



COLORADO
Department of Education

ACCESS for ELLs Training for 2019-2020

Heather Villalobos Pavia

Treat these slides as a draft; updates for clarity will be made as needed throughout the trainings.

This training is designed for District Assessment Coordinators: Agenda

- Law
- Participation
- Important Dates
- What's New and Reminders
- Checklist
- Manuals
- Materials
- Accommodations
- Training Requirements
- Colorado Specific Instructions Document
- High-level Kindergarten and Alternate Information
- Preparation and Quizzes



State Testing Requirements



- All English Learners (NEP and LEP), including students with disabilities, must participate in the state English language proficiency assessment system.
- Federal Law
 - 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
- State Law
 - 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)





Testing NEP or LEP students with an IEP or 504 Plan

- The educational team (EL and IEP or 504 as applicable), which must include the parents, determines whether the student will take ACCESS for ELLs 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.



ACCESS for ELLs Participation Options

- Three participation options exist:
 - 1) The student participates in ACCESS for ELLs without an accommodation.
 - 2) The student participates in ACCESS for ELLs with an accommodation*.
 - 3) The student participates in Alternate ACCESS for students with the most significant cognitive disabilities.
- Note: It is not appropriate or ethical to give the Alternate ACCESS to students who do not qualify to take the assessment.

*Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need. In order to use accommodations on ACCESS for ELLs accommodations must be determined by the student's educational team and documented in the student's IEP or 504.



Test Window

- **ACCESS for ELLs Test Window:**
 - **01/13/20 – 02/14/20**
 - **Enrollment testing cutoff: 02/07/20**

ACCESS Testing Dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12 Jan 2020	13 Test Window Opens	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1 Feb
2	3	4	5	6	7 Enrollment Testing Cutoff Date	8
9	10	11	12	13	14 Test Window Closes	15
16	17 President's Day	18	19	20 Last Day to Return Materials & Make Updates in WIDA AMS	21	22

ACCESS for ELLs State Established Dates

- CDE Trainings: October 2019
- Materials Order Window: 10/23/19 – 11/08/19
 - Districts order paper grades 1-12 test materials via WIDA-AMS
 - Online, K and Alternate ordered through the State Pre-ID File upload
- **ACCESS for ELLs UAR submission: 12/01/19**
- Receive Materials: 12/12/19
- Additional Materials Order Window: 12/16/19 – 02/07/20
 - This time is when you order hand writing response booklets
- ACCESS for ELLs Test Window: 01/13/20 – 02/14/20
 - Enrollment testing cutoff: 02/07/20
- Materials Return: 02/20/20
- Results: *04/28/20

* Tentative/downloadable



ACCESS for ELLs District Established Dates



- Districts/Site Level trainings
 - Submission of Verification of District Training
- Local testing schedule
- Distribution of results
 - 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.



What's new?

- WIDA's website (<https://wida.wisc.edu/>) your username is your email address, this aligns with WIDA AMS, **do not** use the same password for both accounts.
- Unique Accommodations form for ACCESS for ELLs-
 - Reading of the Reading Domain
 - Scribe for the Writing Domain
- Writing Timing



- Student transfers are through CDE
 - When 1 online test session has been completed and needs to be transferred to the new district.
- Submit a verification of district training form to CDE
 - Submit before your district begins testing.
- Only district/school email addresses should be used in WIDA AMS and in WIDA.wisc.edu
 - Only district/school employees have access to these sites
 - **If** consultants are given a district/school email their permissions to WIDA.wisc.edu should be removed once the consulting period is over
 - Consultants should **never** be given access to WIDA AMS

- Key information in an easy to use format, be sure to review



COLORADO
ACCESS for ELLs Online Checklist
2019-2020



This state checklist is a guide for personnel involved in administering ACCESS for ELLs Online, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

