as a Second Language (ESL) or English Language Development (ELD) • 02: Dual Language or Two-way Immersion • 03: Transitional Bilingual Education or Early-Exit Bilingual Education • 04: Content Classes with integrated ESL Support • 05: Newcomer programs • 97: Other • 98: Not in a Language Instruction Program, Parent Choice
	In position 4 of the 10-character string enter one digit that corresponds to the student's Continuously Enrolled in School (since October 1 st) status • 1: yes • 0: no

Field Name	Directions
	In position 5 of the 10-character string enter one digit that corresponds to the student's Continuously Enrolled in District (since October 1st) status 1: yes 0: no
	In positions 6 and 7 of the 10-character string enter two digits that correspond to the student's Free and Reduced Lunch status: 00: Not Eligible 01: Free Lunch Eligible 02: Reduced Lunch Eligible
	Leave positions 8, 9 and 10 of the 10-character string blank.
District Defined Optional Data Entering this information is not optional (It says it is optional to meet the needs of all WIDA members.) Colorado uses this field. 10-character string used to provide values for the following: - Title 1 - Homeless - Expelled - Gifted and Talented NEW – South Asian NEW – Middle Eastern or North African	In position 1 of the 10-character string enter one digit that corresponds to the student's Title 1 status 1: yes 0: no
	In position 2 of the 10-character string enter one digit that corresponds to the student's Homeless status 3: yes, and in custody of parent/guardian 4: yes, and not in custody of parent/guardian 0: no
	In position 3 of the 10-character string enter one digit that corresponds to the student's Expelled status 1: yes 0: no
	In position 4 of the 10-character string enter one digit that corresponds to the student's Gifted status 1: yes 0: no
	In position 5 of the 10-character string enter one digit that indicates if the student is an individual with origins in any of the original peoples of South Asia 1: yes 0: no
	In position 6 of the 10-character string enter one digit that indicates if the student is an individual with origins in any of the original peoples of the Middle East or North Africa 1: yes 0: no

Field Name	Directions
Reason Not Tested Code If a student in the district ACCESS PreID file does not participate in at least one test domain, the appropriate code needs to be applied. Code is only applied if it applies to all 4 domains. If a student tests at least one domain, do not apply a code.	Applied through the “Additional field to be used by a state if needed” textbox in WIDA AMS enter two digits that correspond to the student’s reason not tested code. 00: Absent, the student was absent for all domains, all five weeks of the test window and none of the other not tested reasons apply. 03: Withdrew Before Testing, the student moved before they started testing. 04: Student Refusal, the student refused to begin testing all domains when the opportunity was provided. 07: Medical Exemption, the student was unable to participate in all domains of the assessment due to a documented, significant, and fully incapacitating medical condition or emergency 10: <i>Did Not Attend</i>, the student was not absent but Did Not Attend a scheduled/rescheduled test session for any domain 11: <i>Data Error</i>, there was an error in the data submitted to pipeline in the fall and the student is not NEP or LEP Reason not tested codes in <i>green italic</i> differ from CMAS. Codes not listed are CMAS codes that do not apply to ACCESS tests.
Do Not Score (DNS) Do Not Score codes are used if and when a started/completed domain should not be scored	Applied by CDE upon notification of need for an invalidated domain. INV: Indicates that even though a student may have completed some or all the test items, the testing was not valid, and no score should be reported for that domain. For example, this code can be used when there are inappropriate testing practices or there is a test administrator error. District Assessment Coordinators report test incidents requiring an Invalidation to CDE (via Syncplicity) through the CDE Invalidation request form. ABS: Not used in Colorado DEC: Not used in Colorado SPD: Not used in Colorado

ACCESS - SBD information, file layout: https://www.cde.state.co.us/datapipeline/per_access-ell

Applying the Reason Not Tested Code

The Not Tested reason is marked in WIDA AMS through the Student Management “Details” tab.

- 1. Student Management - Manage Students page

DRCINSIGHT™ WIDA STUDENT MANAGEMENT ▾

[Home](#) → [Student Management](#)

STUDENT NAME

Site:

Acad

Details

Scroll to the bottom.

