



Student Assessment Resource Guide for English Learners 2021-2022



Developed by the Student Assessment Office

This manual is produced by the Student Assessment Office. Any questions should be directed to Susan Beard at: sbeard@alsde.edu.

Revision History

The revision history of this manual provides users with a quick way to view **major** additions, revisions, or changes. Minor changes such as formatting or updating are not listed.

| Page | Description of Change |
|----------------------|--|
| All applicable pages | Added <i>WIDA Screener for Kindergarten</i> and removed WIDA MODEL and WIDA W-APT |
| All applicable pages | Removed English learner (EL) and added multilingual learner (ML) |
| All applicable pages | Changed the name of the manual to <i>Student Assessment Resource Guide for Multilingual Learners</i> |
| Section 11 | Removed all of the ML assessments accommodations checklists. These will now be housed in the <i>Accessibility Supports and Accommodations Policy (ASAP) Manual</i> . |
| All Forms/Pages | Updated all applicable forms and pages to include <i>WIDA Screener for Kindergarten</i> . |
| Pages 86-109 | Added the <i>WIDA Screener Online and WIDA Screener for Kindergarten Handbook</i> . This will be the permanent location for this manual. |
| Page 84 | <i>Alternate ACCESS for ELLs Student Verification Form</i> replaced with revised form. |
| All applicable pages | Removed multilingual learner (ML) and replaced with English learner (EL). |
| Page 15 | Revised wording to reflect screeners must be completed within the 30 day or 10 day timeline. |

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General Information

Section

1

Purpose of the *Student Assessment Resource Guide for English Learners*

The purpose of the *Student Assessment Resource Guide for English Learners* is to present a systematic approach, in terms of assessment, from the identification process of English learners (EL)s to the time the student attains English language proficiency and is no longer identified as an EL. All documents pertaining to EL students are included in Section 11. Educators who are responsible for administering the *WIDA Screener Online*, *WIDA Screener for Kindergarten*, *ACCESS for ELLs*, and/or the *Alternate ACCESS for ELLs* will benefit from this guide.

EL Terminology

| | |
|-------------------------|--|
| ACAP | Alabama Comprehensive Assessment Program |
| ACCESS | <i>ACCESS for ELLs</i> |
| Alternate ACCESS | <i>Alternate ACCESS for ELLs</i> |
| DRC | Data Recognition Corporation |
| DLL | Dual Language Learner |
| EL | English learner |
| ELD | English Language Development |
| ELP | English Language Proficiency |
| ESL | English as a Second Language |
| EL 1 | First year EL |
| EL 2 | Second year and beyond EL |
| EL 6 | English Learner Waived Services |
| FEL 1 | Former EL year one of monitoring |
| FEL 2 | Former EL year two of monitoring |
| FEL 3 | Former EL year three of monitoring |
| FEL 4 | Former EL year four of monitoring |
| FEL | Former EL (no longer being monitored/included in the EL subgroup for accountability) |
| HLS | Home Language Survey |
| I-ELP | Individual English Language Plan |
| IEP | Individualized Education Program |
| K W-APT | Kindergarten <i>WIDA Assessment Placement Test</i> |
| K-MODEL | Kindergarten <i>Measure of Developing English Language</i> |
| LEA | Local Education Agency |
| NOMPHLOTE | National Origin of Minority whose Primary Home Language is Other Than English |
| Screener | <i>WIDA Screener Online</i> and <i>WIDA Screener for Kindergarten</i> |
| SIFE | Students with Interrupted Formal Education |
| SIS | School Information System |

Alabama Comprehensive Assessment Program Information

It is the policy and expectation of the Alabama State Department of Education (ALSDE) that **all** students, regardless of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability be provided an opportunity to participate in the *Alabama Comprehensive Assessment Program (ACAP)*.

State Board of Education, State Department of Education, Administrative Code 290-4-2- .01:

All students must be provided the opportunity to participate in the state testing program.

The ACAP consists of the following assessments:

| Alabama Comprehensive Assessment Program | | |
|--|-----------------|---|
| Assessment | Grades | Subjects |
| <i>ACCESS for ELLs</i> | K-12 | Reading, Listening, Speaking, Writing |
| <i>Alternate ACCESS for ELLs</i> | 1-12 | Reading, Listening, Speaking, Writing |
| <i>ACAP Summative</i> | 2-8 | English Language Arts, Math |
| | 4, 6, 8 | Science |
| <i>ACAP Alternate</i> | 2-8, 10,11 | English Language Arts, Math |
| | 4, 6, 8, 10, 11 | Science |
| <i>PreACT</i> | 10 | Reading, English, Math, Science |
| <i>ACT with Writing</i> | 11 | Reading, English, Writing, Math, Science |
| <i>ACT WorkKeys (Optional)</i> | 12 | Workplace Documents, Applied Math, Graphic Literacy |
| <i>National Assessment of Educational Progress</i> | 4, 8, 12 | Selected Schools Only |

ACAP Integrity Handbook for Test Administration

With the rise in the State’s EL population, it is important that all educators are adequately informed on the policies and procedures set forth by the ALSDE, in order to provide meaningful experiences that will enhance the education of Alabama’s ELs. The *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration*, developed by the Student Assessment Office, provides detailed information regarding state assessments, accessibility supports and accommodations for students with disabilities, test administration training, test security guidance and state policy. Also included are forms needed for training all testing staff. This document is rich in information and is a valuable resource for educators. Any educator who will participate in the administration of any state assessment, including each of the EL screeners, must be trained on this manual.

Assessments for English Learners

Alabama is a member of the WIDA Consortium of States and administers the following assessments for ELs.

- The *ACCESS for ELLs* assessment is the State's English language proficiency assessment and was administered for the first time in 2005, when 14,298 ELs participated in the assessment. Alabama tested close to 34,000 ELs in 2021, and that number is steadily increasing.

This assessment is administered to EL students in grades K-12 until a composite score of 4.8 is achieved. At this point, students will be reclassified as Former English Learner (FEL) year 1 and will be monitored for 4 years.

- The *Alternate ACCESS for ELLs*, the State's alternate English language proficiency assessment, was administered for the first time in 2013. This assessment is for those EL students in grades 1-12 with significant cognitive disabilities who participate on the *ACAP Alternate* assessment. Alabama tests an average of about 320 EL students on *Alternate ACCESS for ELLs* each year. Students taking this assessment will not attain English language proficiency and will remain on this assessment until grade 12. There is an opportunity for these students to exit the program if certain scores are achieved each year. **See Section 11 for the *Alternate ACCESS for ELLs Exit Criteria*.**
- *WIDA Screener for Kindergarten* is the State's identification assessment for potential ELs. It is administered to students in Pre-K 4 programs, during the registration process for kindergarten, and to any potential EL student entering kindergarten for the first time. It is also used to screen potential EL students in the first semester of first grade.
- *WIDA Screener Online* is the State's EL identification assessment and was administered for the first time in 2017. This screener is for potential EL students in the second semester of Grade 1-12.

WIDA and DRC **TWO** Separate Web Sites for Educators

There is often confusion over the two web sites used for the administration of the English Language assessments. Educators need access to both web sites and will use each of them for very different functions. The information below will help educators determine which web site is needed.

What Will I Find on the WIDA Website?

wida.wisc.edu



TRAINING COURSES, RESOURCES, SCORING FOR *WIDA SCREENER FOR KINDERGARTEN*

The WIDA web site contains multiple resources, rich in information, that are useful to educators and families of ELs. The WIDA website is also the location for the **annual training** that is required of every educator who will administer any of the English language assessments. The following information is located on the WIDA website:

- *WIDA Screener Online Resources*
- *WIDA Screener for Kindergarten Resources*
- *ACCESS for ELLs Online*
- *Alternate ACCESS for ELLs Resources*
- *Scoring Calculator for WIDA Screener for Kindergarten*
- *ACCESS for ELLs Webinars/Q & A Sessions*
- *WIDA Standards and CAN-DO Descriptors*
- *WIDA Professional Learning Resources and E-Learning Modules*
- *Online Training Modules for all EL assessments and screeners*
- *WIDA Research*
- *Educator and Family Resources*
- *Technology Coordinator Resources*
- *Test Administrator Manuals for ALL EL Assessments*
- *Account Creator*
- *Account Management and Training Status*

Creating WIDA Accounts

Additionally, System Test Coordinators and/or EL Coordinators have been granted permissions that allow for the following:

- Create user accounts
- Assign permissions
- View training history and scores

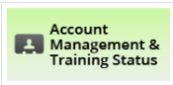
Upon login to the “My Account and Secure Portal”  Coordinators

are able to select the “Account Creator”  tab and create accounts and assign permissions.

Viewing Training and Quiz Scores

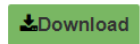
System Test Coordinators and/or EL Coordinators are able to view the training history of educators in order to confirm that training has taken place. **Without this confirmation, no one should administer any English Language assessment.**

Upon login to the “My Account and Secure Portal” Coordinators are able to select the

“Account Management and Training Status” tab  to view the tests/quizzes that have been completed by each individual educator. Additionally, the scores for each educator are available for confirmation.



| Kindergarten Quiz | Speaking Quiz Grades 1-5 | Speaking Quiz Grades 6-12 | Alternate Access Quiz | Online Administration | Paper Administration |
|-----------------------|--------------------------|---------------------------|------------------------|-----------------------|----------------------|
| 100% (3) 2017-2018 | 58.33% (2) 2019-2020 | 91.67% (2) 2019-2020 | 100% (3) 2018-2019 | 100%(3) 2019-2020 | - |
| 85% (1) 2019-2020 | 83.33% (2) 2019-2020 | - | 83.5% (1) 2019-2020 | 90%(1) 2019-2020 | - |
| 100% (2) 2019-2020 | 91.67% (3) 2017-2018 | 83.33% (2) 2017-2018 | 100% (2) 2018-2019 | 100%(3) 2019-2020 | 100%(1) 2016-2017 |

By selecting the **Download** tab  Coordinators are able to view an excel file that lists the dates of completion for each of the quizzes. This is helpful for making sure educators have completed and passed the quizzes annually. **A passing score of 80% or above is the requirement.**

Login credentials are required in order to access portions of the website. For access to this website, contact the System Test Coordinator or Susan Beard for details.

Contact Information: help@wida.us – Help Desk - 866-276-7735

What Will I Find on Data Recognition Corporation (DRC) Website?

www.wida-ams.us

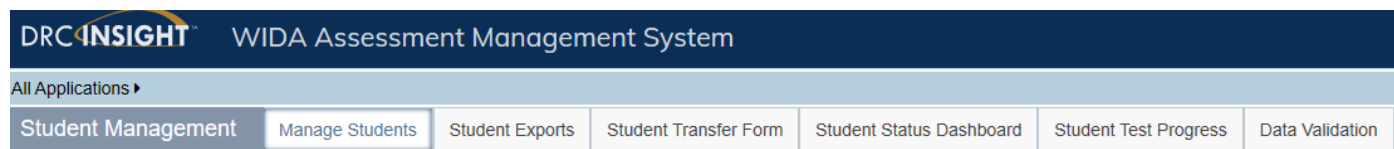


THE TEST MANAGEMENT PORTAL

DRC **manages** the State's English Language assessments through the DRC WIDA-AMS website. This website supports the preparation, management, and administration of the *ACCESS for ELLs* suite of assessments that includes *ACCESS for ELLs*, and *WIDA Screener Online*. Educators gain access and are given permissions by the System Test Coordinator, or in some cases, the EL Coordinator. The following information is located in the DRC portal:

What Will I Find in the DRC Portal?

- Test demos, sample items, and test practice (no login credentials required)
- Test materials ordering/processing
- *WIDA Screener Online* test guidance/scoring
- User set up and permissions
- Student Management: Add students, track students' test sessions, edit test sessions
- Test management
- Scoring the Writing and Speaking domains of the *WIDA Screener Online*
- Student Transfer Form
- Test results
- Data Validation
- Testing software downloads
- On Demand report delivery of *ACCESS for ELLs* and *Alternate ACCESS for ELLs* in 47 different languages



Coordinators must assign the “educator scoring” permission and validate that the Writing and Speaking quizzes were completed and passed. Directions on how to do this are located in the WIDA Screener Online Handbook located in the Documents section of this manual.

Login credentials are required to access this portal. Contact the System Test Coordinator or Susan Beard for details.

Contact Information: WIDA@datarecognitioncorp.com

Help Desk - 855-787-9615

Definition of an English Learner

In Alabama, the definition of an English learner is taken from federal regulations: Under the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA), the law uses the term English learner (EL) to refer to students whose primary language is other than English and whose level of English proficiency is progressing to the level needed to participate effectively in U.S. mainstream classrooms. Previously, the terms, “limited English proficient” (LEP) and “English language learner” (ELL) have been used.

Under ESSA, an English learner means an individual –

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who was not born in the United States, or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of Instruction is English; or
 - (iii) the opportunity to participate fully in society.

Definition of an English Learner with Significant Cognitive Disabilities

English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Program and Individual English Language Plan, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

The Identification Process

Section

2

Identification of an English Learner



ELs must be identified at the time of enrollment through a Home Language Survey (HLS) administered during the enrollment/registration process. The HLS is a requirement for every student entering schools in Alabama. If the HLS indicates the use of a language other than English by the student or any individual in the home, the student is considered a potential EL, and a screener must be used to determine the student's English language proficiency level.

Potential ELs who enroll during the summer, or the first day of school, must be assessed for English language proficiency **within 30 days of enrollment**.

Potential ELs who enroll after the first day of school must be assessed for English language proficiency **within 10 days of enrollment**.

When all responses on the HLS indicate that English is the only language used by the student and the individuals in the home, then the student is considered an English-only speaker without the need for EL services.

EL Procedural Flowchart

Home Language Survey

Must be completed for all students during the enrollment process.

Screening must be done within *30 days of enrollment for students who enroll in the summer or on the **first day** of school.

Screening must be done within **10 days of enrollment for students who enroll **after** the first day of school.

Language Other Than English is denoted

Primary Language is English

Administer the *WIDA Screener for Kindergarten* for kindergarten students through first semester of Grade 1.
Administer the *WIDA Screener Online* for students in second semester of Grade 1- Grade 12.

STOP
Not eligible for EL services

If student qualifies, convene an EL Committee meeting, and develop an Individual English Language Plan (I-ELP).

If student scores proficient
STOP
not eligible for EL services

Student will participate on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* until such time the student demonstrates English proficiency (4.8 composite) and exits or meets the Alternate Exit Criteria.

* 30 days = 30 full days
**10 days = 10 working days

Screening Potential EL Students

Beginning 2021-2022, the only two assessments used in Alabama for screening potential EL students are the following:

- ***WIDA Screener for Kindergarten:***
(For students in Pre-K 4 - first semester of Grade 1: in this context, Pre-K 4 refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance for the first time.
- ***WIDA Screener Online:***
(For students in the second semester of Grade 1 through Grade 12).

Test Administrators must be qualified to administer these state-approved screening instruments.

Qualified Test Administrators –

1. May be part-time or full-time employees of the district.
2. Must complete (80% or above if applicable) the required WIDA online training courses **annually** for the screening assessment for which they are responsible and provide proof of certification to either the System Test Coordinator or EL Coordinator.
3. Must complete test security training provided by the Student Assessment Office on the ***WIDA Screener Online and WIDA Screener for Kindergarten Handbook*** via recorded webinar, or through either the System Test Coordinator or EL Coordinator.
4. May be **Instructional Paraprofessionals** for the screening instruments **ONLY**. Refer to the memorandum titled, ***Paraprofessional Qualifications for those Working with Students Receiving Special Education Services, FY17-2077, dated August 25, 2017, and located on the ALSDE website.*** The information in this memorandum also applies to Instructional Paraprofessionals who serve EL students.

WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test used for identifying potential EL students. This assessment **MUST BE USED** for students who enter kindergarten for the first time. It is administered through the first semester of Grade 1 and is free to all users. Test materials and the Scoring Calculator are available at: wida.wisc.edu. and login credentials are required. **Annual online training at wida.wisc.edu is required** in order to administer this assessment.

In addition, Test Administrators must complete the training provided by the Student Assessment Office, which includes training on the *WIDA Screener Online and WIDA Screener for Kindergarten Handbook*. This training includes the required Test Security training. All forms in the handbook must be signed upon completion of training and returned to the System Test Coordinator or EL Coordinator, if directed.

Test materials may be printed off and laminated for reuse or purchased from the WIDA Store for a minimal fee.

WIDA Screener Online

WIDA Screener Online is available through the Data Recognition Corporation (DRC) portal at www.wida-ams.us. This assessment **MUST BE USED** for screening students in the second semester of Grade 1 through Grade 12 and is free to all users. Login credentials are required. **Annual online training at wida.wisc.edu is required** in order to administer this assessment. In addition, Test Administrators must complete the training provided by the Student Assessment Office, which includes training on the *WIDA Screener Online* and *WIDA Screener for Kindergarten Handbook* which also includes Test Security Training. All forms in the handbook must be signed upon completion of training and returned to the System Test Coordinator or EL Coordinator, if directed. Contact your System Test Coordinator for login credentials for the online training.

WIDA Screener Paper (ALSDE approval required) is available for those students who are unable to meaningfully access the *WIDA Screener Online* even with accommodations. **Annual online training is required** in order to be able to administer this assessment. There is a cost for this assessment and that cost lies with the LEA. Contact Susan Beard at sbeard@alsde.edu for additional guidance for the use of the paper screener.

Screening Potential ELs with Disabilities

Accommodations are allowed for potential EL students with disabilities on the *WIDA Screener for Kindergarten* and *WIDA Screener Online*. Potential EL students who have a current IEP or Section 504 Plan may be eligible for those accommodations. If accommodations in the IEP or Section 504 Plan are the same as the accommodations listed in the *WIDA Screener Online Accommodation Selection Checklist for Students with an IEP / Section 504 Plan* or the *WIDA Screener for Kindergarten Checklist for Students with an IEP/Section 504 Plan*, those accommodations may be provided when administering either of these screeners. The checklists are located in the ***ASAP Manual***.

Alabama State Department of Education Alternate Screening Checklist

The *Alternate Screening Checklist* is to be used for those potential EL students who cannot participate meaningfully on the *WIDA Screener for Kindergarten* or *WIDA Screener Online*, even with accommodations. The *Alternate Screening Checklist* is for **severely cognitively disabled** students and not intended for those students with disabilities who can participate with the use of accessibility supports and/or accommodations. This checklist provides educators with a mechanism to ensure that students with profound disabilities can be identified and provided the services they need. The *Alternate Screening Checklist* is located in the **Documents section of this manual – Section 11**.

Additionally, educators may listen to a recorded webinar at: [Alternate Screening Checklist Recorded Webinar](#). If any issues are encountered with the webinar, contact Susan Beard.

Provisional Identification Plan for Potential English Learner Students (Who Enroll During Extended School Closures) Grades K-12

In an effort to assist LEAs in the identification of potential ELs **during a time of extended school closures and/or during a time when remote learning is an option for the LEA**, the ***Provisional Identification Plan for Potential English Learner Students*** will be implemented.