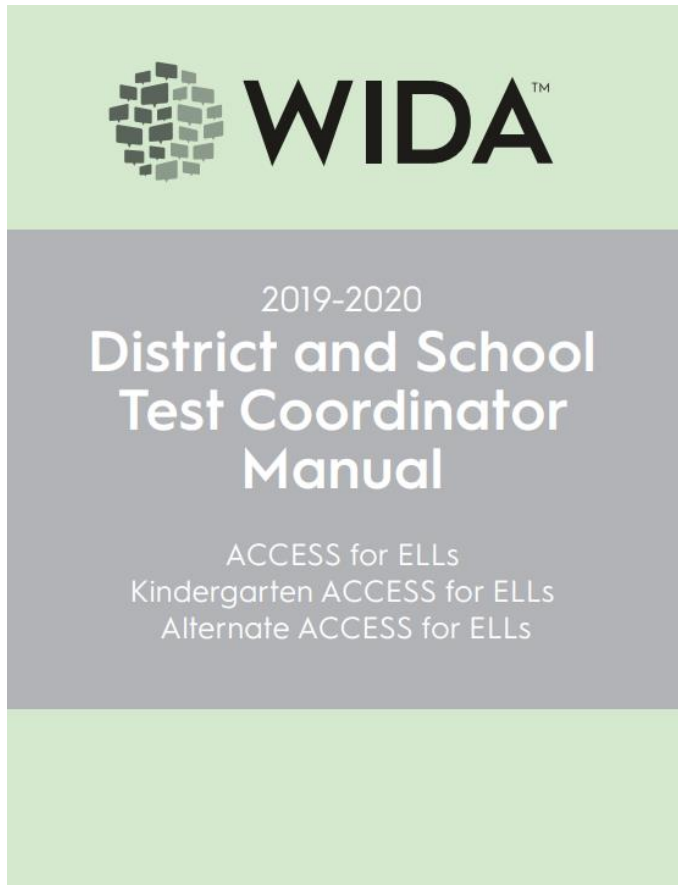
State-specific information	
Test delivery mode	LEA decision: Computer-based or Paper-based
Testing Window	January 13, 2020 – February 14, 2020
WIDA member page	Wida.wisc.edu/memberships/consortium/co
Online Resources	
<ul style="list-style-type: none"> • ACCESS for ELLs Test Administrator Manual (TAM) <i>Test administration policies and procedures</i> • ACCESS for ELLs District and School Test Coordinator Manual (DSCM) <i>Test coordination policies and procedures</i> • ACCESS for ELLs Accessibility and Accommodations Supplement <i>Accessibility and accommodations policies and procedures</i> • Technology Readiness Checklist <i>For Technology Coordinators</i> 	<ul style="list-style-type: none"> • Interpretive Guide for Score Reports • Alternate ACCESS for ELLs Interpretive Guide • WIDA AMS User Guide • State-Specific Directions • Q&A Webinar Calendar <p>For more state-specific resources, visit your WIDA member page.</p>
Checklist Key	
<ul style="list-style-type: none"> ■ District Assessment Coordinator (DAC) task ■ School Assessment Coordinator (SAC) task ■ Test Administrator (TA) task 	<ul style="list-style-type: none"> K Kindergarten ACCESS task A Alternate ACCESS task Opt Task may be optional depending on school or district procedures.



Manuals Reflecting Roles

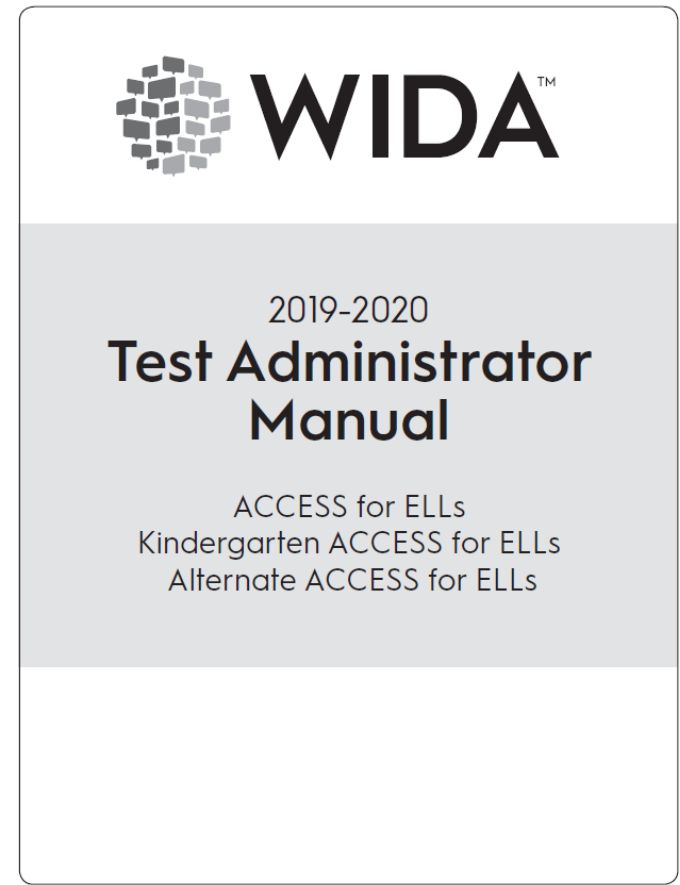
District and School Manual (DSM)

- For Test Coordinators



Test Administrator Manual (TAM)

- For Test Administrators





**2019–2020
WIDA Assessment
Management System
(WIDA AMS)

User Guide**

Data Recognition Corporation (DRC)
13490 Bass Lake Road
Maple Grove, MN 55311

Direct: 1-855-787-9615
Website: <https://www.wida-ams.us>
Revision Date: June 27, 2019





Within the system, designated staff may:

- Access user guides or software downloads
- Add students
- Designate accommodations
- Create test sessions
- Print test tickets
- View/print reports

- Step-by-step instructions for using WIDA AMS
 - [2-minute videos](#) that explain key functions of [WIDA AMS](#).