Title III Status

☐ Title III Status

Migrant

☐ Migrant

IEP Status

☐ IEP Status

504 Plan

☐ 504 Plan

WIDA Alternate ACCESS (Informational Only)

☐ WIDA Alternate ACCESS (Informational Only)

State Defined Optional Data

District Defined Optional Data

Additional field to be used by a state if needed

Close

Save

This is where you enter the 2-digit Reason Not Tested Code

Code is only applied if it applies to all 4 domains.

Reporting Testing Incidents

Any staff member aware of a misadministration or test security incident is required to report the incident to the SAC or the DAC. If it is determined that a breach has occurred, it must immediately be reported to CDE's Assessment Division. In addition, a Testing Irregularity or Security Breach Report must be completed in detail and sent to the Assessment Division ([Appendix E](#)).

If district or school assessment staff determine that an impropriety or irregularity has occurred, it must be reported to the Assessment Division as soon as possible using the Testing Irregularity or Security Breach Report in [Appendix E](#). With any incident, Assessment Division staff will review the documentation and report follow-up steps to the DAC.

Student Use of External Resource

Plagiarism

DACs will be provided with information about student responses flagged for plagiarism. Plagiarism responses are significantly different from the thousands of other responses to an item, it sounds like the student is reading from a text, and/or the answer has vocabulary and information grade levels beyond the expected response and information provided in the item set. The response can be tracked directly to a website. The "Testing Irregularity or Security Breach Report" ([Appendix E](#)) and the "Suspected Plagiarism and/or AI Generated Response Report" ([Appendix F](#)) need to be completed and submitted within 10 calendar days of receiving the initial information from CDE. State policy is to invalidate the impacted domain.

Artificial Intelligence (AI)

DACs will be provided with information about student responses flagged for suspected use of Artificial Intelligence (AI). Unlike plagiarism where we have a website to directly reference, a response is flagged as AI when it is significantly different from the thousands of other responses to an item, it sounds like the student is reading from a text, and/or the answer has vocabulary and information grade levels beyond the expected response and information provided in the item set. DACs will conduct a misadministration investigation related to the identified student and test domain. The "Testing Irregularity or Security Breach Report" ([Appendix E](#)) and the "Suspected Plagiarism and/or AI Generated Response Report" ([Appendix F](#)) need to be completed and submitted within 10 calendar days of receiving the initial information from CDE. Depending on the outcome of the investigation, the domain may be invalidated.

Use of Results

If a student eligible for redesignation is suspected of using an external resource, a Body of Evidence (BOE) that demonstrates proficiency in all domains of language (Listening, Reading, Writing, and Speaking) AND a BOE that demonstrates literacy, will be required to meet standardized redesignation procedures.

Test results of students suspected of using an external resource will not be added to Data Pipeline.

Test results of students suspected of using an external resource will not qualify for Seal of Biliteracy proficiency.

Results

Individual Student Reports (ISRs) are to be shared with parents/guardians as soon as practicable. Please keep in mind, the reports are confidential, and distribution of both electronic and/or hard copy reports must be in accordance with state and federal privacy laws, and local school board policy.

For parents who cannot access standard English print, report shells are available in forty-six additional languages. In addition, PDF versions of ISRs can be used should a parent/guardian need or require a large print version of the ISRs. Importantly, consistent with state law, each local education provider should ensure appropriate personnel within each school district and each institute charter school share with and explain student assessment results to the parent(s) or legal guardian(s) of each student.

To assist parents/guardians and educators in interpreting various data on the reports, WIDA-developed resources are available in the [WIDA Resource Library](#).

Appendix A: Personnel Responsibilities

All assessment personnel must be employed by the local education agency related to the assessment responsibilities.

District Assessment Coordinator (DAC)

The superintendent appoints the DAC; the DAC is the individual at the district level responsible for the overall coordination of test administration.