This plan is intended to guide school staff, who have been assigned the responsibility of identifying potential ELs, to gather enough information from the parents, guardians, and students to be able to make a **provisional determination** of placement so that ELs may receive language support services.

This plan does not negate the administration of the state's screening assessments (i.e., *WIDA Screener for Kindergarten*, *WIDA Screener Online*). When school resumes, ELs who were either identified or not identified as EL will be administered these formal screening assessments. For students who have selected the remote learning option and are attending school virtually, the LEA must determine a date, time, and location that is suitable for the student and allows for a safe process in which to administer the formal screening instrument.

ELs who have been provisionally identified **will be coded** in PowerSchool. Documentation from this provisional plan must be submitted to the System Test Coordinator or the EL Coordinator and kept on file until the formal screening assessment is administered once the student returns to school.

The *Provisional Identification Plan for Potential English Learner Students* is located in the **Documents section of this manual – Section 11**.

Additionally, educators may listen to a recorded webinar at: [Provisional Identification Plan Recorded Webinar](#). If issues are encountered with the webinar, contact Susan Beard.

Potential Pre-K English Learners

Potential ELs in a Pre-K 4 program, must be screened, and if found eligible, must also receive English as a Second Language (ESL) services. Schools must use the *WIDA Screener for Kindergarten* as a screening instrument.

NOTE: Pre-K 4 refers to students who are participating in the kindergarten registration period and enrolling in kindergarten for the first time. Pre- K in this context refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance.

Potential EL students will be administered only the Listening and Speaking domains (Oral Language) of the *WIDA Screener for Kindergarten*.

Detailed information can be found in the *WIDA Screener Online and WIDA Screener for Kindergarten Handbook* located in the **Documents Section of this manual – Section 11**.

Qualifying Scores for Potential ELs
WIDA Screener for Kindergarten or WIDA Screener Online

| WIDA SCREENER FOR KINDERGARTEN | | | |
|---|---------------------------------------|--|--|
| GRADE | REQUIRED DOMAINS | QUALIFIES STUDENT AS EL | DOES NOT QUALIFY STUDENT AS EL |
| Pre-K4 Pre-registration period for kindergarten entry through 1st semester of Grade 1 | Listening, Speaking | Less than 4.5 Oral Language Score | 4.5 or higher Oral Language Score |
| WIDA SCREENER ONLINE | | | |
| GRADE | REQUIRED DOMAINS | QUALIFIES STUDENT AS EL | DOES NOT QUALIFY STUDENT AS EL |
| 2nd semester of Grade 1 through Grade 12 | Reading, Listening, Writing, Speaking | Less than 5.0 | 5.0 or higher |

Parent Waiver of Direct Language Assistance Services

Some parents of students identified as ELs may choose to waive Supplemental Title III Language Assistance services for their child. However, this does not negate the responsibility of the LEA to provide language support under the Office for Civil Rights law. The LEA must find alternate means of providing the student with support for language development and proficiency outside of the structured ESL classes that may include pull out or push in services. Parents who choose to waive services must do so in writing on an annual basis, and the LEA must maintain the written documentation.

Students who will not receive formal language services must still participate on the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* in order to determine the student’s level of English acquisition and to provide educators with valuable information attained from test scores so that appropriate supports may be provided. ELs whose parents have chosen to waive services will still be eligible for the appropriate EL accommodations on state assessments.

Although parents may choose to waive Supplemental Title III Language Assistance services for formal language assistance, the student will be identified and coded as an EL in the Student Information System (SIS) and will continue to be coded as EL until the student attains a 4.8 composite score on *ACCESS for ELLs* or an alternate score on *Alternate ACCESS for ELLs*.

General Questions:

1. If a parent waives Supplemental Title III Language Assistance services, is the LEA responsible for developing an I-ELP and serving the student?

A meeting with the parent is **required** to explain the screener scores, why the student qualified for services, what services are available to the student had those services not been waived, how the student will be supported in the classroom, and why participation on *ACCESS for ELLs/Alternate ACCESS for ELLs* cannot be waived and is federally required. The I-ELP will denote these decisions. The I-ELP will be reviewed annually with the parents/guardians' request for attendance. If the parent/guardians refuse to attend, the I-ELP will remain in place until the student demonstrates English proficiency, which is a 4.8 on *ACCESS for ELLs* or for *Alternate ACCESS for ELLs*. Refer to the *Alternate ACCESS for ELLs Exit Criteria* located in the **Documents section of this manual – Section 11**.

2. Are accommodations allowed on state assessments for students whose parents/guardians waived Supplemental Title III Language Assistance services?

Any student who is identified as an EL is eligible for accommodations on state assessments as long as the EL student is receiving those allowable accommodations in the classroom on a regular basis. The exception to this rule of prior practice in the classroom is for the Spanish form of the test, which is currently allowed for *ACAP Summative* and *ACT WorkKeys* assessments. Students for whom it is felt would perform best on a Spanish form of the test will be allowed to have that Spanish form without prior practice.

3. If a parent/guardian waives Supplemental Title III Language Assistance services, does the student still have to take *ACCESS for ELLs* or *Alternate ACCESS for ELLs*?

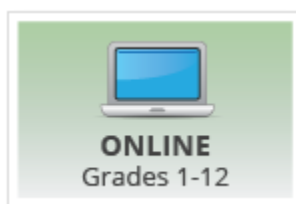
Yes, even if the parent/guardian waives services, the EL student must participate on the EL assessments. This is a federal requirement.

Administration of EL Assessments

Section

3

ACCESS for ELLs and Alternate ACCESS for ELLs Assessments



Potential EL Transfers from One District to Another District within the State

If a potential EL transfers from one district to another district within the state, **it is incumbent upon the receiving district to make contact with the sending district to determine the student's status.**

CAUTION: DO NOT TEST THE STUDENT UNTIL TESTING STATUS HAS BEEN CONFIRMED!! If this cannot be accomplished, contact Susan Beard at sbeard@alsde.edu. **It is a violation of state policy to test students twice!**

Potential EL Enrolls in a District from another WIDA State

If a potential EL student from another state enrolls in a district, it is incumbent on the receiving district (System Test Coordinator or EL Coordinator) to contact the sending state to determine the student's EL status. If the student was determined to be eligible for services **within the past year**, the school must accept the records of eligibility and place the student accordingly.

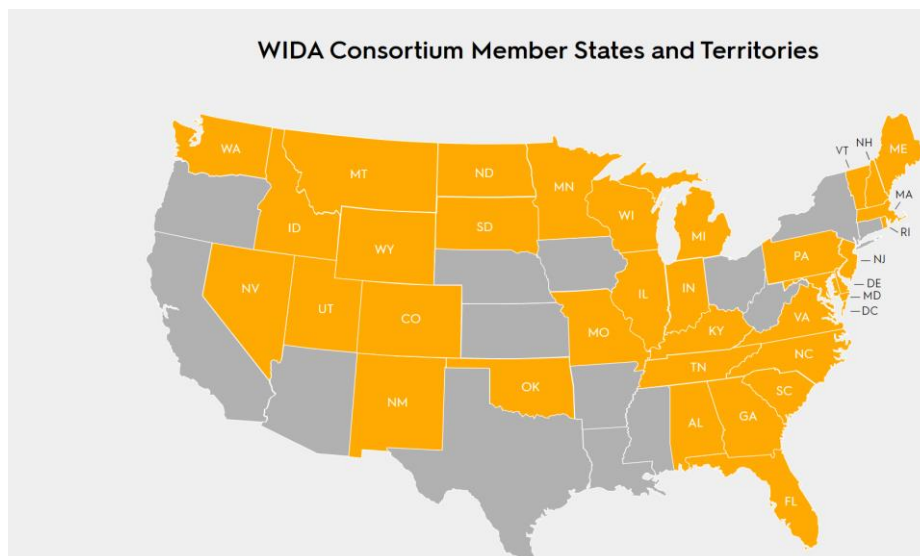
Additionally, if the student exited with a 4.8 composite score, this will be accepted by Alabama, and the student will not be identified/coded in the SIS as an EL student. Instead, the student will be coded as FEL.

Because it is a requirement, a HLS will still need to be completed by the parent/guardian(s). If the HLS indicates a language other than English is spoken in the home, there will be **no need** to screen the student, as long as there is written documentation from the previous state indicating the student scored a 4.8 composite score on *ACCESS for ELLs*.

Contact Susan Beard for further guidance on screening students from out of state.

Potential EL Student Enrolls in a District from a Non-WIDA State

If a potential EL student enrolls from a Non-WIDA state, the student will be screened appropriately.



Alaska, Hawaii, Northern Mariana Islands, U.S. Virgin Islands, Bureau of Indian Education, Department of Defense Education Activity

Assessments for English Learners

In order to determine if ELs are progressing in the attainment of the English language, *ACCESS for ELLs* and *Alternate ACCESS for ELLs* are administered annually to all EL students in Grades K-12, including those whose parents/guardians have waived services. Students who have attained English language proficiency and are coded as FEL-1, FEL-2, FEL-3, FEL-4, or FEL **WILL NOT** take either of these assessments.

ACCESS for ELLs Online



ACCESS for ELLs Online is a semi-adaptive test, meaning students are challenged to demonstrate their English language abilities as they move through each test. *ACCESS for ELLs* online is administered to students in Grades K-12. Students taking *ACCESS for ELLs* online must first take the Reading and Listening tests, because their performance on these tests determines the **tiered** form of the Writing and Speaking tests they will take.

As students take the Reading and Listening tests, the test engine is scoring each folder within the test. Based on their performance in an individual folder, the test engine will determine the next appropriate folder. The test engine tracks the performance of the students for Reading and Listening, and immediately determines the tier placement for Speaking and Writing. The Speaking and Writing tests are not adaptive, and students will complete all tasks.

The following tiers may be determined:

| Speaking Tiers | Writing Tiers |
|----------------|---------------|
| Pre- A | A |
| A | B/C |
| B/C | |

The Pre-A tier is generally for those students who are in the beginning stages of English language development. Newly arrived EL students may be placed into Pre-A. Students placed into Pre-A will be provided with more supports during testing and will be given a more simplified version of the Speaking test practice. These students must test in a different session than students who are assigned a Tier A or B/C form of the test.

Alabama requires all LEAs to use the online format. However, if an EL student has a disability or unique situation that prohibits him/her from meaningfully accessing the online test, the paper test may be administered. **The paper test requires ALSDE approval.** Refer to the *ACCESS for ELLs Paper Request Form* located in the **Documents** section of this manual.

ACCESS for ELLs Paper

ACCESS for ELLs Paper Listening, Reading, and Writing Domain Clusters



ACCESS for ELLs Paper Speaking Domain Clusters



ACCESS for ELLs Paper is a paper-based, semi-adaptive test administered to students in Grades 1-12. The Reading, Listening, and Writing tests are scored by trained raters. The Speaking test is locally scored by a trained Test Administrator. *ACCESS for ELLs Paper* is administered in three sessions. Listening and Reading are the first session, Writing is the second session, and Speaking is the third session.

ALSDE approval is required for any student to take the paper form of the test. Districts who administer a paper form of the test without ALSDE approval will be required to pay for the cost of the test, and the student’s scores will not be included in the accountability calculations.

Tier selection must be made prior to ordering the paper form of the test.

| Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|----------------------|--|----------------------|---------------------|--------------------|
| TIER A is most appropriate for English language learners who <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency | | TIER B/C is most appropriate for English language learners who <ul style="list-style-type: none"> • have social language proficiency and are beginning to approach or have acquired academic language proficiency in English, OR • have acquired some literacy in English or are approaching grade level literacy in English, OR • will likely meet the state’s exit criteria for support services by the end of the academic year | | | |

Students will typically need to be placed into Tier B/C. There is a better opportunity for the student to demonstrate what they know and can do at this level. If there is a chance that you feel the student may be able to exit, place the student in Tier B/C.

Students placed in Tier A will not have the opportunity to demonstrate proficiency past a level 2. Newly arrived and young ELs will probably need to be placed in Tier A.

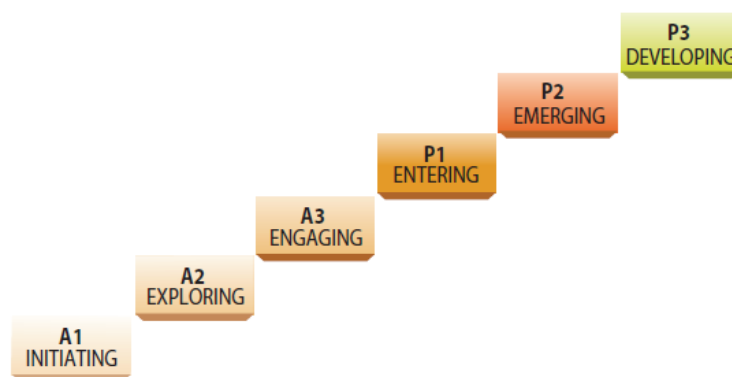
Alternate ACCESS for ELLs



Alternate ACCESS for ELLs is a paper-based test which is individually administered and designed specifically for those EL students with the most significant cognitive disabilities who, due to their disabilities would be unable to meaningfully participate on the *ACCESS for ELLs* assessment. *Alternate ACCESS for ELLs* meets the U.S. Federal requirements under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA) for monitoring and reporting ELs’ progress toward English language proficiency.

EL students will be tested on the same four domains as students participating on *ACCESS for ELLs* – Reading, Listening, Speaking, and Writing. Test scores can be used to guide instruction and monitor progress. All domains are scored by the Test Administrator.

The alternate proficiency levels for *Alternate ACCESS for ELLs* are different from proficiency levels for *ACCESS for ELLs*. Alternate proficiency levels were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELs who have significant cognitive disabilities and would give these students a chance to demonstrate progress. Students taking *Alternate ACCESS for ELLs* will not have an opportunity to demonstrate English language proficiency as determined by the ALSDE since this assessment uses alternate proficiency levels:



ALSDE approval is required for any student to take the *Alternate ACCESS for ELLs* test. Districts who administer this test without ALSDE approval will be required to pay for the cost of the test, and the students’ scores will not be included in the accountability calculations.

Refer to the *Alternate ACCESS for ELLs Student Verification and Approval* form located in the Documents section of this manual – Section 11.

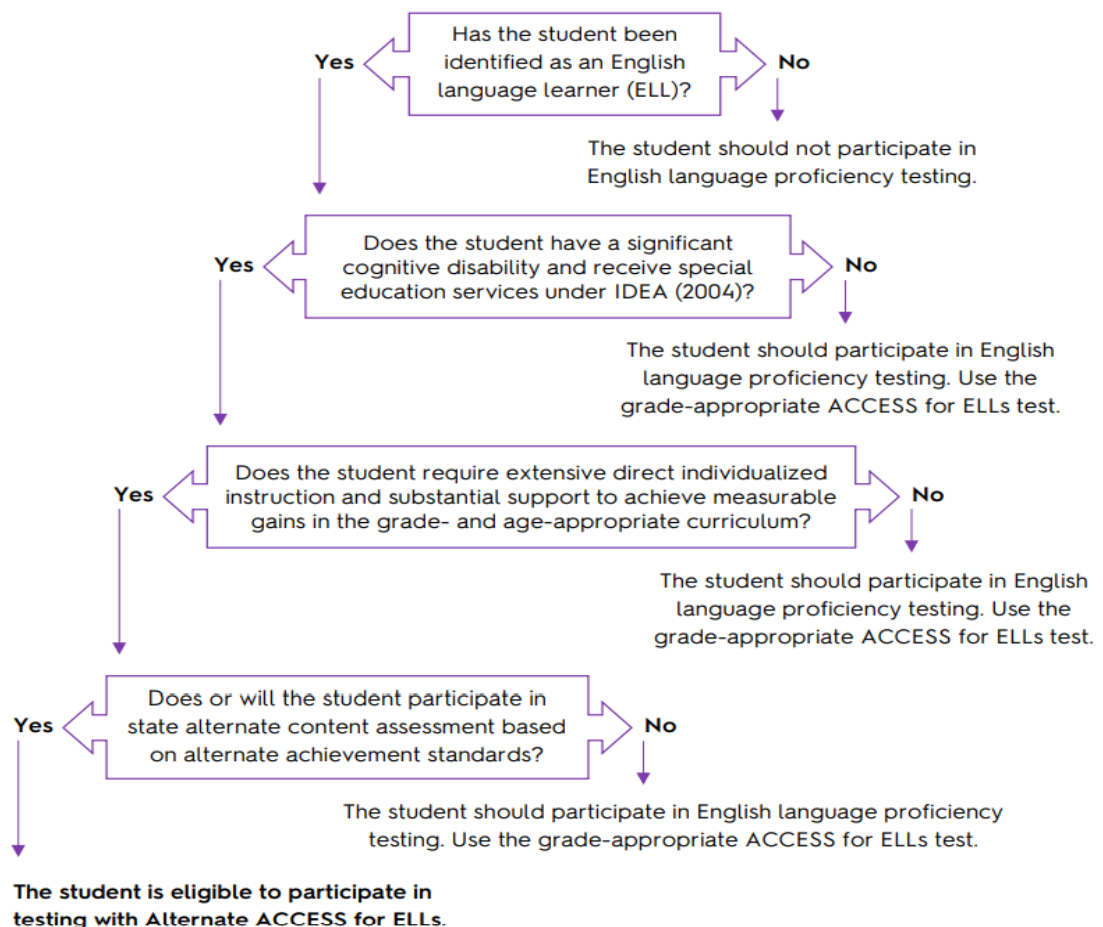
Participation on the *Alternate ACCESS for ELLs*

IEP and I-ELP committees must communicate to determine if *Alternate ACCESS for ELLs* is the best assessment for a EL student to demonstrate their understanding of the English language. The EL student must be a student who meets the definition of an *English Learner with Significant Cognitive Disabilities*.

State requirements for participation include:

1. Meeting the *Definition of an English Learner with Significant Cognitive Disabilities*
2. IQ score of 55 and below
3. Participation on the *ACAP Alternate* assessment or Alabama *Alternate Achievement Standards*

Alternate ACCESS for ELLs Participation Decision Tree



Alternate ACCESS for ELLs is a test for students in grades 1-12. Kindergartners with significant cognitive disabilities can participate in Kindergarten ACCESS for ELLs testing.

NOTE: EL students participating on *Alternate ACCESS for ELLs* must also be working on Alabama *Alternate Achievement Standards* and, if applicable, participating on the *ACAP Alternate*.

Foreign Exchange Students

Under the Elementary and Secondary Education Act (ESEA), a foreign exchange student is not exempt from any Title I or Title III required assessment, specifically the English language proficiency assessment, and will be included in the state's accountability district. Foreign exchange students will also participate on any of the state's content assessments.