WIDA™

MY ACCOUNT & SECURE PORTAL LOG OUT

MAIN WIDA WEBSITE

WIDA Assessment Management System (WIDA AMS)

WIDA AMS User Guide and Supplements

[WIDA AMS User Guide](#)
[WIDA AMS Supplement: Data Validation](#)

WIDA AMS ACCESS Videos

- [Video 1: How to Navigate WIDA AMS](#)
- [Video 2: Search & Edit Users](#)
- [Video 3: Add User & Assign Permissions](#)
- [Video 4: Search for Students](#)
- [Video 5: Add a Student](#)
- [Video 6: Uploading Multiple Students](#)
- [Video 7: Print Tickets for a Test Session](#)
- [Video 8: Add Test Session](#)
- [Video 9: Search & Edit Test Session](#)

WIDA AMS Screener Videos

- [Video 1: Add a New User to WIDA AMS](#)
- [Video 2: Add Screener to Users Already in AMS](#)
- [Video 3: Two Part Process for Adding Screener Educator Scoring](#)
- [Video 4: Add Screener Test Session](#)
- [Video 5: Add Student to Screener Test Session](#)
- [Video 6: Access Screener Speaking Student Responses](#)
- [Video 7: Score Screener Speaking Responses](#)
- [Video 8: Score Screener Writing Responses](#)
- [Video 9: Accessing Screener Score Reports](#)



- Order through WIDA AMS
 - October 23 – November 8, 2019
 - Additional Order window: December 16, 2019 – February 7, 2020
- Do not order extra, 15% overage
 - Half of the overage will be distributed in the school boxes and half will be in the district box

Materials Ordering

- Online, Kindergarten, and Alternate tests are ordered automatically through the Pre ID file
 - Submitted by CDE to DRC in early November
 - Data is pulled from the initial October Count snapshot in the Student Interchange
 - Students must be indicated as NEP or LEP under Language Proficiency
 - Alternate testers are indicated using the “Alternate Assessment Participation” field
- Only the DAC may order materials – these materials must be ordered and are not automatic
 - 1-12 paper
 - Accommodated forms (i.e. large print, braille)
 - Test Administrator Scripts and Listening and Speaking CDs (as applicable) will now be included in the Large Print & Braille kits. When ordering, there is no need to also order a script or CD.
 - If you need the script for human reader – order it through DRC help desk it is not available for order through WIDA AMS.
- Ordering support is in the WIDA AMS User Guide p. 51

Materials Ordering Heads Up



- If you are an online testing school and you order a paper test, be sure to also order the Speaking test booklet (this is the book that has the pictures to accompany the Speaking CD). Reference the Speaking Test Materials list on page 92 of the TAM.
- Also, if you are a completely online site and you order a paper material during the Additional Materials order window double check to see if you have district/school labels for that site. You may also need to order a sheet of district/school labels.

Complete Materials Ordering

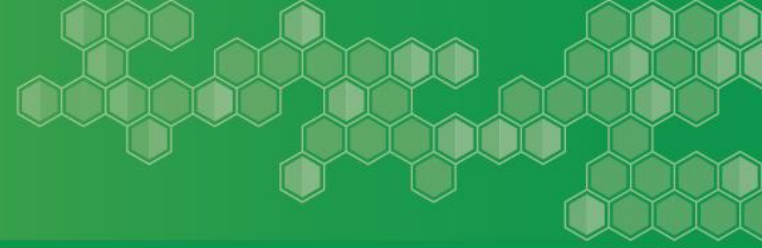
- Repeat steps 1–5 for each school in your district that has students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs. You must order materials for each school that has students testing.

The screenshot shows the 'Materials Ordering' web application. At the top, there is a header 'Materials Ordering' and a sub-header 'Materials Ordering allows the user to enter quantities of materials needed for paper tests.' Below this, there is a section for 'Indicates required fields' with a red asterisk. The 'Administration' dropdown is set to 'WS ACCESS for ELLs'. The 'District' dropdown is set to 'DRC Use Only - Sam' and the 'School' dropdown is set to '(All)'. A 'Show Materials' button is visible. Below the dropdowns, there are tabs for 'Order Materials', 'Summary', and 'Status Report'. The 'Order Materials' tab is active, showing an 'Instructions' section. Under 'Contacts & Addresses', the following information is displayed: 'Test Coordinator: TEST COORDINATOR', 'Phone: 855-787-9615', 'Email: WIDA@DATARECOGNITIONCORP.COM', and 'Shipping Materials: 7303 Boone Ave N, Brooklyn Park, MN 55428'. An 'Update Contacts & Addresses' button is positioned to the right of the contact information. At the bottom of the form, there are 'Save' and 'Complete' buttons.

- This step applies to ship-to-district districts only, which is the most common (default) case. For these districts, the District Test Coordinator must verify the district contact and address.
Using the filters on the Materials Ordering page, select the district, select **(ALL)** in the School drop-down menu, and click **Show Materials**. The district contacts and addresses appear. Review this information and click **Update Contacts & Addresses** to make any updates.
Click **Save** to save your changes. Click **Complete** when you are finished making all of your updates.



Paper Accommodated Forms



Large Print

Grades 4-5 Tier A



ACCESS for ELLs® 2.0
Listening, Reading, and Writing
Form 501 Test Booklet

DIRECTIONS

RESPONSES MUST BE TRANSFERRED
TO A STANDARD SIZE STUDENT TEST BOOKLET

- 1) Fill in all of the information on the front cover of this booklet.
 - a) Security barcode refers to the code printed under the barcode on the lower left front cover of the standard size student test booklet used for transcription (e.g., 5968040000000).
- 2) Fill out all demographic information on the standard size student test booklet.
- 3) Return with the rest of the scorable materials. This test may be folded and returned in a standard size box.