For purposes of the ACCESS Colorado state-administered assessments, the DAC is:

- The point person for all communications to and from CDE's Assessment Division
- Responsible for meeting all ACCESS deadlines
- Responsible for attending all required ACCESS training
- Responsible for disseminating important assessment information to the district, schools, teachers, and parents.
 - Read all communications from CDE (e.g., *DAC* Update Emails) and DRC Broadcast emails, and distribute information as appropriate
- Responsible for collecting and reviewing documentation regarding Unique Accommodation Requests (UARs) and Preclusion Forms ensuring completion of forms and appropriateness of accompanying data prior to submitting to CDE by the annual **December 1** deadline.
- Responsible for authorizing individuals for involvement in technology setup for the district (District Technology Coordinator) and working with student data (Sensitive Data).
 - Work collaboratively with Technology Coordinators to ensure computer-based testing environments function as needed for testing.
- Responsible for communicating with Data Respondent about Student October Snapshot date, submitting initial accommodated forms orders and ordering needed additional materials
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure assessment deadlines are met.
- Responsible for overseeing the data and reporting procedures and assessment functions, including working with district data staff (e.g., WIDA AMS users with Sensitive Data role and Data Pipeline Data Respondents) on demographic data. Supporting invalidation coding cleanup in WIDA AMS and during CDE's Student Biographical Data (SBD) review.
- Responsible for creating and updating user accounts (WIDA AMS & WIDA Secure Portal) for district personnel.
- Responsible for ensuring all secure materials are returned to the vendor on time (**postmarked by February 17, 2027**) and submitting documentation of any missing materials to CDE.
- Responsible for developing and implementing a district security plan for test administration and following the protocols in this resource and WIDA manuals related to security, including investigating and documenting testing irregularities, as necessary.
 - Communicating Colorado's timing requirements to all SACs and Test Administrators
 - Security breaches and irregularities are reported to CDE.
- Responsible for ensuring appropriate student records are coded correctly with Reason Not Tested applied or Do Not Score code requests submitted to CDE.
- The local expert on all ACCESS procedures and requirements.
 - Ensure all SACs know how to contact the DAC on each day of testing should questions or issues arise that need immediate attention.
- The district assessment team leader, who oversees the training of SACs and TAs so that assessments are administered in a standardized ethical manner, taking all precautions to prevent misadministrations.

Data Respondent

- The data respondent is responsible for the Student October Snapshot in the Student Interchange ensuring current data of NEP and LEP students. The data file for ACCESS is pulled on the October Count Deadline (November 2, 2026).

School Assessment Coordinator (SAC)

The SAC is the individual at the school level responsible for the overall coordination of test administration at their school. For purposes of the Colorado state-administered assessments, the SAC will:

- Ensure all deadlines related to this role are met
- Attend district training for ACCESS state assessments.
- Authorize individuals for involvement in test administration, including School Technology Coordinators and ACCESS Test Administrators.
- Serve as the local expert on all ACCESS procedures and requirements.
 - Communicate Colorado's timing requirements to all Test Administrators
 - Read all communications from the DAC and distribute as appropriate.
- Serve as liaison between Test Administrators and the DAC.
 - During testing, school personnel may communicate directly with DRC for technical assistance.
- Develop and implement a school security plan for test administration and follow all protocols in this resource related to security, including investigating and documenting testing irregularities, reporting test security breaches to the DAC, and collecting a *Security Agreement* ([Appendix B](#)) from each individual authorized for involvement in test administration.
 - Review the school's security plan with the DAC.
- Train all individuals in test security and administration protocols, including Test Administrators and any individual authorized to be involved in test administration. Oversee these individuals during testing.
- Work collaboratively with District/School Technology Coordinators to ensure computer-based testing environments function as needed for testing.
- Assemble and maintain a reference list of all students who take ACCESS and their IEP or 504 Plan related accommodations when applicable.
 - Verify students are assigned the necessary accommodations in WIDA AMS
- Receive, inventory, and distribute test materials through a chain of custody process, including alerting DACs to the need for additional student test materials, as necessary, so the DAC may place an additional order.
- Ensure all materials are always secure.
 - Store test materials in a secure, locked district/school location when not in use for testing.
 - Do not store test materials in classrooms.
 - Do not remove secure materials from district/school buildings except during transport between district and school facilities.
- Develop and coordinate the school's test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Ensure standardized testing environments for all students and designate locations for the administration of tests for students who require special environments
- Work with appropriate staff to ensure announcements and school bells do not interrupt testing, ensure that testing times and locations are communicated so that the testing environment stays standardized and quiet.
- Review student roster and test sessions in WIDA AMS before testing.
- Apply Reason Not Tested codes or communicate with DAC for Do Not Score code requests