The District will provide a HLS to any foreign exchange student who enrolls in school. If the foreign exchange student has a language other than English identified on the HLS, the foreign exchange student will be administered the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. If the foreign exchange student receives a score that qualifies the student as a EL, the student will be considered a EL and will be eligible for services.

Testing ELs in Private Schools

Private schools may choose to test their EL students using *ACCESS for ELLs* or *Alternate ACCESS for ELLs*. **The cost of assessing these students lies with the private school. The State will not incur this cost.** If a private school desires to test their students, the school will develop a contract with DRC directly. It is also possible for a private school to purchase *MODEL* directly from WIDA and use this as opposed to *ACCESS for ELLs*.

Private schools may also screen their students using the *WIDA Screener Online* or *WIDA Screener Paper*. **The cost will be incurred by the school.** Private schools may also choose to use *MODEL* to screen students. This may be purchased by the school - directly from WIDA.

To get more information about testing students in private schools, contact Susan Beard at: sbeard@alsde.edu. For information regarding the screening and / or provision of language services to private schools, contact Michele Lee at: mlee@alsde.edu.

Testing ELs in Charter Schools

Charter schools, like regular schools, are required to screen and test EL students using any of the screening instruments. EL students must also participate on either the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments. EL students who participate in these assessments will be included in all accountability calculations.

Test Administrators must be trained on test administration procedures and test security procedures.

Testing ELs in Virtual Schools

Virtual Schools, like regular schools, are required to screen and test EL students using any of the screening instruments and the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments. EL students who participate in any of the assessments will be included in all accountability calculations for the district.

Screening of Virtual School EL students must take place within 30 days after the first day of enrollment and within 10 days if enrolled after the first day of school.

Exit Criteria and Reclassification

Section

4

Exit Criteria for *ACCESS for ELLs*

Alabama has determined that EL students who achieve a **4.8 composite score on *ACCESS for ELLs* are considered to be English language proficient**. These students will exit the program and will no longer receive English language support services. At such time, a EL student has exited, the student will be classified as an FEL-1 and will be monitored for four years. For additional information on monitoring exited EL students, refer to the ***Monitoring EL Students Who Exit*** section in this manual.

Students who have exited may continue to receive the same EL accommodations on state assessments as they did while they were classified as an EL1 or EL 2. They may continue to receive these EL accommodations as long as they are being provided regularly in the classroom and are determined to be necessary for the student to be able to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the student will no longer receive EL accommodations.

Alternate Exit Criteria for *Alternate ACCESS for ELLs*

EL students who participate on *Alternate ACCESS for ELLs* will not attain a numerical score as with the *ACCESS for ELLs* assessment. Instead, Alternate English Language Proficiency (ELP) levels are used to determine the student's level of English language proficiency. It is unlikely, based on the students' severe cognitive disabilities, that a EL student participating on *Alternate ACCESS for ELLs* will ever demonstrate a solid command of the English language to the extent that the student would be considered English language proficient. The *Alternate ACCESS for ELLs* was not designed for that purpose and does not allow for a student to score high enough to demonstrate proficiency.

The United States Department of Education has allowed states to develop their own exit criteria for students participating on *Alternate ACCESS for ELLs* (see *Alternate ACCESS for ELLs Exit Criteria* in Section 11). IEP and I-ELP committees should meet to discuss the student's scores on the assessment, progress or lack of progress, and current level of understanding and responding to the English language and make a decision regarding whether or not the student should exit from English language services. The *Alternate ACCESS for ELLs Exit Criteria* is located in the **Documents Section of this manual – Section 11**.

Monitoring EL Students Who Exit

EL students who attain a 4.8 composite score on *ACCESS for ELLs* or who meet the *Alternate Exit Criteria* are exited from the English as a Second Language Services and placed on monitoring status for four academic years. During this monitoring phase, general education classroom teachers and EL teachers must communicate regularly – preferably once every 9 weeks – to ensure students are functioning in the mainstream without EL support.

If an EL student is not progressing academically as expected and monitoring suggests a persistent language need, the EL Committee must reconvene and determine if the student needs to be re-tested with the *WIDA Screener Online* test. If the screening results in scores below 5.0, the team *may* consider returning the student to EL 2 status and begin providing English language supports. The student will then take *ACCESS for ELLs* or *Alternate ACCESS for ELLs* at such time the test is administered.

If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-ELP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

CODES

| | |
|-------|--|
| FEL-1 | Former English Learner First Year of Monitoring |
| FEL-2 | Former English Learner Second Year of Monitoring |
| FEL-3 | Former English Learner Third Year of Monitoring |
| FEL-4 | Former English Learner Fourth Year of Monitoring |
| FEL | Former English Learner |

Upon successful completion of four years of monitoring, ELs are classified as FEL.

Training

Section



Training Requirements

Every educator who will administer the *WIDA Screener for Kindergarten*, *WIDA Screener Online*, *ACCESS for ELLs*, or *Alternate ACCESS for ELLs* must meet the following criteria:

1. Must complete all applicable online training modules and quizzes **annually** at: wida.wisc.edu.
2. Must achieve a passing score of 80% or meet the required number to pass on all quizzes.
3. Must attend Test Security/Test Administration training provided by the System Test Coordinator **annually**.

System Test Coordinators are responsible for ensuring that annual **Test Security** training is provided, which includes the following:

- *Test Security Policy*
- *Security and Confidentiality Statement for Administering and Reporting Student Data on the Website*
- *Alabama Ethics in Test Administration*
- *Alabama State Department of Education Digital Device Policy for ACAP Testing*
- *Suggested Guidelines for Search and Seizure of Digital Devices Seized During the Administration of a Secure Test*
- All applicable Oaths

Additionally, System Test Coordinators must also ensure that any educator who will administer either the *WIDA Screener for Kindergarten* or *WIDA Screener Online* receive training provided by the Student Assessment Office, via recorded webinar. This training includes Test Security training, as required for all persons involved in test administration, and training on the *WIDA Screener Online and WIDA Screener for Kindergarten Handbook*. The *WIDA Screener Online and WIDA Screener for Kindergarten Handbook* includes **specific** test security training and a separate Test Security Checklist that must be completed and signed. The *WIDA Screener Online and WIDA Screener for Kindergarten Handbook* is located in the **Documents section of this manual**. **Training for this manual is provided to System Test Coordinators annually.**

All required documents must be signed and kept on file by the System Test Coordinator. If monitored, it is expected that the *District/School Report of Training* form with signatures of attendees during face-face or virtual trainings will be available for review or signed documentation that training was attended (certificate of training forms). **System Test Coordinators must be able to provide proof of the WIDA online training results** to indicate that educators have passed the applicable quizzes. This may be in the form of a copy of the certification(s), an excel file, or access to the [WIDA.wisc](http://WIDA.wisc.edu) portal, in order to verify scores.

Annual Retraining

Any educator who will administer any of the following assessments for EL students:

- *WIDA Screener for Kindergarten*
- *WIDA Screener Online*
- *ACCESS for ELLs Paper/Online*
- *Kindergarten ACCESS for ELLs*
- *Alternate ACCESS for ELLs*

must **ANNUALLY** complete the online training modules for the test(s) they will administer during the year. Completion of training is good for one full year, so educators need to be aware of when they choose to complete the modules/quizzes.

For ease of monitoring this requirement, training should be done at the same time each year for each district. For example, educators who complete training on May 1, would be qualified to screen/test students up until May 1 of the following year. **LEAs will make the decision** as to when educators should complete the online training modules/quizzes. It is suggested that a training window be identified to ensure there is ample time to complete this required training.

WIDA *typically* updates the online training modules in late summer of each year. Often, these updates are minor in scope and do not affect test administration. However, if an educator completes training prior to an update, additional training on the updates will be provided by the Student Assessment Office. Therefore, it is not necessary to wait until the updates are completed. WIDA has no set schedule for pushing these out.

System Test Coordinators and/or EL Coordinators will be responsible for ensuring that Test Administrators for any of the assessments, including the *WIDA Screener Online* and *WIDA Screener for Kindergarten*, have completed the online training modules and passed with a score of 80% or above **each year**. Refer to the certificates provided by educators or the wida.wisc.edu portal for the dates of completion of training.

By selecting the **Download tab**, coordinators are able to connect to an excel file that has the date of completion for each test taken and passed. WIDA's school term begins each year on July 1 (this will transition to September 1 with the roll out of WIDA's new secure portal redesign on September 1, 2021). Alabama does not require that annual retraining be completed within WIDA's school term. Annual training runs from Month/Year through Month/Year (April/2021 – April/2022). WIDA's school term is irrelevant. Therefore, any educator who completes the online training modules during the previous year school term is not required to retake the quizzes when WIDA transitions to the new school term on July 1, as long as the training is completed within a year's time.

Online training on the WIDA website, though required, does not exclude educators from attending trainings provided by the Student Assessment Office.

The *Annual Training Verification Form* is located in the **Documents** section of this manual – **Section 11** and is also located in the *WIDA Screener Online and WIDA Screener for Kindergarten Handbook*.

ELs and State Assessments

Section

6

ELs Participation on State Assessments

All EL students must participate in the ACAP for accountability purposes. EL students in Grades K-12 will participate on the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* until such time that the student exits the program and enters the 4-year monitoring phase. EL students who are in their first 12 months of enrollment in a U.S. school are required to take the Math and Science (if applicable) test for the *ACAP Summative* assessment. Flexibility is granted for the Reading/Language Arts tests **ONLY**. **There is no flexibility for participation on ACT assessments. All ACT assessments must be taken.**

ELs in Their First Twelve Months of Enrollment in a U.S. School

For recently arrived ELs who have been **enrolled in a U.S. school for less than 12 months** ESSA allows the following flexibility:

- A. Exempt a recently-arrived EL from **one administration** of the reading/language arts assessment (these students must take the math and, if applicable, the science assessments).
- B. Exclude their results on the math and science assessments for the purpose of accountability (achievement). Participation on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* will count towards participation.
- C. Include their achievement results for all content tests in years two and beyond.

These students will take the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessment, and the reading score from either of these tests will be used for accountability.

If an EL in their first twelve months of enrollment in a U.S. school **chooses** to participate on the *ACAP Summative* or *ACAP Alternate* reading test, the score for that reading test will not be included for the purpose of accountability. These students will be counted as participants toward meeting the 95% participation requirement for accountability purposes.

NOTE:

There is no form that must be used to document if a first year EL student uses the flexibility and does not participate in the reading/language arts assessment of *ACAP Summative* or *ACAP Alternate*. For the purpose of accountability, students identified as EL-1 will have their *ACCESS for ELLs* or *Alternate ACCESS for ELLs* reading scores used to document participation in the assessment.



Decision Chart for English Learner Students in Their First 12 Months of Enrollment in U.S. Schools

Below is a chart to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Susan Beard at: (334) 694-4817.

| Grades 2-8 | Grade 10 | Grade 11 | Grade 12 |
|---|--|---|--|
| ACAP Summative | PreACT | ACT with Writing | ACT WorkKeys OPTIONAL |
| Mathematics Science Grades 4, 6, 8 only | Mathematics Science Reading English | Mathematics Science Reading English Writing | Applied Math Graphic Literacy Workplace Documents |

- ❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and language arts. For questions regarding participation in reading and language arts, contact the Student Assessment office.
- ❖ All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in *ACCESS for ELLs*, the state-administered English language proficiency test, or *Alternate ACCESS for ELLs*.
- ❖ EL students who participate on *Alternate ACCESS for ELLs* must also be assessed on the *ACAP Alternate*.

The EL Decision Chart lists the state assessments for which the EL student in his/her first twelve months of enrollment **must participate.**

Flexibility is not extended to ELs in their first twelve months of enrollment for any of the ACT assessments.

Accessibility Supports and/or Accommodations on State and EL Assessments

Section

7

ELs with Disabilities and the Provision of Special Education Services

There is often great uncertainty regarding the referral of ELs for Special Education Services. EL students who are determined eligible for special education services have the right to the same individualized special education services as other students with disabilities. The *Individuals with Disabilities Education Act of 2004* (Public Law 108-446) requires that state and local education agencies ensure that students are assessed in all areas related to the suspected disability prior to determining eligibility. The materials and procedures used to assess a non-English speaking student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education – rather than measuring the student’s English language skills.

Care should be taken to ensure that the lack of English proficiency is not the basis for a referral for Special Education Services. The *Alabama Administrative Code (290-8-9.04)(1)(e)* states that in order for an EL student to be deemed eligible, the Eligibility Committee (I-ELP Committee / IEP Team) must determine that **the disability is not the result of learning English as a second language** and that the disability exists in the child’s native language and is not the result of learning English as a second language. A child may not be determined to be eligible for special education services if the determinant factor is the child’s lack of instruction in reading, math, or lack of English proficiency. The IEP Team should consider the language needs of the student as those needs relate to the student’s IEP.

Parent participation is required at all IEP/I-ELP meetings and to ensure full participation of the parent/guardian(s), accommodations must be provided. This may also be necessary for parents of students who are *National Origin of Minority Whose Primary Home Language is Other Than English (NOMPHLOTE)*. These accommodations must include an interpreter for oral communication and written communication in the parent/guardian(s) native language.

ELs with Disabilities and Accessibility Supports and/or Accommodations on State Assessments

ELs with disabilities must be provided appropriate accessibility supports and/or accommodations on all state assessments, including all assessments for ELs. Decisions regarding appropriate accessibility supports and/or accommodations must be made on an individual basis by the IEP Team and the EL Committee. These decisions must ensure the supports provided are effective for meeting the unique individual needs of the EL student. When considering accommodations for ELs, it is important to focus on the effectiveness of each accommodation for each individual student. Not only does an EL’s English language proficiency influence accommodation effectiveness, but so do other factors, including their literacy development in English, their native language, grade, age, affective needs, and time in U.S. schools. Keep in mind that the purpose of accommodations is not to improve ELs’ rate of passing assessments, but to allow a more accurate demonstration of their knowledge of the content being assessed.

All students who have been **identified** as a EL may receive accommodations even if they do not participate in the district's English learner program or receive ESL services or English Language Development (ELD) services.

FELs may receive any of the EL accommodations on the state assessments as long as they are used regularly in the classroom and are written into an I-ELP for the student.

Schools should monitor how ELs in the classroom benefit from English learner-specific supports when determining accommodations for assessments. Selected accessibility supports and/ or accommodations for the classroom and on state tests must be documented in the student's IEP and I-ELP.

Accessibility supports and/or accommodations provided on assessments must mirror what the student receives in the classroom on a regular basis. Additionally, The *Every Student Succeeds Act* (ESSA) stipulates the following:

English learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic areas, until such students have achieved English language proficiency.

The ALSDE, in order to meet this federal requirement, has waived prior practice of the math and science tests in Spanish on the *ACAP Summative* and all parts of the *ACT WorkKeys* assessment for those students for whom the I-ELP team has determined would benefit from a Spanish form of the test.

EL students who **have not been diagnosed with a learning disability and have only an I-ELP** are eligible for all of the accessibility supports and allowable EL accommodations as dictated by each assessment. Refer to the *ASAP Manual* and supporting documentation for each specific assessment for further information on accessibility supports and accommodations for each of the state's assessments.

EL Accommodations on State Assessments

| <i>ACAP Summative</i> | <i>ACAP Alternate</i> | <i>ACT with Writing</i> | <i>ACT WorkKeys</i> | <i>PreACT</i> |
|---|---|---|--|--|
| English/Native Language Word-to-Word Glossary | English/Native Language Word-to-Word Glossary | Bilingual Word-to-Word Glossary or Dictionary | Bilingual Word-to-Word Glossary/Dictionary | Bilingual Word-to-Word Glossary/Dictionary |
| Spanish Human Reader for M/S (1:1 administration) | Translated Directions | Translated Directions | Spanish Test | Translated Directions |
| English Human Reader for M/S (1:1 administration) | | Extended Time | Translated Directions | Extended Time |
| Spanish Text-to-Speech Headphones for M/S | | | Extended Time | |
| English Text-to-Speech Headphones for M/S | | | | |
| Translated Directions | | | | |
| Stacked Spanish for M/S | | | | |
| Extended Time | | | | |
| | | | | |

English/Native Language

Word-to-Word Glossary: Must be word-word with no definitions, pictures, synonyms, antonyms, sentences, or phrases. May be a paper book or an electronic device, but the electronic glossary must **NOT BE ABLE TO CONNECT TO THE INTERNET**. The System Test Coordinator/EL Coordinator must confirm that any dictionary/glossary used meets this requirement. Test scores **WILL BE INVALIDATED** if students are found to be using an inappropriate dictionary.

The ALSDE uses the ***ACT-Authorized Bilingual Word-to-Word Dictionaries*** list:

<http://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf>

Translated Directions: **ONLY directions** may be translated by a Native Language Interpreter who has been trained on test security and test administration procedures. Refer to the *ACAP Integrity Handbook for Test Administration* for further guidance on the use of a Native Language Interpreter.

Stacked Spanish

Translation of the Test: The test items and questions are written in both English and Spanish and are presented in a stacked format (Spanish form on top and English form on the bottom). This type of accommodation is used on the *ACAP Summative*. It is only available for EL students in Grades 2-8 for Mathematics and Grades 4, 6, and 8 for Science.

Spanish Test:

EL students taking the *ACT WorkKeys* assessment may receive the Spanish Test accommodation for all three of the tests. **NO ACT approval required.**

Extended Time:

Available for all EL students on all state assessments.

**Spanish/English
Human Reader
for Math and Science:**

Available to all EL students who are receiving a Spanish/English read aloud accommodation in the classroom on a regular basis.

**Spanish/English
Text-to-Speech
for Math and Science:**

Available to all EL students who are receiving a read aloud accommodation in Spanish/English in the classroom on a regular basis.

Prior to providing the accommodations of *Stacked Spanish Translation of the Test* or the *Spanish Test*, educators must first follow the guidance listed in the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish* below.

Alabama State Department of Education

October 2019

Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish

The *Every Student Succeeds Act* (ESSA) stipulates the following:

English Learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.

English Learner (EL) students have the opportunity to take the Mathematics and Science tests (if applicable) of the *ACAP Summative* and all parts of *ACT WorkKeys* in Spanish, until the EL student attains English language proficiency. Alabama has defined English language proficiency as a 4.8 composite score on *ACCESS for ELLs*.

The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's Individual English Language Plan (I-ELP); therefore, **this is not an administrative decision**. The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:

- Is the student literate in Spanish? Not all students who speak Spanish fluently have a strong command of the written language. Without strong literacy in the Spanish language, students will likely not benefit from this form of the assessment.
- Is there enough evidence to indicate the Spanish form of the assessment is most likely to yield accurate data?

EL students, who will be administered the Spanish form of the assessments, are not required to have prior practice of this accommodation on classroom assessments or tests. This accommodation is available to any EL student, for whom the EL Committee feels is in the best interest of the student, as documented in the I-ELP.