State _____

District Name _____

School Name _____

Student Name _____

Security Barcode _____

Transcribed by _____

Phone Number _____

Braille

WIDA™

2019-2020

UEB Contracted

Grade 9-12
Ties B/C

ACCESS for ELLs®
Listening, Reading, and
Writing Form 501 Test Booklet

© 2019 Board of Regents of the University of Wisconsin System, on behalf of WIDA.

In 1 Volume
Braille pages t1-t3 and 1-105
Print pages 1-59

E-WIDA22

All ACCESS for ELLs Braille forms for Grades 1–12 are now available in Unified English Braille (UEB).

CDE has a checklist available for students who cannot read Braille or cannot access signing.



Materials Shipped to District



- Plastic Bags and Ties for Materials Return
- Return Materials Instruction Packet
- Student Labels
 - Pre-ID one for each student pulled from October Count,
 - District/School 3 pages
 - Do Not Process
- Testing Materials including Overage (15%)

NOTE: Alternate materials are combined with ACCESS for ELLs 2.0 Online and Paper, and Kindergarten ACCESS for ELLs.

Boxes with a **blue** label will indicate that the contents include Alternate materials in addition to other materials.

Forms Shipped to District

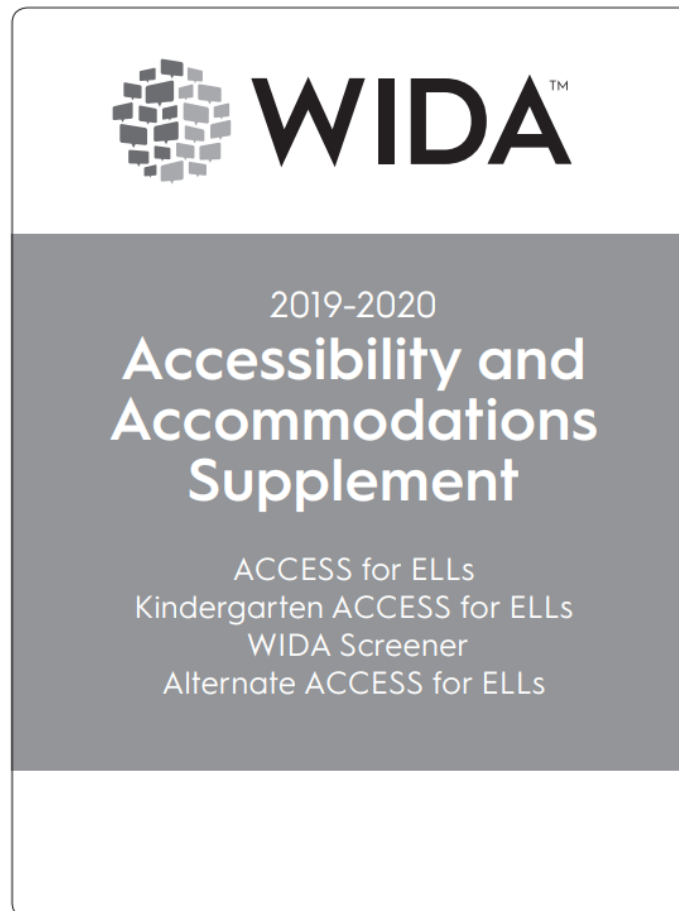


- District Packing List (white)
- School Box Range Sheet (white)
- School Packing Lists–District Set (white)
- District Security Checklist (white)
- Copy of School Security Checklists (white)
- Agreement to Maintain Confidentiality (blue)



Accessibility and Accommodations Supplement

- [WIDA Accessibility and Accommodations Supplement](#)
- [Colorado Accommodations Crosswalk](#)





Online accommodations



- Practice online with accommodations that must be assigned.
 - Manual Control of Item Audio, Repeat Item Audio, Extended Speaking Response Time
 - The logins for the practice tests with accommodations can be found in the ACCESS Test Administration Manual (<https://portal.wida.us/get.aspx?id=2056>) on page **112**.
- Do not broadly assign extended speaking time to all IEP/504 students who have extended time – be intentional about only assigning this to students who need extended time specifically for Speech issues.
- Repeat item audio is appropriate when IEPs or 504s refer to student having directions repeated.



Accommodations



- Monitor accommodation assignment so that only students with an IEP or 504 are afforded accommodations on an English language proficiency assessment



- If students are staffed into services after the October data pull, be sure to update their IEP/504 status in WIDA AMS



- UAR for Auditory Presentation, Reading Domain
 - Reading of the Reading domain, not allowed in WIDA AMS
- UAR for Scribe, Writing domain
 - Writing for a student on the writing domain, allowed in WIDA AMS, does require a scribe
 - For ACCESS Speech-to-text is considered a Scribe
- The standards assessed through ACCESS are ELD standards, the standards assessed through CMAS are ELA standards. The assessment purpose and design are very different. A UAR for CMAS ELA does not mean at UAR for ACCESS.