District Technology Coordinator (DTC)

The DTC is the individual at the district who ensures site readiness activities, designed to ensure testing environments are ready for testing, are completed well in advance of testing. In addition to the DTC, districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs are responsible for:

- Ensuring all deadlines related to this role are met
- Setting up student devices and testing environments for computer-based testing.
- Removing or disabling any software that would interfere with computer-based testing or allow students to view secure test material on another device during testing.
- Providing technical support for DACs, SACs, and Test Administrators.

Sensitive Data

The role of the individual in the district/school who handles student data including sending, viewing, adding, and editing student data in WIDA AMS is referred to as Sensitive Data. The individual ensures:

- All deadlines related to this role are met
- Demographic information is correct.
- Only eligible NEP or LEP students are in test registrations
- Accuracy of responsible organization data (responsible school and district codes) for all students.
- In coordination with the SAC/DAC:
 - Test registrations are set-up and for eligible students (IEP or 504 plan), accommodations are assigned
 - Appropriate Reason Not Tested code is applied

ACCESS Test Administrator (TA)

The ACCESS Test Administrator is an individual at the school responsible for the administration of the ACCESS assessment.

Test Administrators must:

- Annually
 - Complete the district/school training
 - Complete the WIDA Training Course(s) (between [Oct 1, 2026 – January 7, 2027](#))
 - Complete the WIDA Assessment Certification (between [Oct 1, 2026 – January 7, 2027](#))
- Actively proctor the test administration in its entirety
- Follow Colorado specific procedures
 - Colorado Timing Requirements
 - Colorado Accommodation Policies
- Read the WIDA ACCESS Test Administrator Manual (TAM)
- Use the appropriate script
- TAs for Kindergarten and Alternate ACCESS must use a #2 pencil and completely fill the circle for the student response
- For ACCESS for Kindergarten or Alternate ACCESS, the TA needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses
- Test Administrators administering the Alternate ACCESS must hold a State of Colorado educator license.
 - Best practice for the administration of the Alternate ACCESS is for the test administrator to be familiar with the student.

Appendix B: Test Security

[Security Agreement](#)

[Training Log](#)

[Do Not Disturb](#)

[No Cell Phones](#)

Appendix C: Accommodations

[Colorado Department of Education Accommodation Resources](#)

- [Colorado Accommodations Crosswalk](#)
- [WIDA Accessibility and Accommodations Manual](#)
 - The WIDA Accessibility and Accommodations Manual, Colorado specific information in the Colorado Accommodations Crosswalk supersedes the WIDA Manual
- [UAR Scribe for Writing Domain](#)
 - Guidance Document
 - Request Form
- [Emergency Accommodation Form](#)

Appendix D: Colorado Script

Grades 4-12

- In cases where you have enough printed scripts, utilize the one page [WIDA ACCESS Script Timing Supplement](#).
- In a scenario where you do not have enough 4 to 12 scripts and need to print more, default to printing the [Colorado version of WIDA ACCESS Online Test Administrator Script grades 4-12](#)

Grades 1-3

A grades 1-3 script supplement will be available in late November.

Appendix E: Testing Irregularity or Security Breach Report

This [electronically submitted form](#) collects the information shown in the sample below.

Date

District

District Assessment Coordinator (DAC) Full Name

Date(s) of Incident

School Name and 4 Digit Code

Date Test Administrator was Trained by School/District

Date Test Administrator Completed WIDA Certificate

Test Format

Description of Incident (submit documentation to Syncplicity as needed)

Description of Proposed Solution

Appendix F: Suspected Plagiarism and/or AI Generated Response Report

Open the Google Doc version of the [Suspected Plagiarism and/or AI Generated Response Report](#)

This form collects the information shown in the sample below.