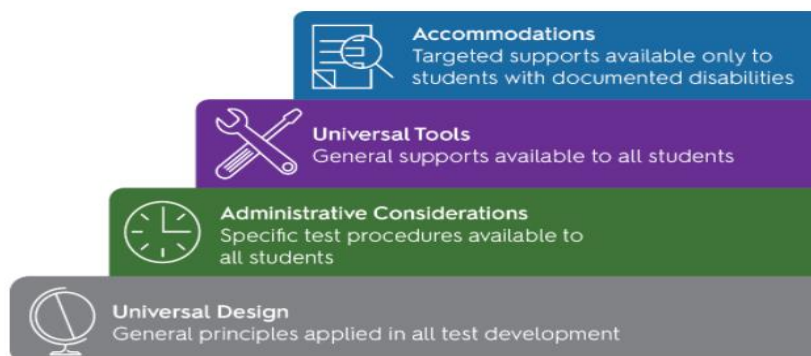
Accommodations on *ACCESS for ELLs* and *Alternate ACCESS for ELLs*

Accommodations are allowed on *ACCESS for ELLs* and *Alternate ACCESS for ELLs* for EL students with an IEP/504 Plan. Decisions regarding these accommodations must be made by both the IEP Teams and I-ELP committees. An I-ELP alone does not qualify a student for accommodations.

There are **no EL accommodations** for *ACCESS for ELLs* or *Alternate ACCESS for ELLs*. These assessments are for the purpose of determining a student's level of English proficiency, so the "traditional" EL accommodations would not be appropriate.

Levels of Support on EL Assessments

ACCESS for ELLs and Alternate ACCESS for ELLs



ACCESS for ELLs and *Alternate ACCESS for ELLs* incorporate **Universal Design** principles in order to provide greater accessibility for all ELs. This includes multiple modalities, test items include prompts with animations and graphics, embedded scaffolding, chunking, and modeling.

Universal Design Principles are the bedrock of the *ACCESS for ELLs* and *Alternate ACCESS for ELLs* assessments. This process encourages the use of graphic support, scaffolding, and thematic grouping of items to make it easier for all learners to engage with test content and show what they know and can do.

Administrative Considerations (Available to all EL students) are comprised of individual administration procedures that provide flexibility for all students. Administrative Considerations do not change what the test is designed to measure or the way the scores will be interpreted. Administrative Considerations must be selected prior to the test.

Universal Tools (Available to all EL students) are available to all students in order to address their individual accessibility needs. These supports may be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessments. **NOTE: These supports should not be allowed unless they are being used with success in the classroom.**

Accommodations (IEP/Section 504 Plan required) are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability on any of the EL assessments. These changes allow students to effectively demonstrate their knowledge and skills while generating valid assessment results.

The *WIDA Accessibility and Accommodations Supplement*, available in the Download Library on the WIDA website, is a valuable resource that contains detailed information regarding each of **the allowable accommodations**.

NOTE: The supplement contains specific information pertaining to Scribing and Transcribing Guidance. Please refer also to ALSDE's policies for Scribing and Transcribing guidance. For more information on this guidance and for those accommodations that require ALSDE approval, contact Susan Beard at: sbeard@alsde.edu.

Students Unable to Participate on *ACCESS for ELLs* or *Alternate ACCESS for ELLs* Due to a Disability That Prohibits Meaningful Participation

“Less Than Four Domains Exemption”

EL students with disabilities are often unable to access the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments even with the appropriate accommodations supports. For example, some EL students may be non-verbal, blind, or deaf or hard of hearing. There may be very unique circumstances that would prohibit a meaningful testing experience for these students.

[The Every Student Succeeds Act (ESSA)] requires that:

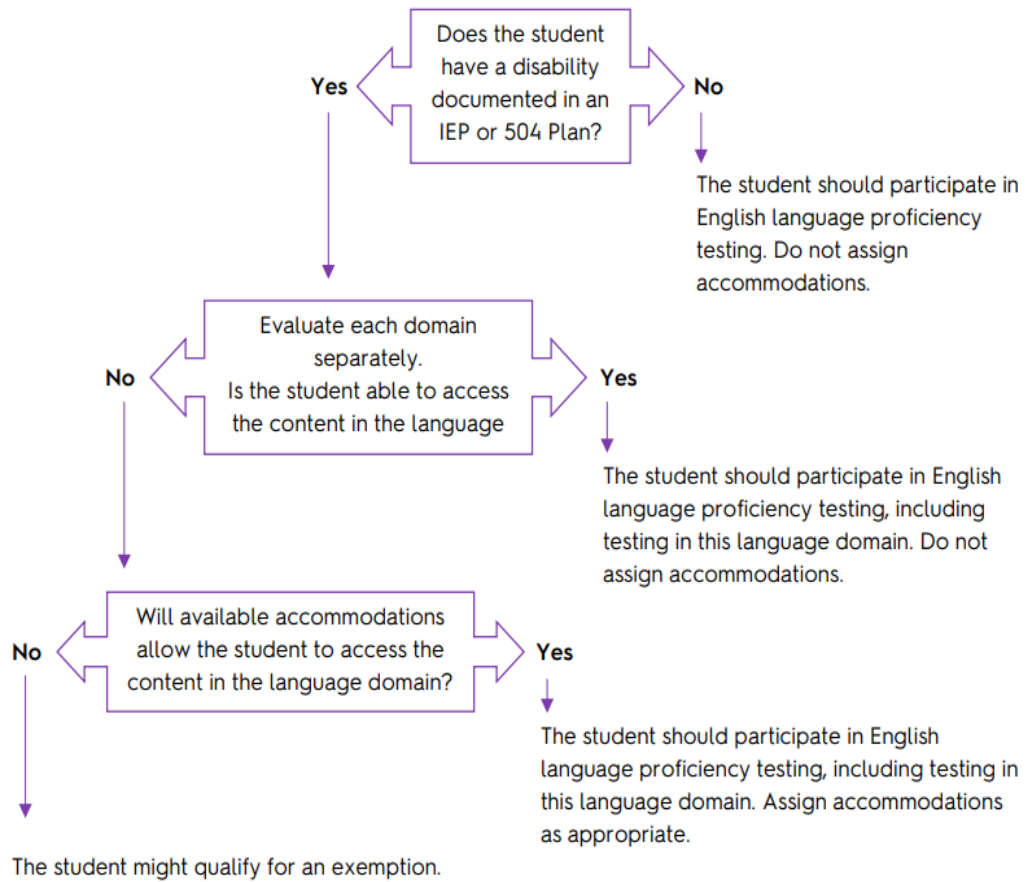
a state provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student’s ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).

In an effort to prevent these students from having to attempt a test that would ultimately provide little if any valuable data, WIDA has developed an exemption policy. For EL students for whom a disability such as blindness, deafness, or lack of speech would prevent full participation on either of the assessments, an exemption from one or more domains may be appropriate. **NOTE: Students cannot be exempt from all four domains. At least two domains must be administered.**

The ***Less Than Four Domains Exemption*** allows EL students, for whom participation on one or more domains is unattainable, to be exempt from the domain(s) for which participation is prohibitive. **Refer to the Domain Exemption Decision Tree on the following page.**

This exemption requires ALSDE approval. The *English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or Alternate ACCESS for ELLs* form is located in the **Documents section of this manual – Section 11.**

Domain Exemption Decision Tree



Data Validation

Section

8

Data Validation Process

Data Validation is the process of reviewing student test records **to identify errors in demographic data** and make corrections before score reports are produced. The Data Validation process is designed to identify student demographics, accommodations, and test records that could potentially contain errors. It provides the LEA the opportunity to correct the errors before the final reports are loaded into the WIDA DRC portal.

During the LEA Data Validation process, LEAs will be able to make real-time demographic corrections in WIDA AMS to individual student demographics. For example, if a District/School label was adhered to a test booklet, but demographic information was not bubbled or bubbled incorrectly, this corrected information could be edited during the LEA Data Validation process. **Actual student test data is not validated** – nor is it available for view. The process is vital, in that student demographic information that has been entered incorrectly and does not match up exactly with the State's demographic information could result in a student's scores being reported incorrectly or not being reported at all.

Typically, Data Validation is completed by the System Test Coordinator, but this is not a requirement. System Test Coordinators have the right to assign this responsibility to the EL Coordinator or EL Lead Teacher for the district. However, it is the System Test Coordinator who is responsible for the process being completed.

Alabama has a Data Validation Pre-Reporting window each year. This is the only time the process can take place. **Failure to perform the process will inevitably result in erroneous student test data that cannot be changed.** It is incumbent upon the System Test Coordinator to ensure that this process is performed with the utmost scrutiny. If any errors are found AFTER the window closes, there is absolutely **NO RECOURSE** for corrections.

Once the LEA completes the process, the data is considered FINAL. The state receives the FINAL data file, which is then used to calculate EL Growth.

Data Validation Training

WIDA provides training webinars each year to help those responsible for validating the data to navigate the process correctly. These training webinars will be announced and are located in the Download Library of the WIDA website under ACCESS Webinars. Additionally, DRC developed the *WIDA AMS Data Validation Supplement* located in the Download Library on the WIDA website.


Scoring and Reporting





Section

9

ACCESS for ELLs Score Reports

EL students will receive an Individual Score Report that contains detailed information about a student's performance on each section of the *ACCESS for ELLs* assessment. It is primarily for students, parents/guardians, and teachers. The Individual Student Report provides a snapshot of how well the student understands and can produce the language needed to access academic content and succeed in school. The Individual Student Report shows both a **proficiency level** and **scale score** for each of the four domains of *ACCESS for ELLs*: Listening, Reading, Writing, and Speaking.



| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small> | | | | | |
|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Listening  | 4.0 | | | | | | 368 | | | | | |
| Speaking  | 2.2 | | | | | | 320 | | | | | |
| Reading  | 5.5 | | | | | | 530 | | | | | |
| Writing  | 1.5 | | | | | | 190 | | | | | |

Proficiency Levels

Proficiency levels are interpretive scores. In other words, they are based on - but separate from - scale scores. The proficiency level score describes the student's performance in terms of the six WIDA English language proficiency levels.

| | | | | | |
|---------------------|---------------------|-----------------------|----------------------|---------------------|---------------------|
| Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 Reaching |
|---------------------|---------------------|-----------------------|----------------------|---------------------|---------------------|

The Proficiency Level Score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal reflects how far the student has progressed within that level. For example, a student with a score of a 2.7 is at proficiency level 2 and is over halfway toward achieving proficiency level 3. Additionally, each Individual Student Report explains the proficiency level the student achieved in terms of what the student can do using English.

Proficiency levels can be used:

- to make comparisons across domains,
- with the WIDA Can Do Descriptors to develop a student-specific English language skill profile, and
- as one of multiple criteria to determine a student's eligibility for English language support services.

Caution should be used when comparing proficiency level scores across grades. Proficiency level scores are grade and domain specific. In other words, they translate differently at each grade level.

Scale Scores

Scale Scores precisely track student growth over time and across grade levels. Because scale scores take into account differences in item difficulty, they place all students on a single continuum that stretches from kindergarten through Grade 12. In addition, scale scores allow you to compare student performance across grades, within each domain, with more granularity than you will see with proficiency levels. For example, you can track a student's reading ability from grade to grade.

Scale scores are not raw scores. A raw score is simply the number of correct responses a student provides. Raw scores are not reported for *ACCESS for ELLs* because they do not provide a meaningful measure of student performance.

Scale scores can be used:

- To make comparisons across grade levels, but NOT ACROSS DOMAINS. A scale score in listening is not the same as a scale score in Reading.
- To monitor student growth over time within a domain.



Composite Scores (Overall)

Composite scores are comprised of:

- **Oral Language** (50% Listening+50% Speaking)
- **Literacy** (50% Reading+50% Writing)
- **Comprehension** (70% Reading+50% Writing)

Overall score (composite score) is comprised of:


(35% Reading+35% Writing+15% Listening+15% Speaking)

Composite scores demand careful consideration. Students with identical composite scores might have very different profiles in terms of oral language and literacy development. One student may have a very high Speaking score and another student may have a very high Reading score, but because a high score on one domain can inflate a composite score, a student's individual performance on each domain is more informative than a single composite score.

Students rarely acquire proficiency across all domains at the same time. Often, oral language skills such as listening and speaking develop faster than literacy skills such as writing and reading. At the same time, receptive language skills such as listening and reading often develop faster than productive language skills such as speaking and writing. Writing typically takes the longest to develop.

Every student’s growth will be different. Younger students tend to make progress more quickly than older students and those at a more advanced proficiency level. Students with strong literacy backgrounds in a home language are likely to acquire literacy in English at a faster pace than a student with lower levels of home language literacy.

Score Reports

| Report | Description |
|--|---|
| Individual Student Report (ISR) | <p>The Individual Student Report contains detailed information about the performance of a single student for Grades K-12 for <i>ACCESS for ELLs</i> and Grades 1- 12 for <i>Alternate ACCESS for ELLs</i>. This report includes scale scores and language proficiency levels for each language domain. The ISR is available in 47 additional languages through WIDA-AMS: www.wida-ams.us. The translated report should accompany, (not replace) the official report in English.</p> <p> The Parent Guide is available in multiple languages for students taking <i>ACCESS for ELLs</i> and <i>Alternate ACCESS for ELLs</i> and should accompany the ISR. The Parent Guide is available at wida.wisc.edu in the Resource Library.</p> |
| Student Roster Report | The Student Roster Report contains information on a group of students within a single school and grade. It provides scale scores and language proficiency levels for individual students on each language domain and four composites by school, grade, student, and grade level cluster. This report is useful when looking for patterns in student performance. |
| School Frequency Report | The School Frequency Report provides information about the number and percent of tested students to attain each proficiency level for each language domain and four composites within one school and grade. No students are identified on this report. |
| District Frequency Report | The District Frequency Report contains information about the number of students and percent of total tested students at each proficiency level for each language domain and four composites by proficiency levels for grades within a district. No students are identified on this report. |

Score reports are available for view in the WIDA AMS portal. Score reports are made available by DRC based upon the State’s testing calendar. DRC will also mail printed reports to each district, but reports can also be printed from the portal in 47 different languages.

Alternate ACCESS for ELLs Score Reports

Alternate ACCESS for ELLs score reports provide score information for the same eight categories: four domains and four composite scores (Oral Language, Literacy, Comprehension, Overall). Alternate ACCESS for ELLs scores have many potential uses, from determining the placement of individual students to guiding instruction. Test scores can be used to:

- Monitor student progress annually (using scores from two years or more).
- Guide IEP teams in making determinations about the types of language acquisition supports the student needs.
- Inform classroom instruction.
- Guide the decision-making process.

Proficiency Level Scores

Proficiency level scores provide an interpretation of scale scores. Proficiency levels on *Alternate ACCESS for ELLs* range from A1 – P3 and are unique from other ACCESS assessments. A student who scores a P1 on the *Alternate ACCESS for ELLs* is not necessarily at the entering level on the *ACCESS for ELLs Online* or *Paper* assessments. The Proficiency level scores describe the student's performance in terms of the six WIDA Alternate English Language Proficiency Levels:



Proficiency level scores can be used:

- To make comparisons across domains
- To develop a student specific English language skills profile
- As one of a multiple criteria to determine a student's eligibility for English language support services.

Scale Scores

Scale scores allow educators to track student growth over time and across grades. Because scale scores take into account differences in item difficulty, they place all students on a single continuum that stretches from Grade 1 – Grade 12.

Scale scores can be used:

- To monitor student growth over time within a domain, but not across domains. A scale score of 931 in Reading is not the same as a scale score of 931 in Speaking.
- To monitor students or groups of students' performances across grades and within each domain over time.

Composite Scores

Composite scores, just like with *ACCESS for ELLs* composite scores, demand careful consideration. An overall score, for example, can helpfully summarize student performance. However, students with identical overall scores might have very different profiles in terms of their oral language and literacy development, as well as with their disabilities. Because a high score in one domain can inflate a composite score, a student's individual performance in each domain is more informative than a single composite score.

Interpretation of Student Scores

Alternate ACCESS for ELLs scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge, and they do not provide information about a student's disability. Both proficiency level scores and scale scores show growth. However, scale scores are more nuanced and provide a more sensitive measure of language development.

To use scores for instructional planning, consult the *Alternate ACCESS for ELLs Speaking and Writing Rubrics*, located on the WIDA Website at wida.wisc.edu. These rubrics help educators analyze students' performance and plan ways to scaffold language learning.

Score Reports

The same types of reports are released for *Alternate ACCESS for ELLs* as with *ACCESS for ELLs*. Refer to the *Alternate ACCESS for ELLs Interpretive Guide* located on the WIDA Website at wida.wisc.edu for detailed information regarding each of the reports.

Score reports are available for view in the WIDA AMS portal. Score reports are made available by DRC based upon the State's testing calendar. DRC will also mail printed reports to each district, but reports can also be printed out in the portal in 47 different languages.

Growth Calculations

Section

10

Growth Calculations

| Prior Year | Current Year |
|------------|--------------|
| 1.0 | 1.6 |
| 1.1 | 1.7 |
| 1.2 | 1.8 |
| 1.3 | 1.9 |
| 1.4 | 2.0 |
| 1.5 | 2.1 |
| 1.6 | 2.1 |
| 1.7 | 2.2 |
| 1.8 | 2.3 |
| 1.9 | 2.4 |
| 2.0 | 2.6 |
| 2.1 | 2.6 |
| 2.2 | 2.7 |
| 2.3 | 2.8 |
| 2.4 | 2.9 |
| 2.5 | 3.0 |
| 2.6 | 3.0 |
| 2.7 | 3.1 |
| 2.8 | 3.2 |
| 2.9 | 3.3 |
| 3.0 | 3.5 |
| 3.1 | 3.5 |
| 3.2 | 3.6 |
| 3.3 | 3.7 |
| 3.4 | 3.8 |
| 3.5 | 3.8 |
| 3.6 | 3.9 |
| 3.7 | 4.0 |
| 3.8 | 4.1 |
| 3.9 | 4.1 |
| 4.0 | 4.3 |
| 4.1 | 4.3 |
| 4.2 | 4.4 |
| 4.3 | 4.5 |
| 4.4 | 4.5 |
| 4.5 | 4.6 |
| 4.6 | 4.7 |
| 4.7 | 4.7 |
| 4.8 | 4.8 |

The overall goal of the EL student data in the annual accountability system is to identify actual growth of EL students, year-over-year, towards proficiency attainment. Therefore, the data loaded within the student assessment portal recognizes the annual growth of each student utilizing the student's ACCESS proficiency score from the previous year compared to the current year's score.

Growth is determined when the prior year's score on the *ACCESS for ELLs* assessment is compared to the current year's score to determine if there is growth. For example, using the table to the left: Prior year score was 3.1. In order to demonstrate growth, the current year's score must be a 3.5 or higher. If the student makes a 3.5, that student met the growth target and will be counted as showing growth in the accountability calculations. If the student made a 3.2, the student did not meet the growth target and will not be counted as making growth in the accountability calculations.