ACCESS for ELLs® Administration

- Each person needs their own ACCESS Training account with a school/district email
- **This is a secure test** – must track and account for materials
- Test booklets may not be distributed to test administrators prior to the testing dates

Non-disclosure and User Agreement (NDUA): will be included in your initial materials shipment.

If the electronic NDUA is signed through the training course, there is no need to sign the paper copy. Additional copies can be found on [WIDA's website](#).

Signed paper copies are for school/district records. Do not return to DRC, retain for 3 years.

- Secure test copyright law: 37 C.F.R. § 202.13(b)(1)
<https://www.law.cornell.edu/cfr/text/37/202.13>





Who can administer ACCESS for ELLs?

- TAs must be employed by the school or district.
- Preferably, TAs will 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
- School/district employees may administer the assessments at the grade levels of their own children, but they may not administer the test to their own children, relatives, or household members nor be in the testing environment during testing.
- For Kindergarten ACCESS or Alternate ACCESS, the TA needs to be a proficient English speaker who is able to model clear standard pronunciation of the English phonemes that will impact student responses.
- TAs administering the Alternate ACCESS must hold a State of Colorado educator license.





Training Requirements



- Test Administrators must:
 - Be trained annually
 - Complete the requirements of the district's or school's annual ACCESS training
 - Participate in WIDA's online training modules
 - Independently earn an 80% or greater on the quiz(ze)s that correspond(s) to the assessment being administered
 - Read instructions in the TAM and familiarize themselves with test administration procedures prior to administering the test
 - Be trained on specific accommodations if administering assessments in which students are provided accommodations
- Note: Student teachers may not serve as Test Administrators who are in charge of administering ACCESS for ELLs. However, they may serve as proctors who assist the Test Administrators.





- Students are added to test sessions from information uploaded by CDE in November
 - If students were uploaded in WIDA AMS and are no longer:
 - NEP/LEP
 - In your district
 - Remove them from test sessions
- Reminders
 - Double check test tickets are for the correct students
 - Make sure laptops are charged
 - Headphones and microphones work
 - Follow DRC guidelines, do not overtax the system

Online Testing Order



Adaptive listening and reading test item determine placement in speaking and writing

Timing (online)



Grade Span	Listening			Reading			Speaking			Writing	
	Approximate time to help with scheduling.	Average time		Approximate time to help with scheduling.	Average time		Approximate time to help with scheduling. *Tier Pre-A will take 10 -15 minutes	Average time		NEW	
		2019	2018		2019	2018		2019	2018	Tier A	Tier B/C
1	45	33	33	40	24	25	40	27	28	45	60
2-3	50	34	37	45	31	32	40	27	28	60	60
4-5	50	37	38	50	36	37	40	32	30	50	60
6-8	50	40	43	50	35	36	40	32	33	50	60
9-12	50	41	43	50	35	37	40	30	31	50	60

*Times are in minutes



End incomplete test

Even though the test is not timed, why or when might you need to submit an incomplete test?

The screenshot displays the 'Testing Status' interface. At the top, there is a search section with 'Last Name' and 'Status' (set to '(All)') fields, and 'Filter' and 'Clear' buttons. A red box highlights the 'End Incomplete Test' Action button in the top right corner. Below this is a table titled 'Testing Status - manually added 2 (Screener Gr 4-5)'. The table has columns for 'Select', 'Last Name', 'First Name', 'User Name', 'Password', 'Assessment', 'Status', 'Started', 'Completed', and 'Action'. The 'Action' column contains icons for each row. A red box highlights the 'End Incomplete Selected Tests' button at the bottom of the table. At the very bottom, there is a row of buttons: 'Print Selected', 'Print All', 'End Incomplete Selected Tests', 'Unlock Selected', 'Unlock All', and 'Close'.

Select	Last Name	First Name	User Name	Password	Assessment	Status	Started	Completed	Action
<input type="checkbox"/>	manually	added	amanually1	550200	LISTENING	Not Started			[Icons]
<input type="checkbox"/>	manually	added	amanually1	550200	READING	Not Started			[Icons]
<input type="checkbox"/>	manually	added	amanually1	550200	SPEAKING	Not Started			[Icons]
<input type="checkbox"/>	manually	added	amanually1	550200	WRITING	Not Started			[Icons]

Timing (paper)



Grade Span	Listening	Reading	Speaking	Writing	
	Use CD times in the TAM to help with scheduling.	Approximate time to help with scheduling.	Use CD times in the TAM to help with scheduling.	NEW	
				Tier A	Tier B/C
1	The Listening Test is designed to take 16 to 32 minutes; the actual time will depend on the grade-level cluster and tier of the test administered (CD length can be found on page 80 of the TAM)	35	The Speaking Test is designed to take 11 to 23 minutes per student; the actual time will depend on the grade-level cluster and tier of the test administered (CD length can be found on page 92 of the TAM).	35	60
2		40		60	60
3		40		60	60
4-5		45		45	60
6-8		45		45	60
9-12		45		45	60

*Times are in minutes

Reference TAM p. 72



Student Transfers Through CDE



- Student transfers during testing – only when 1 online test session has been completed and needs to be transferred to the new district.
 - 1) District receiving the student emails Heather and the sending district.