Date

Type of incident

Test format

Domain

Student SASID

Test Administrator name

Test administrator/student ratio:

Test start/stop time

WIDA AMS Test Monitoring App Turned On: Yes/No

School policy related to collecting mobile devices:

Written statement from the test administrator

Summary of interview with student:

Requested documents

School Assessment Coordinator and Test Administrator signed Security Agreements

Seating chart

Information on future steps to prevent incidents of plagiarism

Appendix G: Prohibited Activities

Any action that compromises test security is prohibited. The following lists include examples of activities that compromise test security or score validity (these lists are not exhaustive).

Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera, any device that could provide an advantage) in the test environment that poses a risk for a security breach.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, and camera) in the test environment. Exception: Test Administrators may use cell phones to contact the SAC or technical support.	■	■
Checking texts, email, social media, etc. while secure materials are distributed or while students are testing.	■	■
Using a computer, laptop, or tablet (other than the one used to administer the test) while in possession of secure test materials or while students are testing.	■	■

Test Supervision	Educators	Students
Reading a book, website, or any other material before closing out the test session or turning in test materials to the Test Administrator.		■
Reading a book, website, or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining or translating scoreable items and their related content to students.	■	■
Assigning/allowing accommodations to students who do not have an IEP or 504 Plan to identify the assessment accommodation.	■	
Coaching students during testing, including giving verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended while secure test materials are distributed or while students are testing.	■	
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.	■	■
Administering the assessment to family members or allowing family members access to secure test materials that only people explicitly designated to administer tests to students may possess.	■	

Test Supervision	Educators	Students
Recording student responses to paper Speaking, ACCESS for Kindergarten, or Alternate ACCESS to score later	■	
Failing to follow test administration directions clarified in this resource or specified in the WIDA ACCESS Test Administrator Manual or Test Administrator Script(s)	■	
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture of, copying by hand, typing, texting) any part of test items or any secure test materials.	■	■
Influencing, altering, or interfering with a student's responses or test book in any way, including but not limited to erasing stray marks in test books.	■	■
Handling test materials for a purpose other than test administration (e.g., teacher takes a test home to review; TA reads a test book after school).	■	■
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, encoding, emailing, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials (including test ticket login information) from the school's campus or locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard Student Testing Tickets.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any ACCESS state test materials.	■	

Appendix H: Preparing Materials for Return Before Returning Tests

- It is the responsibility of all Test Administrators and Test Coordinators to ensure that all booklets that need to be scored have a label, and that correct and complete information is bubbled when using a District/School label.

Label Placement

The diagram shows the front cover of a WIDA ACCESS for ELLs 2.0 test booklet. The cover includes the WIDA logo, the text 'Grades 4-5 Tier A', and 'ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 403 Test Booklet'. There is a 'DATE OF TESTING' section with bubbles for month, day, and year. A large section at the bottom is for 'STUDENT'S LAST NAME' and 'FIRST NAME' with many rows of bubbles. A red arrow points to a box on the right labeled 'Place Bar Code Label WITHIN This Box' with a barcode and the text 'U59L704BLANK--' and a circled 'A'. A red 'X' is placed over a label on the left side of the cover. Another red 'X' is placed over a label at the bottom right of the cover.

Figure 1. Test Booklet Cover Showing Where to Affix Labels

Follow these steps:

- If using a Pre-ID Label, apply the label to box marked **(A)** and begin testing.
- If there is no Pre-ID Label, apply District/School Label to the box marked **(A)** and bubble the **student's full name and the date on the front** and the **SASID, Date of Birth and Grade on the back of the booklet**.

- If a USED test booklet should not be processed, apply a DO NOT PROCESS Label to the box marked **(A)**
 - **DO NOT** apply any labels to areas marked **(B)** or **(C)**.