Since growth is determined based upon the prior year's score, students who do not have a score from the previous year will not receive a growth report. N/A will represent a non-score.

Currently, there is no growth requirement for *Alternate ACCESS for ELLs*.

Students' growth can be calculated even if the student moves to another district, as long as the SSID numbers match.

Progress Targets Based on Previous Year's Data

| Progress Targets Based on Previous Year's Data | |
|--|---------|
| YEAR | TARGETS |
| 2017 | 40% |
| 2018 | 47.5% |
| 2019 | 50% |
| 2020 | 52% |
| 2021 | 54% |
| 2022 | 56% |
| 2023 | 58% |

Documents

Section

11

Documents Section

1. Alternate Screening Checklist
2. Alternate ACCESS for ELLs Exit Criteria
3. Provisional Identification Plan for Potential English Learner Students
4. WIDA Annual Training Verification Form
5. English Learner Unable to Participate on One of More Domains of ACCESS for ELLs or Alternate ACCESS for ELLs form
6. Language Code List
7. WIDA English Language Development Standards
8. ACCESS for ELLs Paper Request Form
9. Alternate ACCESS for ELLs Student Verification and Approval Form
10. WIDA Screener Online and WIDA Screener for Kindergarten Handbook



Alabama State Department of Education *Alternate Screening Checklist*

The purpose of the *Alternate Screening Checklist* is to assist educators and families in the decision-making process for those potential English learner (EL) students who cannot meaningfully access the *Wida Screener for Kindergarten* or the *WIDA Screener Online* (or if applicable *WIDA Screener Paper*). These screening assessments may not be appropriate for some students with disabilities. Potential EL students who may benefit from the *Alternate Screening Checklist* are:

- Students who have an IEP that indicates a significant cognitive disability
- Students who do not have an IEP, but will be evaluated by Special Education staff

If a potential EL student does not have an IEP that indicates a significant cognitive disability but is considered to be a student who will require extensive supports, the Special Education and English as a Second Language (ESL) staff, in order to meet the 30-day deadline for screening potential EL students, or 10-day deadline if enrollment is after the first day of school, must have meaningful consultation to determine the possible use of the *Alternate Screening Checklist*. **This decision should be made, if there is agreement, that the student requires substantial supports and could not, even with accommodations, progress fully through any of the available screeners.**

If it is determined that the *Alternate Screening Checklist* is the most appropriate screening instrument, a team consisting of the following individuals must be convened to make the EL determination by utilizing the *Alternate Screening Checklist*:

- Person(s) with expertise in second language acquisition
- Special Education Teacher
- School Counselor
- Service Professionals
- Speech or Language Impairment Teacher (if applicable)
- General Education Teacher
- Native Language/Sign Language Interpreter (if applicable)
- Parents, guardians, and/or caregivers

It is important that a team-centered approach is used to guide the decision that will be made during this process.

Alabama's Definition of an English Learner with Significant Cognitive Disabilities

English learners with the **most** significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

Challenges in Identifying English Learners with Significant Cognitive Disabilities

*Both language-and disability-related challenges exist in identifying students who are English learners with significant cognitive disabilities. Some of these students may not be able to access all domains on the WIDA Screener Online or WIDA Screener Paper. Therefore, when an educator uses a screener, providing accessibility features and accommodations is critical. Even with such accommodations, however, many students' intellectual disabilities may inhibit their abilities to complete the screener or acquisition of valid findings for each student. Given this limitation and to ensure states meet standards set in the 2004 Individuals with Disabilities Education Improvement Act, educators with knowledge of the student's language needs must serve on the student's IEP team (U.S. Department of Education, Office of English Language Acquisition, 2017, Ch. 6, p. 2). These experts are important assets in interpreting the student's screening results and in advising on additional criteria for determining the student status as an English learner. **Screening tools should not be the sole source of information.** ALTELLA Brief No. 1 April 2018*

Alternate Screening Checklist

Student Name: _____

Date: _____

System: _____

School: _____

| Participants' Name | Title / Position |
|--------------------|------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Team members need to consider each of the following questions related to identifying potential ELs and providing language- and disability-related services. Answering these questions will help ensure students receive optimal services. If some of the questions do not apply, indicate this in the space provided.

- The Home Language Survey should also be utilized as a source of information.
- Information from this checklist will be used to develop the IEP and I-ELP.

Check that each box has been addressed by the team:

Prior to the meeting:

Has the team gathered information from the student, parent(s)/guardian(s)/caregiver(s), school records (if applicable) language assessments, and/or special education assessments, regarding the student's previous educational experiences? If yes, which data were collected?

Has the team reviewed the Home Language Survey to determine if a screener is needed?
_____ YES _____ NO

Has an interview been conducted with the parent(s), guardian(s), or caregiver(s) that would produce valuable information that could assist the team in making a placement decision? _____ YES _____ NO

If yes, what information was found to be useful?

Questions for the parent(s)/guardian(s)/caregiver(s):

What language, if any, (for example, Spanish, Chinese, English) does the student use to communicate at home?

What language/communication system does the student use at home (i.e. spoken language, American Sign Language, gestures, communication device)?

When using the student's communication system, can the student respond to simple commands spoken in English? ____ YES ____ NO In home language? ____ YES ____ NO

Additional information if available:

What is the student's present level of performance at home as it pertains to language demands? Does the student understand words or phrases spoken or written in English? ____ YES ____ NO In home language? ____ YES ____ NO

Additional information if available:

Questions for the team:

Would language services/supports equip the student to succeed in the classroom, school, home, or community? ____ YES ____ NO

Additional information if available:

Have the student's parent(s)/guardian(s)/caregiver(s) been included in the decision-making process regarding language-related needs and the services/supports that will be provided if the student is identified as a EL? ____ YES ____ NO

Additional information if available:

Does the team feel that English language services are needed for this student? ____ YES ____ NO

.....
Decision:

The Team has determined that the student will be identified as a EL and will receive Supplemental Title III Language Assistance services.

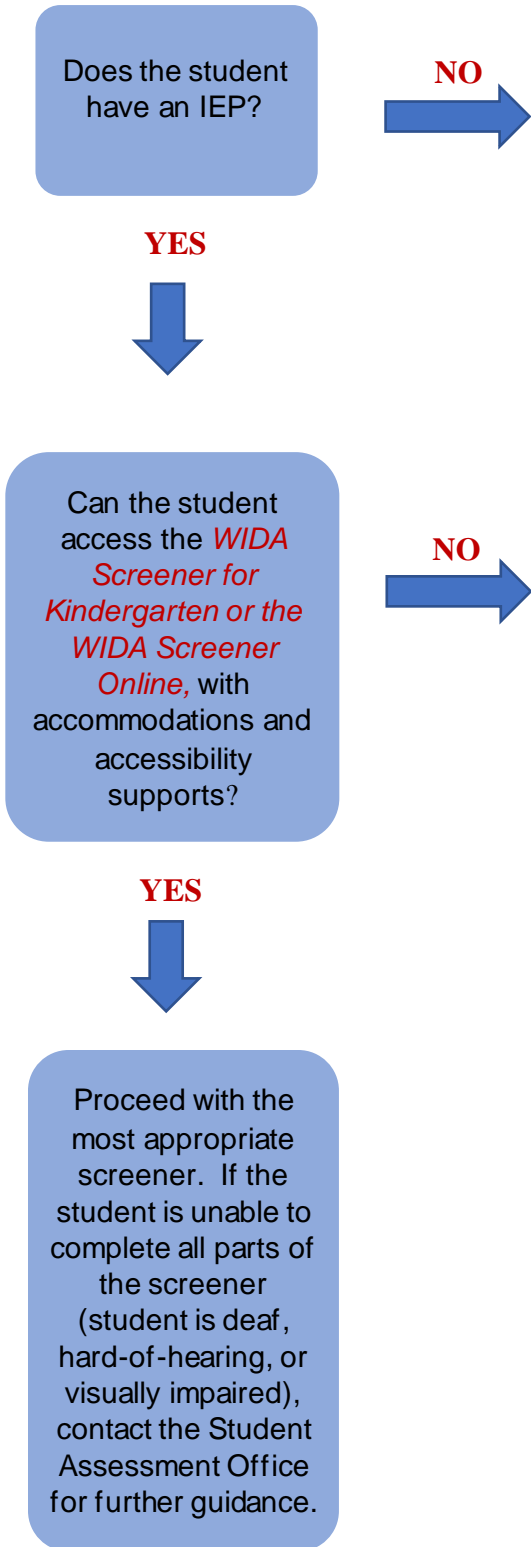
YES NO

Signature of Parent, Guardian, Caregiver

Date

Any student who qualifies as a EL based upon the use of the *Alternate Screening Checklist*, and does not currently have an IEP, must be evaluated for special education services.

Use the flowchart to determine the steps that should be taken during this process.



If a potential EL is suspected of having a disability (e.g. the parent states the child has a disability or documentation indicates a disability), Special Education and ESL professionals must have meaningful consultation to determine if the *Alternate Screener Checklist* should be used to determine EL status.

If, after careful and thoughtful consultation between ESL and Special Education personnel, it is determined that the student is unable to complete any of the screener options, even with accommodations, then the *Alternate Screener Checklist* will be used, along with any available evidence (information from the Home Language Survey, academic records review, and other documentation that may be available).

A meeting will be convened to include parent(s), guardian(s), and caregiver(s), along with any personnel who will be involved with the student and who can contribute to the decision-making process. It is important to include a translator if needed. At this time, the *Alternate Screening Checklist* will be completed and a determination regarding EL status will be made.

Key Factors

1. Collaborate with the parents to understand the student's language use and disability needs in the home and community.
2. Identify varying language demands and use across multiple settings, including home, school, and community.

Next Steps

1. The team will consider all of the information gathered and determine if the student will be identified as a EL.
2. The team will meet again to develop the I-ELP and IEP.

Alternate ACCESS for ELLs Exit Criteria for English Learners (EL)s in Grades 1-12

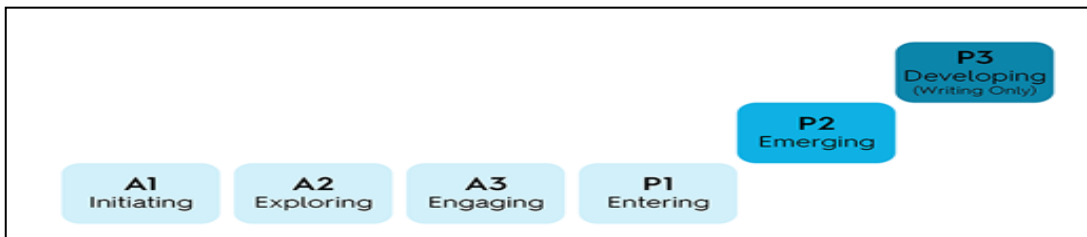
| All Domains Taken? | |
|--|--|
| YES | NO |
| <p>If the EL student achieves an overall composite score of A1, A2, or A3* <u>on three consecutive administrations of the test.</u></p> <p style="text-align: center;">OR</p> <p>achieves an overall composite score of P1 or P2* <u>on two consecutive administrations of the test.</u></p> <p style="text-align: center;">AND</p> <p>the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1,</p> <p style="text-align: center;">THEN</p> <p>the EL student will be monitored for four years and may continue to receive EL supports within the classroom.</p> | <p>If proficiency level scores on all domains taken remain consistent** <u>for three consecutive administrations of the test.</u></p> <p style="text-align: center;">AND</p> <p>the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1,</p> <p style="text-align: center;">THEN</p> <p>the EL student will be monitored for four years and may continue to receive EL supports within the classroom.</p> |

If the above criteria are met, then the EL qualifies as English Proficient and will exit the program. The EL student will be reclassified as Former EL (FEL-1) and will no longer participate on *Alternate ACCESS for ELLs*. The student will continue to receive special education services and will continue to participate on the *ACAP Alternate*.

Proficiency Levels

The *Alternate ACCESS for ELLs English Language Proficiency* (ELP) levels were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELs who have significant cognitive disabilities, and thus would give those students a chance to demonstrate progress. The ELP levels defined for *Alternate ACCESS for ELLs* are:

| | |
|-----------------------|-----------------------|
| A1: Initiating | P1: Entering |
| A2: Exploring | P2: Emerging |
| A3: Engaging | P3: Developing |



* Proficiency level scores must be the same from year to year. For example, A1 for three years in a row.

** Consistent is defined as the exact same score, on the domains taken, for three years in a row.



**Provisional Identification Plan for Potential English Learner Students
Who Enroll During Extended School Closures (Grades K-12)**

During the time when Alabama schools are closed and continuity of services are being provided remotely, face-to-face screening of potential English learners (EL)s is not possible. In the event ELs enroll, and a language other than English has been indicated on the Home Language Survey (HLS), the following procedure will be used. This process does not replace the formal identification process when face-to-face screening is possible. It is simply to be used in order to meet the requirement of screening potential ELs upon enrollment. Once school resumes, and as soon as possible, formal screening with the *WIDA Screener for Kindergarten* or *WIDA Screener Online* must take place for any student who has been given provisional EL status.

1. Review the HLS:

- Must be reviewed by an EL teacher/coordinator or other staff member assigned this responsibility.
- If the HLS indicates a language other than English for any question, a family interview must be conducted to determine if the student is a potential EL.
- The interview will be conducted by phone or (Zoom, skype, etc.).

2. Family Interview for Student Information:

- Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
- May require an interpreter. Interpreter may be used to ask the questions below.

Family Interview for Student Information

Person(s) Interviewed:

Interviewer/ Position:

Interpreter (if applicable):

Date: _____ **Phone Number:** _____ **Date of Birth:** _____

Student Name:

Student's Current Grade Level: _____ **Student's Age:** _____

Student's Date of Entry into the United States (U.S.): _____ If student is born in the U.S., the date will be the Date of Birth.

Parent/Guardian Country of Origin: _____ **Student's Country of Origin:** _____

Does the Student Have: IEP _____ I-ELP _____ 504 Plan _____

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement and supports.

Does the Student Have Test Scores from any English Language Proficiency Test? _____

If yes, record those scores or obtain a copy of the score report.

Use the table below to determine as much as you can about the student's school history.

Indicate if the student moved to another school, state, or country during the year.

| Grade | City and State | School | Country | Primary Language of |
|-------|----------------|--------|---------|---------------------|
| Pre-K | | | | |
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

Family Interview for Household Information

- Conduct Family Interview Questions for Parent/Guardian.
 - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
 - The interview will be conducted by phone (Zoom, skype etc.).
- May require an interpreter.

| Question | Always | Sometimes | Never | No Response |
|---|--------|-----------|-------|-------------|
| When at home, how often does the student speak a language other than English? | | | | |
| When interacting with parents, guardians, caregivers, family members, how often does the student hear a language other than English? | | | | |
| Within the last 12 months, when interacting with people other than family , how often did the student hear a language other than English? | | | | |
| When interacting with siblings or other children in the home, how often does the student hear or use a language other than English? | | | | |

Interview Questions for Student (If appropriate)

1. Conduct Interview Questions for Student if possible.
 - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
 - Interview will be conducted by phone or (Zoom, skype, etc.).
2. Interview must be conducted in **ENGLISH ONLY**. Interpreter **will not ask the questions** to the student. The interpreter **may explain** to the parent and student that the student will be asked a series of questions in English and to do the best they can. **There are no right or wrong answers.**

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interaction.

Below are *examples* of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

Start with questions at low levels of difficulty and progress in difficulty from there. If no response, indicate on this document.

Stop at the level where the student has difficulty responding. If the student has difficulty responding at a level, then ask a question or two from a previous level to end on a positive note.

If the conversation leads the interviewer to believe that the student may likely become an EL, the student will be identified as a provisional EL and served as such, until the student is appropriately identified with the *WIDA Screener for Kindergarten* or *WIDA Screener Online*.

This document may be printed and used during the interview process or it may be used electronically to record the information. Keep a copy of this document or the electronic copy for your records and return to the System Test Coordinator or ESL Coordinator.

Examples of Low-Level Questions

| | |
|---|--|
| What is your name? | |
| How old are you? | |
| Where do you live? | |
| Where were you born? | |
| What are some things you like to do? | |
| What is your favorite subject in school? | |

Notes:

Examples of Moderate-Level Questions

What do you like best about school?

What kinds of food do you like?

Tell me about your favorite sports, team, game, hobby, etc.

What would you like to do when you grow up? Graduate from school?

Notes:

Examples of High-Level Questions

What is your favorite subject in school and why do you like that subject?

Let's pretend that I am your friend and I do not like your favorite sport, team, game, hobby, etc. Tell me why I should like it.

Describe a job you would like to have when you grow up/graduate from school. Tell me why you would like to have this job.

Describe your favorite teacher, friend, or family member to me. Why is this person special?

Notes:

Parent Notification

The district must inform the parent/guardian(s) of the provisional status of the student as an EL **OR** if the student was **NOT IDENTIFIED** as an EL. Additionally, the parent/guardian(s) must be provided with a description of the provisional placement and EL services made available to their child. Services will be provided in a manner that is safe for both the student and the educator and in accordance with the LEA's guidance on remote learning.

Once schools have reopened for normal operations, districts will communicate to parents the results of the administration of the *WIDA Screener for Kindergarten* or *WIDA Screener Online*.

Additional Considerations

- If a **student is unable to complete the interview process** (e.g. because of a disability, inability to understand English, or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the following:
 - HLS
 - Family Interview Questions for Parent/Guardian
 - Academic records review, if possible
 - Test scores of any kind, if applicable
- If reasonable evidence of English proficiency cannot be established based on those sources, then the student should be provisionally identified as a EL and receive services until formal screening can be completed.
- Generally, a student who easily communicates at a “High Level” is not likely to qualify for EL status and should not be provisionally identified as an EL.
- The interviewer should consider:

Under-Identification: students who **are most likely not English proficient** but **seem to be** (false positives). In this case, expectations should be set higher and questions modified in order to capture all that you can about the student's language skills, so as not to mis-identify.

- Regardless of whether a student is provisionally identified as an EL or not, the formal identification process must be completed once school resumes and face-to-face screening with the *WIDA Screener for Kindergarten* or *WIDA Screener Online* is possible. This also includes students who **were not provisionally identified**. All potential ELs, who were identified as a provisional EL or were not identified as a provisional EL, must be administered the *WIDA Screener for Kindergarten* or *WIDA Screener Online* as soon as possible.
- **The student will be identified in the student information system (SIS) even though the student has been provisionally identified.**
- The Local Education Agency **MUST ensure** that students who are given a provisional status assignment (identified as provisional EL or provisional non-EL) be documented by some means (e.g. records kept at the Central Office by the System Test Coordinator or ESL Coordinator) so that once school resumes, all students can be formally screened with the *WIDA Screener for Kindergarten* or *WIDA Screener Online*.