Email subject line: STUDENT TRANSFER REQUEST
 - 2) The sending district must “reply all” confirming that the student is no longer in their district.
 - 3) The receiving district must upload the student information to [Syncplicity](#).

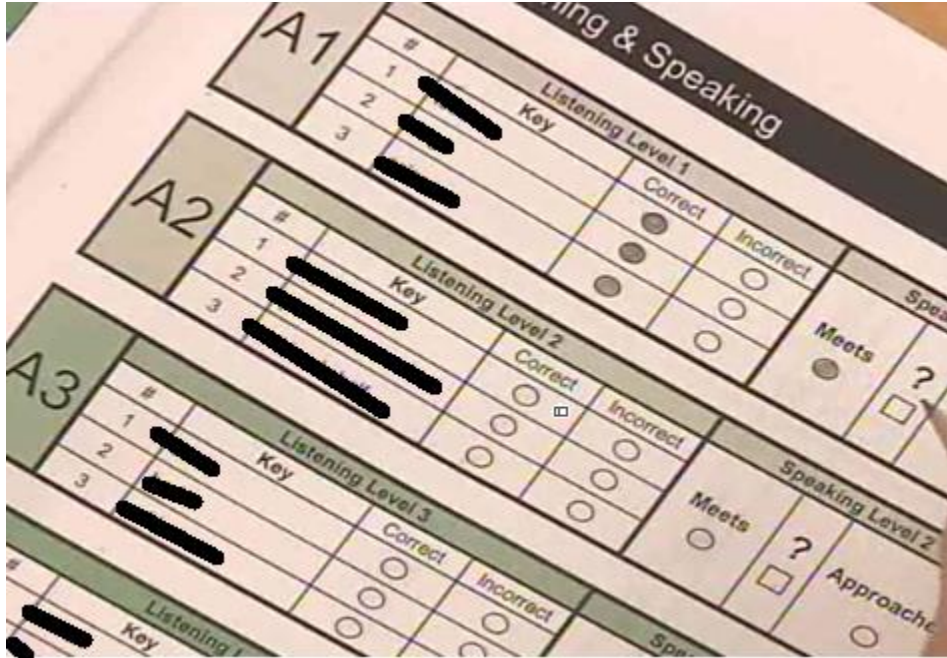
Colorado Specific Instructions

Timing: Kindergarten and Alternate

- Kindergarten **individually** administered approximately 45 minutes (per session)
 - May be administered in two separate sessions
- Alternate ACCESS **individually** administered; approximately 20 minutes (per domain)



Bubble Student Responses



Listening Level 1			Speaking Level 1		
Key	Correct	Incorrect	Meets	?	Approaches
	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B	Task	Expect	Meets	Approaches	No Response	Not Administered
	6	XXXXXXXX	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

596504-12325040208 20



- Kindergarten Student Storybook
- Kindergarten Student Response Booklet
- Kindergarten Test Administrator's Script
- Kindergarten Student Activity Board
- Kindergarten Cards and Card Pouch Booklet