- **Pre-ID Labels (White)**

- Districts receive a Pre-ID Label for each eligible student reported in the Student Interchange.
- Pre-ID Labels contain the name, grade, and other pertinent information about individual students, as well as district and school information. The barcode on the label indicates that the test booklet should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to complete the demographic pages on the front and back cover of the test booklet. **Please note that a booklet with a Pre-ID Label must still have the date of testing bubbled in on the front cover.**

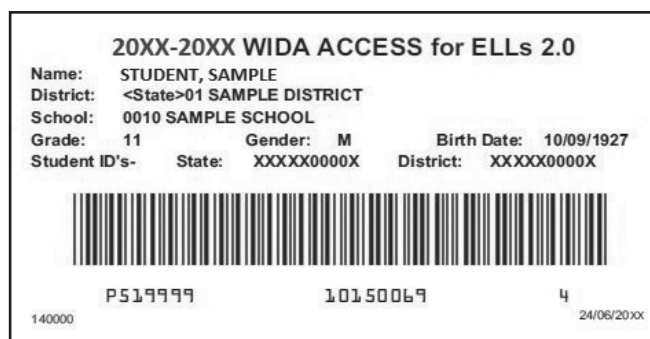


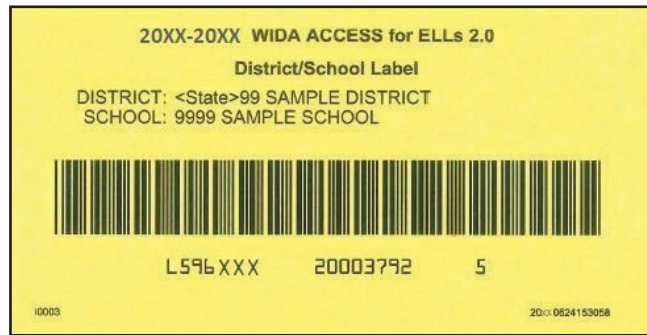
Figure 2. Sample Pre-ID Label

- **If a Pre-ID label has incorrect information**, the label can still be used. Information must be corrected in WIDA AMS or submitted to the SBD Data Respondent. The record in WIDA AMS takes precedence during the data validation window.
- **Test booklets must have a label to be processed for scoring**

District/School Labels (Yellow)

District/School Labels only contain the district- and school-specific information. If a student who needs to test does not receive a Pre-ID Label, a District/School Label must be affixed and the demographic pages on the front and back cover of the test booklet must be completed, following the directions in the Demographics section of this resource. The label contains a barcode that indicates the test booklet should be processed and scored for the student whose information is bubbled on the demographics page.

Figure 3. Sample District/School Label



Any booklet that contains student response information must have either a Pre-ID Label or a District/School Label with bubbled student information. Failure to affix a label with student information will result in booklets being processed as unused and no score will be assigned.

Check that there are no stray (student applied) marks in the accommodations section. This is the only area of the bubbling that overrides the label. Marks in the accommodation section on the back of the booklet override the label. Accommodations do not need to be applied to the book if they are in WIDA AMS.

Do Not Process Labels (White with Orange Stripe)

- The Do Not Process Label contains a barcode that indicates the test booklet should not be processed. Do Not Process Labels are supplied for use on test booklets that are damaged or should not be processed. Test booklets that have a Do Not Process Label will be processed as blank even if there are student responses inside.
- A Do Not Process Label is different from Do Not Score Code (field on booklet cover). A Do Not Process Label prevents any processing, and the student will not receive a report.

Do not use a “Do Not Process” label on a test booklet that was not used.

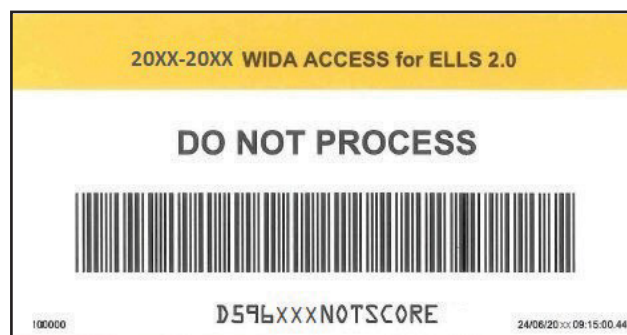


Figure 4. Sample Do Not Process Label

Preparing Test Materials for Return

Use the following steps when preparing all test booklets for return.