Contact Information

For assistance with this document, please contact any of the following:

Susan Beard – Student Assessment: sbeard@alsde.edu [334] 694-4817

Michele Lee – Alabama Reading Initiative: mlee@alsde.edu [334] 694-4516

Katrina Todd – Alabama Reading Initiative: ktodd@alsde.edu [334] 694-4516



Annual Training Verification Form

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:

1. ACCESS FOR ELLS ONLINE AND PAPER*
2. ALTERNATE ACCESS FOR ELLS
3. KINDERGARTEN ACCESS FOR ELLS
4. WIDA SCREENER ONLINE
5. WIDA SCREENER PAPER*
6. WIDA SCREENER FOR KINDERGARTEN

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: YES

TEST ADMINISTRATOR PRINTED NAME

TEST ADMINISTRATOR SIGNATURE

| COURSES COMPLETED | COMPLETION DATE |
|--|-----------------|
| <input type="radio"/> KINDERGARTEN ACCESS FOR ELLS: ADMINISTRATION AND SCORING | |
| <input type="radio"/> ALTERNATE ACCESS FOR ELLS: ADMINISTRATION AND SCORING | |
| <input type="radio"/> PAPER ACCESS FOR ELLS: ADMINISTRATION | |
| <input type="radio"/> ONLINE ACCESS FOR ELLS: ADMINISTRATION | |
| <input type="radio"/> SPEAKING FOR GRADES 1-5: SCORING PAPER ACCESS AND WIDA SCREENER | |
| <input type="radio"/> SPEAKING FOR GRADES 6-12: SCORING PAPER ACCESS AND WIDA SCREENER | |
| <input type="radio"/> WRITING FOR GRADES 1-5: SCORING WIDA SCREENER | |
| <input type="radio"/> WRITING FOR GRADES 6-12: SCORING WIDA SCREENER | |
| <input type="radio"/> WIDA SCREENER ONLINE: ADMINISTRATION | |
| <input type="radio"/> WIDA SCREENER PAPER: ADMINISTRATION | |
| <input type="radio"/> WIDA SCREENER FOR KINDERGARTEN: ADMINISTRATION AND SCORING | |

VERIFIED BY SYSTEM TEST COORDINATOR OR EL COORDINATOR ON (DATE): _____

SYSTEM TEST COORDINATOR / EL COORDINATOR SIGNATURE

* ALSDE approval is required for ACCESS for ELLs paper and WIDA Screener Paper. Training should not be completed unless approval has been granted.

System Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training

USE THIS FORM FOR TRAINING THAT WAS COMPLETED AFTER SEPTEMBER 1, 2021.



English Learner Student Unable to Participate on One or More Domains of *ACCESS for ELLs* or *Alternate ACCESS for ELLs*

The Alabama State Department of Education (ALSDE) has established that a English Learner (EL) with disabilities, whose disability precludes participation on one or more domains of the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments, may be considered eligible for exemption from those domains.

EL students who are deaf (totally deaf, hard of hearing), visually impaired (totally blind, low vision or have not learned braille), or non-verbal would be considered as having a disability that precludes participation on one or more domains. Beyond these disabilities, the System Test Coordinator should seek guidance from the ALSDE.

Local Education Agencies seeking an exemption for a EL student from one or more domains must submit this form for ALSDE approval. Prior to submission, ensure that the IEP or 504 Plan is current and clearly indicates the disability that precludes participation.

| LEA | Assessment | Disability |
|------------------------------------|--|--|
| System: _____ School: _____ | <input type="checkbox"/> <i>ACCESS for ELLs</i> <input type="checkbox"/> <i>Alternate ACCESS for ELLs</i> | <input type="checkbox"/> Deaf <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Non-Verbal |

| | |
|---------------------|-------------|
| Student Name: _____ | SSID: _____ |
|---------------------|-------------|

Domains for Which an Exemption is Requested

| | | | |
|---|------------------------------------|-----------------------------------|----------------------------------|
| Reading <input type="checkbox"/> | Listening <input type="checkbox"/> | Speaking <input type="checkbox"/> | Writing <input type="checkbox"/> |
| IEP/504 Plan specifies disability selected above. | | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Disability prohibits student from meaningfully accessing one or more domains. | | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Parent(s), Guardian(s), or Caretaker(s) have been included in this request. | | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

System Test Coordinator Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Approved for: Reading _____ Listening _____ Writing _____ Speaking _____

ALSDE Signature: _____ Date: _____

| LANGUAGE | CODE | LANGUAGE | CODE |
|--|------|-------------------------------------|------|
| Abkhazian | abk | Bantu languages | bnt |
| Achinese | ace | Basa | bas |
| Acoli | ach | Bashkir | bak |
| Adangme | ada | Basque(B) | baq |
| Adyghe; Adygei | ady | Basque(T) | eus |
| Afar | aar | Batak languages | btk |
| Afrihili | afh | Beja; Bedawiyet | bej |
| Afrikaans | afr | Belarusian | bel |
| Afro-Asiatic languages | afa | Bemba | bem |
| Ainu | ain | Bengali | ben |
| Akan | aka | Berber languages | ber |
| Akkadian | akk | Bhojpuri | bho |
| Albanian(B) | alb | Bihari languages | bih |
| Albanian(T) | sqi | Bikol | bik |
| Aleut | ale | Bini; Edo | bin |
| Algonquian languages | alg | Bislama | bis |
| Altaic languages | tut | Blin; Bilin | byn |
| Amharic | amh | Blissymbols; Blissymbolics; Bliss | zbl |
| Angika | anp | Bokmal, Norwegian; Norwegian Bokmal | nob |
| Apache languages | apa | Bosnian | bos |
| Arabic | ara | Braj | bra |
| Aragonese | arg | Breton | bre |
| Arapaho | arp | Buginese | bug |
| Arawak | arw | Bulgarian | bul |
| Armenian(B) | arm | Buriat | bua |
| Armenian(T) | hye | Burmese(B) | bur |
| Aromanian; Arumanian; Macedo-Romanian | rup | Burmese(T) | mya |
| Artificial languages | art | Caddo | cad |
| Assamese | asm | Catalan; Valencian | cat |
| Asturian; Bable; Leonese; Asturleonese | ast | Caucasian languages | cau |
| Athapascan languages | ath | Cebuano | ceb |
| Australian languages | aus | Celtic languages | cel |
| Austronesian languages | map | Central American Indian languages | cai |
| Avaric | ava | Central Khmer | khm |
| Avestan | ave | Chagatai | chg |
| Awadhi | awa | Chamic languages | cmc |
| Aymara | aym | Chagatai | chg |
| Azerbaijani | aze | Chamic languages | cmc |
| Balinese | ban | Chamorro | cha |

| | | | |
|---|-----|------------------------------------|-----|
| Baltic languages | bat | Chechen | che |
| Baluchi | bal | Cherokee | chr |
| Bambara | bam | Cheyenne | chy |
| Bamileke languages | bai | Chibcha | chb |
| Banda languages | bad | Chichewa; Chewa; Nyanja | nya |
| Chinese(B) | chi | English, Middle (100-1500) | enm |
| Chinese(T) | zho | English, Old (ca.450-1100) | ang |
| Chinook jargon | chn | Erzya | myv |
| Chipewyan; Dene Suline | chp | Esperanto | epo |
| Choctaw | cho | Estonian | est |
| Church Slavic; Old/Church Slavonic; Old Bulgarian | chu | Ewe | ewe |
| Chuukese | chk | Ewondo | ewo |
| Chuvash | chv | Fang | fan |
| Classical Syriac | syc | Fanti | fat |
| Classical/Old Newari; Classical Nepal Bhasa | nwc | Faroese | fao |
| Coptic | cop | Fijian | fij |
| Cornish | cor | Filipino; Pilipino | fil |
| Corsican | cos | Finnish | fin |
| Cree | cre | Finno-Ugrian languages | fiu |
| Creek | mus | Fon | fon |
| Creoles and pidgins | crp | French(B) | fre |
| Creoles and pidgins, English based | cpe | French(T) | fra |
| Creoles and pidgins, French-based | cpf | French, Middle (ca.1400-1600) | frm |
| Creoles and pidgins, Portuguese-based | cpp | French, Old (842-ca.1400) | fro |
| Crimean Tatar; Crimean Turkish | crh | Friulian | fur |
| Croatian | hrv | Fulah | ful |
| Cushitic languages | cus | Ga | gaa |
| Czech(B) | cze | Gaelic; Scottish Gaelic | gla |
| Czech(T) | ces | Galibi Carib | car |
| Dakota | dak | Galician | glg |
| Danish | dan | Ganda | lug |
| Dargwa | dar | Gayo | gay |
| Delaware | del | Gbaya | gba |
| Dinka | din | Geez | gez |
| Divehi; Dhivehi; Maldivian | div | Georgian(B) | geo |
| Dogri | doi | Georgian(T) | kat |
| Dogrib | dgr | German(B) | ger |
| Dravidian languages | dra | German(T) | deu |
| Duala | dua | German, Middle High (ca.1050-1500) | gmh |
| Dutch, Middle (ca.1050-1350) | dum | German, Old High (ca.750-1050) | goh |
| Dutch; Flemish(B) | dut | Germanic languages | gem |
| Dutch; Flemish(T) | nld | Gilbertese | gil |
| Dyula | dyu | Gondi | gon |

| | | | |
|---|-----|--------------------------|-----|
| Dzongkha | dzo | Gorontalo | gor |
| Eastern Frisian | frs | Gothic | got |
| Efik | efi | Grebo | grb |
| Egyptian (Ancient) | egy | Greek, Ancient (to 1453) | grc |
| Ekajuk | eka | Greek, Modern (1453-)(B) | gre |
| Elamite | elx | Greek, Modern (1453-)(T) | ell |
| English | eng | Guarani | grn |
| Gujarati | guj | Kalaallisut; Greenlandic | kal |
| Gwich'in | gwi | Kalmyk; Oirat | xal |
| Haida | hai | Kamba | kam |
| Haitian; Haitian Creole | hat | Kannada | kan |
| Hausa | hau | Kanuri | kau |
| Hawaiian | haw | Kara-Kalpak | kaa |
| Hebrew | heb | Karachay-Balkar | krc |
| Herero | her | Karelian | krl |
| Hiligaynon | hil | Karen languages | kar |
| Himachali languages; Western Pahari languages | him | Kashmiri | kas |
| Hindi | hin | Kashubian | csb |
| Hiri Motu | hmo | Kawi | kaw |
| Hittite | hit | Kazakh | kaz |
| Hmong; Mong | hmn | Khasi | kha |
| Hungarian | hun | Khoisan languages | khi |
| Hupa | hup | Khotanese; Sakan | kho |
| Iban | iba | Kikuyu; Gikuyu | kik |
| Icelandic(B) | ice | Kimbundu | kmb |
| Icelandic(T) | isl | Kinyarwanda | kin |
| Ido | ido | Kirghiz; Kyrgyz | kir |
| Igbo | ibo | Klingon; tlhIngan-Hol | tlh |
| Ijo languages | ijo | Komi | kom |
| Iloko | ilo | Kongo | kon |
| Inari Sami | smn | Konkani | kok |
| Indic languages | inc | Korean | kor |
| Indo-European languages | ine | Kosraean | kos |
| Indonesian | ind | Kpelle | kpe |
| Ingush | inh | Kru languages | kro |
| Interlingua (IALA) | ina | Kuanyama; Kwanyama | kua |
| Interlingue; Occidental | ile | Kumyk | kum |
| Inuktitut | iku | Kurdish | kur |
| Inupiaq | ipk | Kurukh | kru |
| Iranian languages | ira | Kutenai | kut |
| Irish | gle | Ladino | lad |
| Irish, Middle (900-1200) | mga | Lahnda | lah |
| Irish, Old (to 900) | sga | Lamba | lam |

| | | | |
|--|-----|--|-----|
| Iroquoian languages | iro | Land Dayak languages | day |
| Italian | ita | Lao | lao |
| Japanese | jpn | Latin | lat |
| Javanese | jav | Latvian | lav |
| Judeo-Arabic | jrb | Lezghian | lez |
| Judeo-Persian | jpr | Limburgan; Limburger; Limburgish | lim |
| Kabardian | kbd | Lingala | lin |
| Kabyle | kal | Lithuanian | lit |
| Kachin; Jingpho | kac | Lojban | jbo |
| Low German; Low Saxon; German, Low' Saxon, Low | nds | Mongolian | mon |
| Lower Sorbian | dsb | Montenegrin | cnr |
| Lozi | loz | Mossi | mos |
| Luba-Katanga | lub | Multiple languages | mul |
| Luba-Lulua | lua | Munda languages | mun |
| Luiseno | lui | N'Ko | nqo |
| Lule Sami | smj | Nahuatl languages | nah |
| Lunda | lun | Nauru | nau |
| Luo (Kenya and Tanzania) | luo | Navajo; Navaho | nav |
| Lushai | lus | Ndebele, North; North Ndebele | nde |
| Luxembourgish; Letzeburgesch | ltz | Ndebele, South; South Ndebele | nbl |
| Macedonian(B) | mac | Ndonga | ndo |
| Macedonian(T) | mkd | Neapolitan | nap |
| Madurese | mad | Nepal Bhasa; Newari | new |
| Magahi | mag | Nepali | nep |
| Maithili | mai | Nias | nia |
| Makasar | mak | Niger-Kordofanian languages | nic |
| Malagasy | mlg | Nilo-Saharan languages | ssa |
| Malay(B) | may | Niuean | niu |
| Malay(T) | msa | Nogai | nog |
| Malayalam | mal | Norse, Old | non |
| Maltese | mlt | North American Indian languages | nai |
| Manchu | mnc | Northern Frisian | frr |
| Mandar | mdr | Northern Sami | sme |
| Mandingo | man | Norwegian | nor |
| Manipuri | mni | Norwegian Nynorsk; Nynorsk, Norwegian | nno |
| Manobo languages | mno | Nubian languages | nub |
| Manx | glv | Nyamwezi | nym |
| Maori(B) | mao | Nyankole | nyn |
| Maori(T) | mri | Nyoro | nyo |
| Mapudungun; Mapuche | arn | Nzima | nzi |
| Marathi | mar | Occitan (post 1500) | oci |
| Mari | chm | Official Aramaic; Imperial Aramaic | arc |

| | | | |
|---|-----|---------------------------------|-----|
| Marshallese | mah | Ojibwa | oji |
| Marwari | mwr | Oriya | ori |
| Masai | mas | Oromo | orm |
| Mayan languages | myn | Osage | osa |
| Mende | men | Ossetian; Ossetic | oss |
| Mi'kmaq; Micmac | mic | Otomian languages | oto |
| Minangkabau | min | Pahlavi | pal |
| Mirandese | mwI | Palauan | pau |
| Mohawk | moh | Pali | pli |
| Moksha | mdf | Pampanga; Kapampangan | pam |
| Mon-Khmer languages | mkh | Pangasinan | pag |
| Mongo | lol | Panjabi; Punjabi | pan |
| Papiamentu | pap | Sicilian | scn |
| Papuan languages | paa | Sidamo | sid |
| Pedi; Sepedi; Northern Sotho | nso | Sign Languages | sgn |
| Persian(B) | per | Siksika | bla |
| Persian(T) | fas | Sindhi | snd |
| Persian, Old (ca.600-400 B.C.) | peo | Sinhala; Sinhalese | sin |
| Philippine languages | phi | Sino-Tibetan languages | sit |
| Phoenician | phn | Siouan languages | sio |
| Pohnpeian | pon | Skolt Sami | sms |
| Polish | pol | Slave (Athapascan) | den |
| Portuguese | por | Slavic languages | sla |
| Prakrit languages | pra | Slovak(B) | slo |
| Provençal, Old (to 1500);Occitan, Old (to 1500) | pro | Slovak(T) | slk |
| Pushto; Pashto | pus | Slovenian | slv |
| Quechua | que | Sogdian | sog |
| Rajasthani | raj | Somali | som |
| Rapanui | rap | Songhai languages | son |
| Rarotongan; Cook Islands Maori | rar | Soninke | snk |
| Romance languages | roa | Sorbian languages | wen |
| Romanian; Moldavian; Moldovan(B) | rum | Sotho, Southern | sot |
| Romanian; Moldavian; Moldovan(T) | ron | South American Indian languages | sai |
| Romansh | roh | Southern Altai | alt |
| Romany | rom | Southern Sami | sma |
| Rundi | run | Spanish; Castilian | spa |
| Russian | rus | Sranan Tongo | srn |
| Salishan languages | sal | Standard Moroccan Tamazight | zgh |
| Samaritan Aramaic | sam | Sukuma | suk |
| Sami languages | smi | Sumerian | sux |
| Samoan | smo | Sundanese | sun |
| Sandawe | sad | Susu | sus |
| Sango | sag | Swahili | swa |

| | | | |
|------------------------------|-----|--|----------------|
| Sanskrit | san | Swati | ssw |
| Santali | sat | Swedish | swe |
| Sardinian | srd | Swiss German; Alemannic; Alsatian | gsw |
| Sasak | sas | Ugaritic | uga |
| Scots | sco | Uighur; Uyghur | uig |
| Selkup | sel | Ukrainian | ukr |
| Semitic languages | sem | Umbundu | umb |
| Serbian | srp | Uncoded languages NOT AVAILABLE FOR USE | mis |
| Serer | srr | Undetermined NOT AVAILABLE FOR USE | und |
| Shan | shn | Upper Sorbian | hsb |
| Shona | sna | Urdu | urd |
| Sichuan Yi; Nuosu | scn | Uzbek | uzb |
| Syriac | syr | Vai | vai |
| Tereno | ter | Venda | ven |
| Tetum | tet | Vietnamese | vie |
| Thai | tha | Volapuk | vol |
| Tibetan (B) | tib | Votic | vot |
| Tibetan (T) | bod | Wakashan languages | wak |
| Tigre | tig | Walloon | wln |
| Tigrinya | tir | Waray | war |
| Time | tem | Washo | was |
| Tiv | tiv | Welsh(B) | wel |
| Tlingit | tli | Welsh(T) | cym |
| Tok Pisin | tpi | Western Frisian | fry |
| Tokelau | tkl | Wolaitta; Wolaytta | wal |
| Tonga (Nyasa) | tog | Wolof | wol |
| Tonga (Tonga Islands) | ton | Xhosa | xho |
| Tsimshian | tsi | Yakut | sah |
| Tsonga | tso | Yao | yao |
| Tswana | tsn | Yapese | yap |
| Tumbuka | tum | Yiddish | yid |
| Tupi Languages | tup | Yoruba | yor |
| Turkish | tur | Yupik languages | ypk |
| Turkish, Ottoman (1500-1928) | ota | Zande languages | znd |
| Turkmen | tuk | Zapotec | zap |
| Tuvalu | tvl | Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki | zza |
| Tuvinian | tyv | Zenaga | zen |
| Tagalog | tgl | Zhuang; Chuang | zha |
| Tahitian | tah | Zulu | zul |
| Tai languages | tai | | |
| Tajik | tgk | | |

| | | |
|----------|-----|--|
| Tamashek | Tmh | |
| Tamil | Tam | |
| Tatar | Tat | |
| Telugu | Tel | |
| Twi | Twi | |
| Udmurt | Udm | |

WIDA’s English Language Development Standards

WIDA is the **developer** of the *WIDA English Language Development Standards* which Alabama has utilized since 2004. The standards represent the language students need to be successful beginning in early childhood programs through Grade 12.