- Be sure to have at least two number 2 pencils



- Section 4 of the TAM is Kindergarten Specific

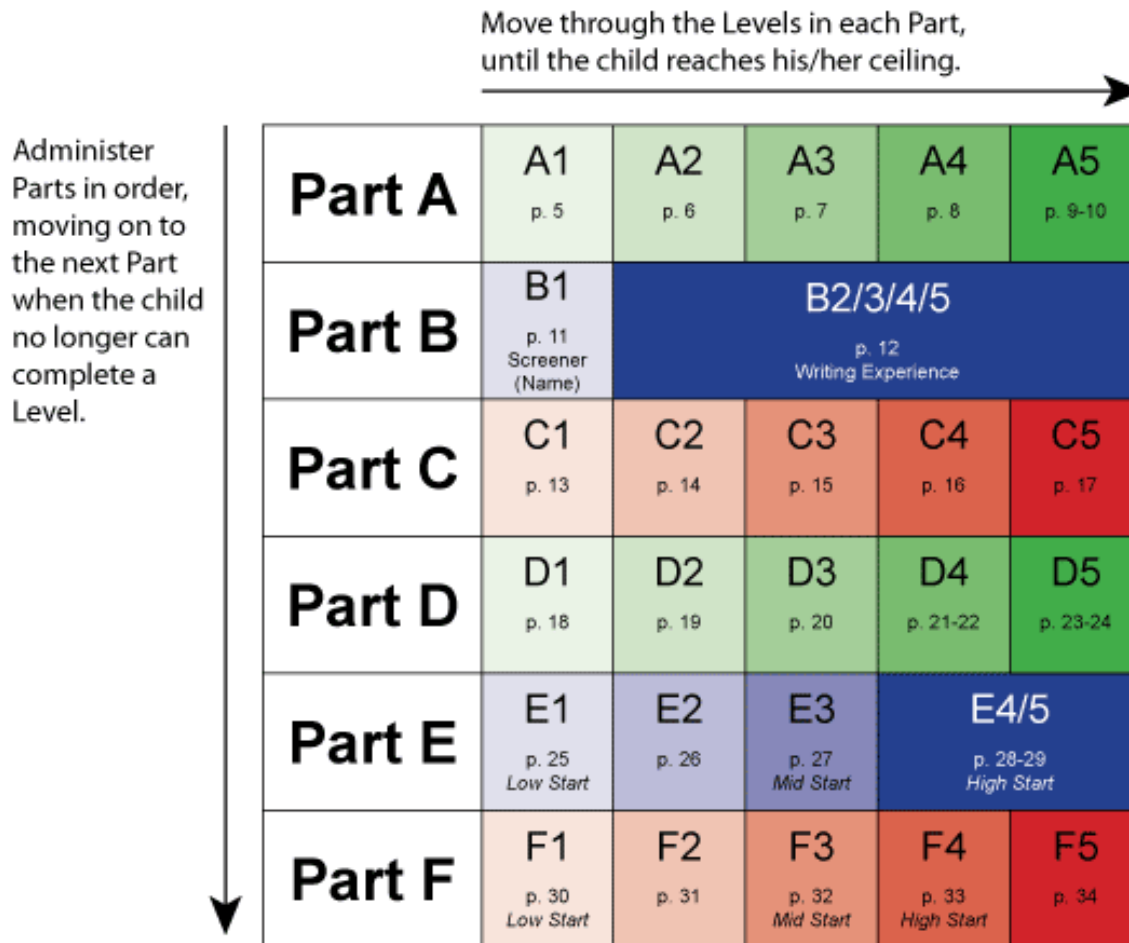
Kindergarten Test Structure



- All students are tested in each language domain twice. The first half uses the narrative story, the second half is through the context of the expository text.
- **Narrative Section (Parts A-C)**
 - Part A: Listening & Speaking
 - Part B: Writing
 - Part C: Reading
- **Expository Section (Parts D-F)**
 - Part D: Listening and Speaking
 - Part E: Writing
 - Part F: Reading

Each Part is divided into five **Levels**, which correspond with the first five WIDA Proficiency Levels.

Tasks at each Level are designed to assess language at that specific proficiency level. For example, Level 3 questions are aimed at proficiency level 3.

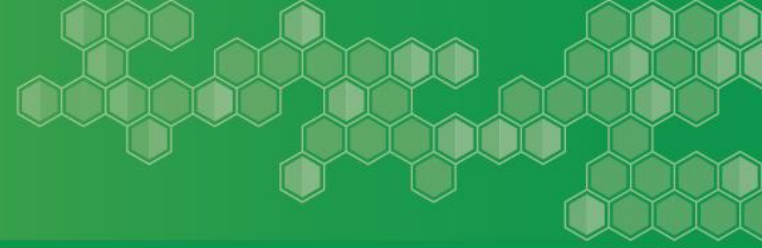




- If scheduling requires that a test administration be divided into two sessions, the break must:
 - occur between the administration of the narrative and expository sections.
- AND
 - last no more than two consecutive school days. That is, if the narrative section of the test is administered to a student on a Monday, the latest the expository section should be administered is on Thursday of that week.



Alternate Materials



Make sure to have these items available:

- Test Administrator's Script
- Test Booklet
- Student Response Booklet

- Be sure to have at least two number 2 pencils





Alternate Test Structure



- Alternate ACCESS for ELLs is made up of four sections assessing the four language domains.
- Writing Section is divided into three parts, Parts A, B, and C.
- Speaking Section is divided into two parts, Part A and Part B.
- All sections of Alternate ACCESS for ELLs are semi-adaptive, meaning that a stopping criteria may be applied when the student's proficiency is not sufficient to complete all test tasks.

Preparation and Quizzes

Resources for Preparing Students

- Tools to use while working with students to prepare for the Online Speaking test format

- [Grades 1–3](#)
- [Grades 4–5](#)
- [Grades 6–12](#)



The ACCESS RAP

*Know what to say
Plan it out, Plan it out
Make it longer
Connect ideas, Connect ideas
Use description
Paint the picture, Paint the picture
Say what you know
Keep the floor, Keep the floor
Sayin' what I CAN
Can do, Can do*



ACCESS Speaking Song (sung to I'm a Little Tea Pot)

*On the ACCESS Speaking [point to mouth]
Da Dah Da [count to 3 on fingers]
I must stop and think [put hand out, palm out signaling stop, then point to your head]
Before I hit record [mimic mouse click with finger]
I will use connectors [claps hands in front of your body]
Descriptors too [hand up, palm out, circle in the air]
This will show what I CAN DO. [hands on hips in "Superman" pose]*