1. **Ensure all booklets that contain student responses have a Pre-ID or District/School Label** in the box located in the upper right-hand corner on the front of the test booklet.
 - a. There should not be a label anywhere else on the booklet besides this space. If a test booklet does not have a label with a barcode, the student will not receive a score.

2. Ensure all booklets with a yellow District/School Label have complete demographic pages on the front and back cover of the test booklet.
 - a. **Use a number 2 pencil.**
 - i. Make sure the student's full name on the front of the booklet is bubbled correctly.
 - ii. Make sure the date of testing is filled in.
 - iii. Make sure the information on the back of the booklet is bubbled correctly using the [Demographics section](#) of this resource.
 - iv. Make sure the correct grade is bubbled.
3. If a test booklet is unused, there is no need to place any labels on the booklet. Placing a Pre-ID or District/School Label on an unused booklet will cause it to be processed and scored. Do Not Process Labels should be reserved for booklets that are used but should NOT be processed and scored.
4. Remove any staples, paper clips, or sticky notes from test booklets.
5. If a student requested scratch paper for use on the Listening, Reading, or Writing domains, collect it and securely destroy it on site.

Large print and braille test booklets:

1. Verify that student responses were transcribed into a standard test booklet.
2. Verify that a student Pre-ID label or District-School Label (with demographic information bubbled) was applied to the standard test booklet.
3. Return with the rest of the test materials when testing is complete. No special sorting needed.
4. Large print test booklets may be folded and shipped with the other materials in a standard-sized box.

Damaged test booklets:

1. Transcribe the student's responses into a new test booklet. (See the WIDA Accessibility and Accommodations Manual for guidelines on transcription.)
2. Apply a yellow District/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the Demographics section of this resource.
4. Place an orange Do Not Process Label on the damaged booklet.
5. Return both the damaged booklet and the transcribed booklet to the Test Coordinator.

If a booklet is soiled by bodily fluids (e.g., blood, vomit), it should be transcribed; however, these should not be returned to DRC. Follow these procedures for soiled booklets.

1. Transcribe student responses to a new test booklet. (See the WIDA Accessibility and Accommodations Manual for guidelines on transcription.)
2. Apply a yellow District/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the Demographics section of this resource.
4. Document the security barcode of the soiled booklet and notify the Test Coordinator.
5. Document the soiled booklet in the Materials Accountability Form in WIDA AMS.
6. Securely destroy the soiled booklet according to local district biohazard protocols.

Appendix I: ACCESS Post Test Compliance Report

The Post Test Compliance Report is completed through DocuSign by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the CDE Assessment Division via DocuSign.

This DocuSign form collects the following information:

- Date of form submission
- District Name and Code
- District Assessment Coordinator Name and Email
- District Assessment Coordinator Electronic Signature
- Superintendent Name and Email
- Superintendent Electronic Signature
- **Total, by assessment** (WIDA ACCESS Online, WIDA ACCESS Paper, WIDA ACCESS for Kindergarten, Alternate ACCESS and by domain)
 - Students tested.
 - Domains
- Total number of incidents requiring a completed *Testing Irregularity or Security Breach Report(s)*
- Total number of tests (by) domain with plagiarism or use of AI reports
- **NEW:** Total number of tests that went beyond allowed time
- List of late return materials
- List of missing materials
- Date the final secure materials were returned to DRC.

The **DocuSign form will be emailed to DACs on Friday, March 5, 2027**. Submitting this form through DocuSign certifies that the administration of the ACCESS Assessments complied with all procedures as described in the Colorado specific ACCESS documents, WIDA Manuals, and DRC WIDA AMS User Guide and that all secure materials were returned (or documented as missing through WIDA AMS and reported to the CDE Assessment Division). **The form needs to be completed via DocuSign by Friday, March 12, 2027.**

Appendix J: TA Training

[Sample Training Log](#)

[Test Administrator training slides](#), use is optional