- The first standard, Social and Instructional Language, reflects the ways in which students interact socially to build community and establish working relationships with peers and teachers in ways that support learning.
- The remaining four standards present ways English learners can communicate information, ideas, and concepts necessary for academic success in Language Arts, Math, Science, and Social Studies.

| Standard | | Abbreviation |
|---|--|-----------------------------------|
| English Language Development Standard 1 | English language learners communicate for Social and Instructional purposes within the school setting | Social and Instructional language |
| English Language Development Standard 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts | The language of Language Arts |
| English Language Development Standard 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics | The language of Mathematics |
| English Language Development Standard 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science | The language of Science |
| English Language Development Standard 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies | The language of Social Studies |

ACCESS FOR ELLS (Grades 1-12)

Paper Request Form

August 2021

Beginning in 2018-2019, all English learner (EL) students participating in the *ACCESS for ELLs* assessment in Grades 1-12 are required to take the test online. However, there may be unique situations that dictate the student must take the paper form of the test. Those unique situations are:

1. The student has a disability that prohibits participation through an online platform. This disability is documented in the IEP/504 Plan.
2. The student has arrived within a few days of testing and has never been exposed to a computer/keyboard. As a result of this late arrival, there is no time to adequately prepare the student for the online platform.

STUDENT INFORMATION:

STUDENT NAME: _____ GRADE: _____
 SSID: _____ DOB: _____
 SYSTEM: _____ SCHOOL: _____

REASON FOR REQUEST:

- IEP specifies instruction and assessment are paper-pencil only.
- 504 Plan specifies instruction and assessment are paper-pencil only.
- Student arrived within a few days of the testing date and time does not allow for adequate preparation for the online platform.
- The student has a unique situation that is not listed above. Indicate in detail below:

ASSURANCES:

| Assurances by Principal: | Y | N | If no, add comment(s): |
|--|---|---|------------------------|
| 1. Did a team convene to discuss this request? | | | |
| 2. Does the student/parent agree with this request? | | | |
| 3. I certify that this student cannot participate in the computer-based assessment, even with designated supports and/or accommodations, during the test window. | | | |
| 4. I understand this student will not have access to any of the accessibility features that are only available in the online platform. | | | |

I certify that the information contained within this request is complete and accurate.

Principal's Name: _____ Principal's Signature: _____

System Test Coordinator's Name: _____ System Test Coordinator's Signature: _____

DECISION:

- Paper-pencil approved: **All four domains must be taken on paper.**
- Paper-pencil denied – Reason:

ALSDE Signature: _____ Date: _____

NOTE: Form must contain all required signatures for approval.

Alternate ACCESS for ELLs

Student Verification and Approval Form 2021-2022

Alternate ACCESS for ELLs is designed for English learners with the most significant cognitive disabilities who participate, or will likely participate, on the *ACAP Alternate*. These students must also be participating on the Alabama Alternate Achievement Standards. This information is documented in the student’s IEP by the selection of the box on the Profile Page that states: *Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?* This box must be checked, “**YES**” in order for a student to be approved for *Alternate ACCESS for ELLs*.

An **Alternate ACCESS for ELLs Student Verification and Approval Form** must be completed for each student who will participate on the *Alternate ACCESS for ELLs* assessment.

Student Name: _____

SSID: _____

System: _____

School: _____

- The student, whose name is listed above, currently participates on Alabama Alternate Achievement Standards, and/or the *ACAP Alternate Assessment*.
- The student, whose name is listed above, meets the criteria for participation on the *Alternate ACCESS for ELLs* assessment (above).
- The student’s IEP has been verified by the System Test Coordinator and/or the ESL Coordinator.

My signature below indicates that I have confirmed the student listed on this form meets the criteria above and is eligible to take the *Alternate ACCESS for ELLs* assessment.

System Test Coordinator’s Name

System Test Coordinator’s Signature

Date Submitted

ALSDE USE ONLY:

Student is approved to participate on the *Alternate ACCESS for ELLs*. YES NO

ALSDE Signature: _____

Date _____

WIDA SCREENER ONLINE
AND
WIDA SCREENER FOR
KINDERGARTEN
HANDBOOK

2021-2022



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Overview

WIDA Screener for Kindergarten and *WIDA Screener Online* are English language proficiency assessments given to incoming students whose Home Language Survey indicates a language other than English. The purpose of these assessments is to help educators make decisions about whether a student is a candidate for English language support services and will be identified as a English learner (EL).

Important Information

- *WIDA Screener for Kindergarten* and *WIDA Screener Online* are secure tests, and materials must be kept under lock and key when not in use.
- *WIDA Screener for Kindergarten* is a paper and pencil test administered to students who are in Pre-K 4 and in the enrollment period for kindergarten through the first semester of the first grade.
- *WIDA Screener Online* comes in both paper and online versions. The online version is free. There is a cost for the paper version. Alabama will administer the online version only. If you encounter unique situations that warrant consideration of the paper version, contact Susan Beard.
- wida.wisc.edu: is the site used for the required online training (Test Administrators must pass applicable quizzes by scoring 80% or above **annually**). In addition, System Test Coordinators (STCs) can create accounts, monitor completion of training (view scores) and print materials needed for testing. Educators will also use this site to calculate scores and print score reports for *WIDA Screener for Kindergarten* using the Score Calculator.
- www.wida-ams.us: is the portal for adding students, adding users, assigning permissions, and scoring and viewing reports for *WIDA Screener Online*. Test Administrators who have administered *ACCESS for ELLs* are already in this portal. However, educators who will score *WIDA Screener Online* must have the “Educator Scoring” permission and their Speaking and Writing credentials validated before scoring can take place (more information about this is in the following pages).
- **Central Office Service (COS) Device** is a secure testing browser that must be installed prior to testing students on *WIDA Screener Online*.

Pre-assessment

Roles and Responsibilities

System Test Coordinators are responsible for the following:

- Ensuring that all Test Administrators have completed and passed the online training courses for *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.
- Assigning permissions in WIDA AMS, including “Educator Scoring” permissions, and verifying the Speaking and Writing certifications.
- Providing Test Security Training for both *WIDA Screener Online* and/or *WIDA Screener for Kindergarten*.
- Ensuring that all computers are installed with the COS secure browser before *WIDA Screener Online* can be administered.

The STC has the option of assigning these responsibilities to another person, such as the EL Coordinator, as long as the STC has full faith and confidence that these responsibilities will be handled appropriately.

Test Administrators are responsible for the following:

- Completing the required online training courses and passing the Speaking and Writing quizzes for *WIDA Screener Online*.
- Attending training on the *WIDA Screener Online* and *WIDA Screener for Kindergarten Handbook*.
- Attending Test Security training on the Test Administrator Responsibilities for *WIDA Screener for Kindergarten* and/or *WIDA Screener Online* and signing all four test security documents including the *Test Administrator Oath for WIDA Screener for Kindergarten* and *WIDA Screener Online*.
- Administering and scoring the *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.
- Keeping all used and unused materials under lock and key when not in use.
- Shredding test tickets (*WIDA Screener Online*) and any identifiable information immediately after scoring.

Online Training

wida.wisc.edu

Online training is required before any Test Administrator can administer the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. Training takes between 3-5 hours. It can be done over multiple days and quizzes may be taken as many times as it takes to achieve an 80%. Certifications must be verified by the STC or EL Coordinator either by logging in to the WIDA website and viewing the scores **or** the Test Administrator may choose to give a copy of the certifications to the STC or EL Coordinator. The *Annual Verification of Training Form* must be completed by the STC and the Test Administrator annually.

IMPORTANT: For *WIDA Screener Online* - If a Test Administrator has already completed the *ACCESS for ELLs 2.0* Paper Speaking Scoring modules and passed the quiz, then the Test Administrator is certified and completion of the WIDA Screener Speaking test is not required.

Test Security

All test materials for *WIDA Screener for Kindergarten* and *WIDA Screener Online* are considered secure test materials. Therefore, it is important to take the appropriate measures to maintain confidentiality and security at all times. All users of the WIDA website will be prompted to read and sign a Non-Disclosure Agreement upon their **first** log-in. Use of WIDAAMS and the COS test engine are also subject to the terms of use outlined in WIDA AMS. Users will also be prompted to agree to the test security policy upon **first** log-in.

All used/unused test materials, including Writing Test Booklets, Student Response Booklets, Test Administrator's Scripts, picture cards, test tickets, and Writing Prompts must be kept under lock and key. Test Administrators should have a secure (lock and key) closet or cabinet that has been identified for the storage of these materials for each school in which they will be administering *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*.

In order to maintain test security, Test Administrators must ensure that:

- Online test content does not remain open or unattended on screens before or after testing.
- Any printed test materials are treated as secure materials and should never be left unattended before or after testing.
- No specific information about the content of the test is shared with students or their families prior to or after testing.
- All personal login information is secure and test tickets, scratch paper, and rosters are shredded immediately after scoring is complete.
- All secure materials are kept under lock and key.

Assigning Educator Scoring Permission and Verification of Speaking and Writing Credentials for *WIDA Screener Online*

The Speaking and Writing domains of *WIDA Screener Online* are locally scored by Test Administrators in WIDA AMS. Access to the WIDA AMS scoring functionality is controlled using the permission “Educator Scoring”. This permission is automatically given to all users with District level permission. Those with District Level permission can assign the “Educator Scoring” permission to educators who will administer and score *WIDA Screener Online*.

1. Log on to www.wida-ams.us
2. On the home page select:
 - a. All Applications
 - b. User Management
 - c. User Administration page appears
 - d. Select Screener-Alabama under Administration
 - e. Type the first and last name
 - f. Select Find User (blue tab)
 - g. Select the View/Edit icon with the pencil and paper
 - h. Find the Screener-Alabama line and select View/Edit icon
 - i. Select the permission, Educator Scoring and then the blue arrow pointing to the right. The permission will move over to Assigned Permissions
 - j. Select the Close tab
 - k. Select the Profile tab next to the Users tab
 - l. Select the icon of the clipboard
 - m. Check the boxes for Speaking and Writing (only if you have verified certificates!)

Test Administration for *WIDA Screener for Kindergarten*

WIDA Screener for Kindergarten is a pencil and paper individually administered test that helps educators identify potential EL students. It should be administered to students in Pre-K 4 who are in the process of registering for kindergarten enrollment through first semester of first grade.

Test materials can be purchased from the WIDA Store for a reasonable price or printed locally in black and white or in color from the wida.wisc.edu website in the secure portal. It is also permissible to laminate the reusable test materials. Consumable test materials that will need to be printed are the Score Sheets and the Response Booklet for Writing (if applicable). These should be printed out ahead of time and stored under lock and key until ready for use.

Scoring for the *WIDA Screener for Kindergarten* is done by the Test Administrator by using the Score Calculator located in the training course at wida.wisc.edu. Score reports can also be printed from the Score Calculator page.

Interpretation of Scores

The proficiency level for students taking *WIDA Screener for Kindergarten* is 4.5 and above on Listening and Speaking (Oral Language). A student who scores less than 4.5 should be considered for English language support services.

NOTE: Students taking *WIDA Screener for Kindergarten* will only take the Listening and Speaking domains (Oral Language).

Test Administration for *WIDA Screener Online*

WIDA Screener Online is administered in the same way as *ACCESS for ELLs*. Test Administrators must have login credentials for www.wida-ams.us and the Educator Scoring permission in order to score the Speaking and Writing tests. The COS secure browser must be installed on all devices in order to begin testing students. Information on COS can be found in the Download Library under Technology Coordinator COS-SD located at: wida.wisc.edu.

Scripted instructions for administering *WIDA Screener Online* to students in Grades 1-12 are found in the Test Administrator's Script located within the online training module and can be downloaded (login credentials are required). Additionally, Test Administrators may download and print materials ahead of time. Performance on the Listening and Reading tests determine the Speaking and Writing tiers. The Speaking tier will be automatically selected within the computer for all students. The Writing tier will display on the screen for students in Grades 1-3. These students must respond in a Writing Test Booklet. The Writing tier will be automatically selected for students in Grades 4-12. These students will respond using the keyboard. Test Administrators will need to have the appropriate Writing Test Booklets ready **OR** the test can be paused and the materials can be printed by logging in to wida.wisc.edu and selecting the Materials and Resources tab at the top of the page under the training modules. It is best to have all materials printed and ready ahead of testing.

Additional Details:

- Students in all grades will use a desktop, laptop, or tablet to complete the Listening, Reading, and Speaking tests.
- Students in Grades 1-3 will complete the Writing test in a paper booklet. For this domain/grades only, the test must be administered separately by grade cluster and tier (Grade 1, Tier A, Grade 1 Tier B/C, Grade 2-3 Tier A, Grade 2-3 Tier B/C).
- Students in Grades 4-12 will complete the Writing test online *
- Students in Grades 4-12 may take the entire test in a group setting, keeping in mind that students may benefit from being tested individually or in smaller groups.

*If a student expresses concern or anxiety with the keyboard, the Test Administrator may give the student a piece of paper with the student's name, SSID number, and grade written at the top. The Test Administrator must type on the computer "**student wrote on paper**" in the box on the screen in order to move through the test and exit.

Determining the Appropriate Grade-Level Cluster

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | |
|--------------------|--------------|---|-----------------|---|-----------------|---|-----------------|---|---|----|------------------|----|---|---|---|---|---|---|
| Semester | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| Grade-Cluster Form | Grade 1 Test | | Grades 2-3 Test | | Grades 4-5 Test | | Grades 6-8 Test | | | | Grades 9-12 Test | | | | | | | |

WIDA recommends the **option** of administering a lower grade cluster for students in their first semester of their first year. This recommendation is based on the knowledge that students just entering a new grade level have not yet been exposed to the language proficiency standards and content topics.

Students in the first semester of first grade will take the *WIDA Screener for Kindergarten*.

Launching the Test

Information on technological requirements for devices used to administer the test can be found in the *Supported System Requirements for ACCESS for ELLs and Screener* document located in the Download Library at wida.wisc.edu.

Pausing the Test

Students are expected to complete the test in one sitting. While pausing the test is not recommended, there are rare situations when it may be appropriate to pause the administration and allow the student to pick up at a later time. If a test is paused, you will be able to resume it within 30 minutes. The student will be taken directly to the screen they were on when the test was paused. If the test is paused for more than 30 minutes, the test engine automatically exits the student's test. The student must log back in using the information on the test ticket.

End Incomplete Test

If it is determined that the student is unable to progress through the test, the Test Administrator must manually select the "End Incomplete Test" icon:

- All Applications
- Test Management
- Manage Test Sessions
- Edit/Print Ticket Status
- Action Column
- Green Button

This should result in the student receiving a score of “1” which will allow for a composite score. If the student was unable to complete the Writing domain, the Test Administrator will type “No Response” in the response area for each of the remaining tasks and then proceed to “End Incomplete Test”.

All Test Administrators have been granted the “End Incomplete Test” permission.

For specific instructions on how to administer each domain of the test, see pages 30 – 44 of the *WIDA Screener Online Test Administration Manual*.

Scoring

The Speaking and Writing tests are scored by the Test Administrators in the WIDA-AMS portal. Most Speaking and Writing responses are available for scoring within two hours of the student completing the test. In most cases, though, it should be less than an hour. Test Administrators may score on any laptop or computer.

See pages 52 – 64 of the *WIDA Screener Online Test Administration Manual* for additional information.

Interpretation of Scores

The proficiency level for students taking the *WIDA Screener Online* is an overall composite score of 5.0. Any student who scores below a 5.0 should be considered for English language support services.

Qualifying Scores for Potential English Learners

WIDA Screener for Kindergarten and WIDA Screener Online

Alabama uses the *WIDA Screener for Kindergarten* for students in Pre-K 4 (students who are enrolling during the kindergarten registration process) through first semester of Grade 1 and *WIDA Screener Online* for students in second semester of Grade 1 through Grade 12.

| WIDA SCREENER FOR KINDERGARTEN | | | |
|--|---|---|---|
| GRADE | REQUIRED DOMAINS | QUALIFIES STUDENT AS AN ENGLISH LEARNER | DOES NOT QUALIFY STUDENT AS AN ENGLISH LEARNER |
| Pre-K 4 kindergarten registration period through 1 ST semester of Grade 1 | Speaking Listening | Less than 4.5 Oral Language Score | 4.5 and above Oral Language Score |
| WIDA SCREENER ONLINE | | | |
| 2 ND semester of Grade 1 through Grade 12 | Speaking Listening Reading Writing | Less than 5.0 Overall Composite Score | 5.0 or above Overall Composite Score |

TEST SECURITY TRAINING

TEST SECURITY TRAINING

Test Security Training is required prior to administering the *WIDA Screener for Kindergarten* or *WIDA Screener Online*. Educators must be trained on the following:

- *Test Security Policy* (sign)
- *Digital Device Policy for ACAP Testing*(sign)
- *ACAP Educator Code of Ethics in Test Administration Form* (sign)
- *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site* (sign)
- *Ethics in Test Administration*
- *Test Administrator Oath for WIDA Screener Kindergarten or WIDA Screener Online* (sign)
- *Test Administrator Responsibilities for WIDA Screener Kindergarten and WIDA Screener Online*

The STC (in some cases the EL Coordinator) is responsible for ensuring that training has been provided to anyone who will administer either of the screeners. In addition, the STC or the EL Coordinator must verify that annual training has been completed and the appropriate courses have been passed with an 80% or above. Documentation of annual training must be indicated on the *WIDA Annual Training Verification Form* located in the back of this handbook.

Note: Annual training on the WIDA courses runs from year – year. If an educator completed the training courses in June, retraining would take place in June of the following year.

Each form listed above, that requires a signature, along with the *Training Certification Form*, must be signed, printed, and provided to the STC or, if applicable, the EL Coordinator, to indicate your understanding of each of the forms and that you have participated in training.

Test Administrator Responsibilities for *WIDA Screener for Kindergarten and WIDA Screener Online*

The Test Administrator's responsibilities with respect to the WIDA screeners are as follows:

1. Complete and pass the *WIDA Screener Online* and/or the *WIDA Screener for Kindergarten* training course(s) annually.
2. Participate in training from either the System Test Coordinator or the EL Coordinator **annually** on Test Security which includes the following:
 - *Test Security Policy*
 - *Digital Device Policy for ACAP Testing*
 - *ACAP Educator Code of Ethics in Test Administration Form*
 - *Ethics in Test Administration*
 - *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*
 - *Test Administrator Oath for WIDA Screener Online and/or WIDA Screener for Kindergarten*
3. Be familiar with the Test Administration Manuals for the screener you are responsible for administering.
4. Be familiar with the information pertaining to the WIDA screeners located in the *Student Assessment Resource Guide for English Learners (WIDA Screener Online and WIDA Screener for Kindergarten Handbook)*.
5. Determine prior to testing exactly where secure materials will be stored. Return any test materials to the secure location and ensure they are kept under lock and key.
6. Ensure the testing device that will be used for *WIDA Screener Online* is set up with the COS interface.
7. Be prepared with the correct test materials required for each screener.
8. Confirm with the System Test Coordinator or EL Coordinator that scoring permissions have been assigned to you and your credentials have been verified in WIDA AMS. If not, you will not be able to score the *WIDA Screener Online* Writing and Speaking tests.
9. Select a space that is free from noise and distractions to administer the test.
10. Adhere to the *Digital Device Policy for ACAP Testing* for both students and Test Administrators.