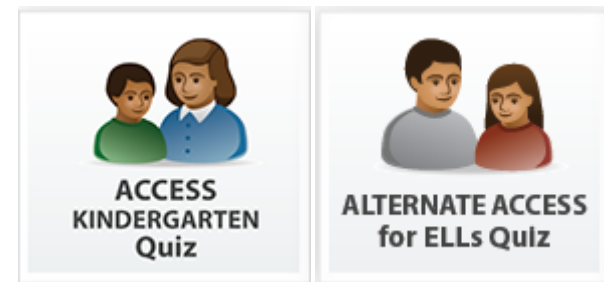
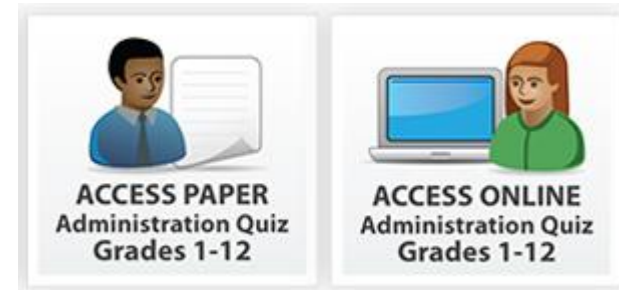
Before administering ACCESS



- In-person trainings need to be held
- Verification of district trainings
- In addition to passing the Online and/or Paper quiz
 - TAs who administer paper Speaking only need to pass the quiz for the grade level that they administer (completing this for Screener counts)
 - TAs who administer Kindergarten need to pass that quiz
 - TAs who administer Alternate ACCESS need to pass that quiz
- All online districts need at least one person who is prepared to administer paper should it be needed for an accessibility or accommodation

DACs need to take the quizzes for the test administered in their district.

- ACCESS Online Quiz
or
- ACCESS Paper Quiz
(Which ever modality your district is using)
- Kindergarten Quiz
- Alternate ACCESS Quiz





Kindergarten



- Kindergarten

MY ACCOUNT & SECURE PORTAL



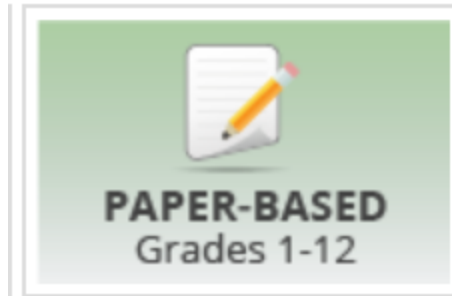
- Training Video
- Utilize the Domain Specific Support

- Remember you need to be logged in <https://wida.wisc.edu/>



- Paper

MY ACCOUNT & SECURE PORTAL



- Only need to complete speaking quiz for the grade(s) you are administering
- Remember you need to be logged in <https://wida.wisc.edu/>



- Online

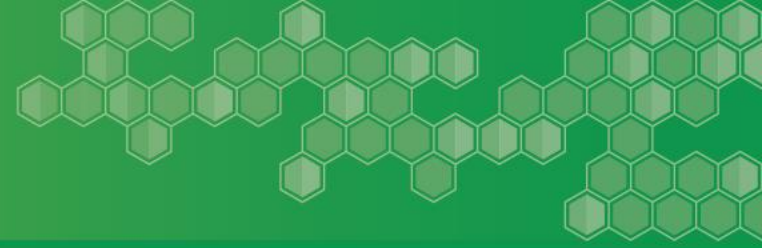
MY ACCOUNT & SECURE PORTAL



- Remember you need to be logged in <https://wida.wisc.edu/>



Alternate



- Alternate

MY ACCOUNT & SECURE PORTAL



- Remember you need to be logged in <https://wida.wisc.edu/>

Assessment Contacts

WIDA:

<https://wida.wisc.edu/assess/access/tests>

866-276-7735

help@wida.us



DRC:

855-878-9615

wida@datarecognitioncorp.com



Colorado Department of Education Contacts

- State Standardized Summative Assessments
 - ACCESS for ELLs and CMAS EL accommodations
Heather Villalobos
villalobospavia_h@cde.state.co.us
 - ACCESS for ELLs Data
Pam Amato
amato_p@cde.state.co.us
 - PA^{next} and CMAS logistics
Sara Loerzel
loerzel_l@cde.state.co.us
 - CoAlt (DLM) and CMAS IEP and 504 Plan accommodations
 - PSAT and SAT (College Board Assessments)
Jared Anthony
anthony_j@cde.state.co.us
- English Learner Coding, Program and Instruction
 - EL Coding and October Count
Genevieve Hale
hale_g@cde.state.co.us
 - EL Identification (W-APT & Screener)
Doris Brock-Nguyen
brock-nguyen_d@cde.state.co.us
 - EL Programing and Instruction Support
Morgan Cox
cox_m@cde.state.co.us
 - ELs with Disabilities
Michelle Quackenbush
quackenbush_m@cde.state.co.us

CDE Assessment Team

Joyce Zurkowski
Chief Assessment Officer

Will Morton
Director of Assessment Administration

Pam Amato
Data Operations (SBD)

Jared Anthony
College Board Suite of Assessments

Collin Bonner
NAEP, TIMSS & ICILS, Technology Support

CoAlt, DLM, SPED Accommodations

Shangte Shen
Data Analysis (Data Validations & Requests)

Heather Villalobos Pavia
ACCESS, CSLA, EL Accommodations

Christina Wirth-Hawkins
Director of Assessment Development

Jasmine Carey
Psychometrics

Sara Loerzel
CMAS Administration & PA^{next}

Molly Mund
CMAS Content Development
(Math & Science)

Nathan Redford
CMAS Content Development
(ELA & Social Studies)