Ethics in Test Administration

The expected professional practices of educators who administer state assessments, which ensure proper assessment and academic integrity, are defined within this section. The *Alabama Educator Code of Ethics* outlines both ethical and unethical practices and illustrates professionally responsible behavior expected of all Alabama educators.

Alabama Educator Code of Ethics

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The *Alabama Educator Code of Ethics* defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

ETHICAL CONDUCT includes, but is not limited to, the following:

- Keeping in confidence, information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

UNETHICAL CONDUCT includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing, or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Ethical and Unethical Test Administration Practices

The following information is provided to illustrate professionally responsible and ethical practices, as outlined in the *Alabama Educator Code of Ethics, Code of Ethics Standards, Standard 8* in education assessment, for use by **all individuals** engaged in the administration, interpretation, and use of state standardized assessments and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, Alabama State Department of Education (ALSDE) staff, and education research and policy professionals. The list below is intended to put the focus on actions that may lead to a major irregularity, resulting in the invalidation of test scores and possible disciplinary action.

ETHICAL BEHAVIOR IN PREPARATION AND ADMINISTRATION OF ASSESSMENTS

1. Preparing students for the assessment of their achievement of standards by aligning curriculum and instruction to state content standards.
2. Making changes in instruction that enhance student skills, learning, and achievement.
3. Using released items or training items for professional development purposes.
4. Using released items or training items to familiarize students with the different formats of items on the assessment and how to indicate responses.
5. Increasing student motivation as a means to encourage students to do their best on the assessment through appeals to students, parents, and teachers and by encouraging students to show their best work.
6. Familiarizing students with test-taking strategies.
7. Reporting violations, if they occur, of the prescribed assessment administration conditions to appropriate persons in the school, district, and ALSDE.

UNETHICAL BEHAVIOR IN PREPARATION AND ADMINISTRATION OF ASSESSMENTS

1. Developing curriculum based on the specific items of any state assessment or preparing instructional objectives based on specific state assessment test items and teaching accordingly, rather than developing objectives on the state standards.
2. Presenting or sharing an actual test instrument or items(s), including writing prompts, in a public forum, with parents, students, other educators, or with the media. This includes discussion of test items on current or past assessments with other individuals in or outside of the school.
3. Making a copy of the state assessment or teaching the items on the test for a particular assessment.
4. Copying test items, reading passages, or writing prompts from the state assessment, including copying student responses from the assessment, for any purpose including, but not limited to, their use in instructional planning, classroom instruction, or assessment.
 - **NOTE:** Copying includes any means of duplicating an item. This may include memorization, text messaging, emailing, scanning, taking photos, etc.
5. Deviating from the prescribed administration procedures specified in the Test Administration Manuals in order to increase student performance.

6. Leaving visible “word walls” posters, multiplication tables, charts, graphs, or any other aids that could artificially inflate student scores or that are expressly forbidden in Test Administration Manuals or in ALSDE training.
7. Scribing the “essence” of a student’s response rather than following the Scribe Guidance that requires the scribing of the student’s exact response, including grammatical errors and incorrect responses, when scribing is used as an accommodation.
8. Telling students the correct response or allowing them to discuss answers among themselves.
9. Linger over a student’s computer screen or test document for test items.
10. Cueing, gesturing, hinting, encouraging, asking, or using vocal inflection for students to reconsider responses to any items they have already answered.
11. Allowing the use of notes or other materials which give students an opportunity to engage in practices that may provide them with an unfair advantage.
12. Changing responses students have already recorded either on paper tests or in the testing platform on the computer.
13. Purposefully excluding students from a state assessment.
14. **Not providing** students with allowable accessibility supports and/or accommodations that are documented in their IEP/Section 504 Plan/I-ELP.
15. **Providing** students with accessibility supports and/or accommodations that are not documented in their IEP/Section 504 Plan/I-ELP.
16. Providing students with accessibility supports and/or accommodations that are not allowable supports according to the *Accessibility and Accommodations Tables* located in the *Accessibility Supports and Accommodations Policy Manual* (ASAP Manual).
17. Discussing test items or student responses with other staff members, students, or parents after the administration of the assessment.
18. Possession of any device capable of capturing and relaying information during test administration.
19. Blatant disregard of Test Security training and procedures, including non-adherence to the following Test Security documents used in training:
 1. *Test Security Policy*
 2. *Digital Device Policy for ACAP Testing*
 3. *Ethics in Test Administration*
 4. *ACAP Educator Code of Ethics in Test Administration Form*
 5. *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site.*
 6. Signed Oaths for each role in test administration
20. Participating in the administration of an assessment for which Test Administration Training and Test Security Training have not been provided.

A breach of any of the Test Security forms listed above, or participation in any of the above listed **unethical practices**, may result in the invalidation of test scores for students and/or the invalidation of test results for the school or district, as well as ALSDE disciplinary action, for those who willingly violate Test Security measures. Anyone involved in the administration of a state assessment must be trained on the Test Security documents listed above and must sign each form as an assurance of understanding and an agreement to fully comply.



ACAP Educator Code of Ethics in Test Administration Form

My signature below indicates:

- I have been trained on *Ethics in Test Administration*, including the *Alabama Educator Code of Ethics, Code of Ethics Standard 8* and the *Ethical and Unethical Test Administration Practices*.
- I understand that failure to follow and adhere to these ethical practices as outlined in the *Alabama Educator Code of Ethics, Code of Ethics Standard 8* and the *Ethical and Unethical Test Administration Practices* may result in possible disciplinary action. ***Disciplinary action shall be defined as the issuance of a reprimand or warning or the suspension, revocation, or denial of certificates. "Certificates" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education (Alabama Educator Code of Ethics).***

Printed Name of Person Involved in Testing

Signature of Person Involved in Testing

Date of Training



Alabama State Department of Education Digital Device Policy for ACAP Testing

Each local education agency (LEA) shall have in place a digital device collection plan for each school for both school personnel and students who participate in the Alabama Comprehensive Assessment Program (ACAP). This collection shall take place prior to school personnel or students entering the testing room.

For purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. Exceptions to this policy include any digital device that is medically necessary for the health and/or well-being of school personnel or students. All exceptions must be pre-approved by the ALSDE's Office of Assessment.

LEAs shall make all school personnel participating in the ACAP, students, parents, and/or guardians aware of this prohibition through inclusion of this policy in the employee handbook, the Student Code of Conduct Handbook, and may also publicize this policy through other normally accepted methods.

LEA Personnel

LEA personnel shall not possess or use any digital device when they are administering or proctoring an ACAP test. This prohibition does not apply to school personnel who are hall monitors during the test. The possession or use of a digital device by school personnel participating in the ACAP is strictly prohibited during the administration of the test, unless pre-approved by the ALSDE. If school personnel are observed in possession of a digital device during the administration of an ACAP test the device may be confiscated. If school personnel are observed using a digital device during the administration of an ACAP test (or if there is reasonable suspicion that the device was used during the test), the device may be confiscated and searched for any information related to the ACAP. Additionally, the personnel shall be dismissed from testing, and the tests may be invalidated in accordance with ACAP policy. Violation(s) may result in disciplinary action by the LEA and by the Alabama State Department of Education, up to and including possible employment termination and certification revocation.

Student Policy

Students shall not possess or use any digital device when they are participating in ACAP testing. The possession or use of a digital device by a student participating in the ACAP is strictly prohibited during the administration of the test, unless pre-approved by the ALSDE. If a student is observed in possession of a digital device during the administration of an ACAP test, the device may be confiscated. If a student is observed using a digital device during the administration of an ACAP test (or if there is reasonable suspicion that the device was used during the test), testing for the student shall cease, the device may be confiscated and searched for any information related to the ACAP. Additionally, the student shall be dismissed from testing, and the student's test shall be invalidated in accordance with ACAP policy. Violation(s) may result in disciplinary action by the LEA in accordance with the LEA's disciplinary policy.

By signing I am affirming that I understand, accept, and will comply with this policy.

Name (Typed or Printed)

Signature

District

School

Position/Title

Date

TEST SECURITY POLICY

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the *Alabama State Board of Education, State Department of Education, Administrative Code (290-040-020-.04)*, the *Integrity Handbook*, and the test administrator manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.
2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.
3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
4. To alter student responses on answer documents.
5. To alter the test procedures stated in the test administrator's manuals.
6. To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.
7. To have in one's personal possession secure test materials except during specified testing dates.
8. To allow students to view or practice secure test items before or after the scheduled testing times.
9. To make or have in one's possession answer keys for secure tests.
10. To leave secure test materials in non-secure locations and/or unattended by professional staff.
11. To fail to report a test security violation.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

Printed Name: _____ Signature: _____

Position: _____ District: _____

School: _____ Date: _____

A signature certifies that the educator has read the *Test Security Policy* and agrees to abide by each of the security procedures.

Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Alabama State Department of Education (ALSDE) provides districts and schools with assessment results that include student Personally Identifiable Information (PII), which is protected by Federal FERPA law, using online delivery systems both internal and external through its assessment vendors. In addition, through these vendors, ALSDE provides opportunities for District and School educators to enter and view protected PII and testing accommodations data via online test management portals and printed secure test materials. These systems are password protected and require unique user IDs and assigned passwords for access. These systems are not for public use, and no student information from them may be disclosed to anyone other than a State, District, or school **official** as defined by FERPA.

As defined in the law, an **official** is a person employed by the state, district, or school, such as an administrator, supervisor, System Test Coordinator, Building Test Coordinator, or Principal. It is a requirement that this person be a full-time employee and have a legitimate educational interest. This person is determined to have a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know.

School officials who are granted access to the data systems referred to above must abide by FERPA law. Disclosure of usernames and/or passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action. In addition, it is prohibited to share, either verbally or in writing, any assessment results or testing accommodations information in a manner that could link the information to a student's PII. Improper disclosure of this information to any unauthorized person is prohibited under Federal law and could subject you to criminal and civil penalties imposed by law. For more information on FERPA, see the U.S. Department of Education's webpage at <http://www.ed.gov/offices/OM/fpco/ferpa/>.

Therefore, ALSDE requires all District and School officials involved in state student assessments and/or accessing student assessment data to certify and affirm that they will faithfully and fully comply with all FERPA requirements concerning student PII and the security of student assessment data.

I hereby certify that I will maintain the confidentiality and security of student PII and student assessment data, and I will not share usernames or passwords with unauthorized individuals. I further certify that I will handle all confidential information with discretion, safeguarding it when in use, and not disclosing or discussing it with any unauthorized person.

If I leave the position that allowed me access to confidential and protected information, I will neither access nor disclose any data previously accessed by virtue of my former employment. I acknowledge that to do so would be in violation of federal law and ALSDE directives and would subject me to disciplinary action and/or criminal liability.

_____ District Name

_____ School Name (if applicable)

_____ District/School Official Printed Name

_____ District/School Official Signature

_____ Date



Test Administrator Oath for *WIDA Screener Online and/or WIDA Screener for Kindergarten*

Test Administrator Name: _____

Purpose: To affirm the Test Administrator named above has been provided Test Security training and Test Administration training (*WIDA Screener for Kindergarten and WIDA Screener Online Handbook*) for the screener for which he/she will administer and will fully comply with all requirements governing the Alabama Comprehensive Assessment Program.

Instructions: Carefully read the certification statements below. **Initial each statement** to indicate your agreement and sign in the designated space.

I do hereby certify and affirm that I will fully comply with all requirements, policies, and procedures for which I have been trained and I testify to the following statements:

_____ I have received training on the *Test Administrator's Responsibilities for WIDA Screener Kindergarten and WIDA Screener Online*.

_____ I have received training on Test Security and have signed the required forms:

- *Test Security Policy*
- *Digital Device Policy for ACAP Testing*
- *Ethics in Test Administration*
- *ACAP Educator Code of Ethics in Test Administration Form*
- *Security and Confidentiality Statement for the Administering and Reporting of Student Data on the Web Site*

_____ I have completed and passed the training courses on the WIDA website (annual retraining is a state requirement) and signed the *Annual Verification of Training Form*.

_____ I understand that the WIDA screeners are secure tests and test materials must be kept under lock and key when not in use.

_____ I agree to abide by the *Digital Device Policy for ACAP Testing*.

_____ I agree to adhere to and follow the policies and procedures for which I have been trained.

My signature indicates my understanding of the training I have received and that I will faithfully and fully comply with all requirements concerning test administration, test security, confidentiality, and test administration.

Test Administrator Signature

Date

I certify the training requirements have been fulfilled for the *WIDA Screener for Kindergarten and/or WIDA Screener Online*.

System Test Coordinator or EL Coordinator Signature

Date



Annual Training Verification Form

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:

1. ACCESS FOR ELLS ONLINE AND PAPER*
2. ALTERNATE ACCESS FOR ELLS
3. KINDERGARTEN ACCESS FOR ELLS
4. WIDA SCREENER ONLINE
5. WIDA SCREENER PAPER*
6. WIDA SCREENER FOR KINDERGARTEN

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: **YES**

TEST ADMINISTRATOR PRINTED NAME

TEST ADMINISTRATOR SIGNATURE

| QUIZZES COMPLETED | COMPLETION DATE |
|---|-----------------|
| <input type="radio"/> ACCESS KINDERGARTEN QUIZ | |
| <input type="radio"/> ACCESS & SCREENER SPEAKING QUIZ (GRADES 1-5) | |
| <input type="radio"/> ACCESS & SCREENER SPEAKING QUIZ (GRADES 6-12) | |
| <input type="radio"/> ALTERNATE ACCESS FOR ELLS QUIZ | |
| <input type="radio"/> ACCESS PAPER ADMINISTRATION QUIZ* (GRADES 1-12) | |
| <input type="radio"/> ACCESS ONLINE ADMINISTRATION QUIZ (GRADES 1-12) | |
| <input type="radio"/> SCREENER WRITING QUIZ (GRADES 1-5) | |
| <input type="radio"/> SCREENER WRITING QUIZ (GRADES 6-12) | |
| <input type="radio"/> WIDA SCREENER FOR KINDERGARTEN: ORAL LANGUAGE | |
| <input type="radio"/> WIDA SCREENER FOR KINDERGARTEN: LITERACY | |

VERIFIED BY SYSTEM TEST COORDINATOR OR EL COORDINATOR ON (DATE): _____

SYSTEM TEST COORDINATOR / EL COORDINATOR SIGNATURE

*ALSDE approval is required for ACCESS for ELLs paper and WIDA Screener Paper. Training should not be completed unless approval has been granted.

System Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training.

USE THIS FORM FOR TRAINING THAT WAS COMPLETED PRIOR TO SEPTEMBER 1, 2021.



Annual Training Verification Form

ANNUAL RECERTIFICATION IS REQUIRED FOR THE FOLLOWING TESTS:

1. ACCESS FOR ELLS ONLINE AND PAPER*
2. ALTERNATE ACCESS FOR ELLS
3. KINDERGARTEN ACCESS FOR ELLS
4. WIDA SCREENER ONLINE
5. WIDA SCREENER PAPER*
6. WIDA SCREENER FOR KINDERGARTEN

I HAVE COMPLETED AND PASSED ANNUAL ONLINE TRAINING FOR THE TEST FOR WHICH I AM RESPONSIBLE FOR ADMINISTERING: YES

TEST ADMINISTRATOR PRINTED NAME

TEST ADMINISTRATOR SIGNATURE

| COURSES COMPLETED | COMPLETION DATE |
|--|-----------------|
| <input type="radio"/> KINDERGARTEN ACCESS FOR ELLS: ADMINISTRATION AND SCORING | |
| <input type="radio"/> ALTERNATE ACCESS FOR ELLS: ADMINISTRATION AND SCORING | |
| <input type="radio"/> PAPER ACCESS FOR ELLS: ADMINISTRATION | |
| <input type="radio"/> ONLINE ACCESS FOR ELLS: ADMINISTRATION | |
| <input type="radio"/> SPEAKING FOR GRADES 1-5: SCORING PAPER ACCESS AND WIDA | |
| <input type="radio"/> SPEAKING FOR GRADES 6-12: SCORING WIDA SCREENER | |
| <input type="radio"/> WRITING FOR GRADES 1-5: SCORING WIDA SCREENER | |
| <input type="radio"/> WRITING FOR GRADES 6-12: SCORING WIDA SCREENER | |
| <input type="radio"/> WIDA SCREENER ONLINE: ADMINISTRATION | |
| <input type="radio"/> WIDA SCREENER PAPER: ADMINISTRATION | |
| <input type="radio"/> WIDA SCREENER FOR KINDERGARTEN: ADMINISTRATION AND SCORING | |

VERIFIED BY SYSTEM TEST COORDINATOR OR EL COORDINATOR ON (DATE): _____

SYSTEM TEST COORDINATOR / EL COORDINATOR SIGNATURE

*ALSDE approval is required for ACCESS for ELLs paper and WIDA Screener Paper. Training should not be completed unless approval has been granted.

System Test Coordinators and/or EL Coordinators will keep a copy of this form on file as documentation of training.

USE THIS FORM FOR TRAINING THAT WAS COMPLETED AFTER SEPTEMBER 1, 2021.



Training Certification Form

For Participation on *WIDA Screener for Kindergarten* and/or *WIDA Screener Online*

My signature confirms that I participated in training on the *WIDA Screener for Kindergarten* and *WIDA Screener Online Handbook* conducted by the Alabama State Department of Education.

Training included the following:

1. Test Administration Overview for *WIDA Screener for Kindergarten* and *WIDA Screener Online*
2. Responsibilities
3. Test Security Training

I understand that if I have not already done so, I must also complete and pass the online training courses annually, at wida.wisc.edu, for the screener for which I am responsible before I can perform the duties of a Test Administrator.

Printed Name

Signature

Date of Training

The following signed documents, along with this form, must be printed and provided to either the System Test Coordinator or the EL Coordinator as documentation of participation:

- ★ *Test Security Policy*
- ★ *Digital Device Policy for ACAP Testing*
- ★ *Ethics in Test Administration*
- ★ *ACAP Educator Code of Ethics in Test Administration Form*
- ★ *Security and Confidentiality Statement for Administering and Reporting of Student Data on the Web Site*
- ★ *Signed Oath*
- ★ *Annual Training Verification Form*

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