



# Colorado Assessment Resources

## ACCESS for ELLs

ACCESS for ELLs 1–12  
Kindergarten ACCESS  
Alternate ACCESS

2023–2024

District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), and Test Administrators (TAs) must adhere to the guidance and policy set forth in this Colorado document and Colorado training PPT designed to support the administration of the ACCESS Suite of Assessments in addition to those contained in the ACCESS District and School Administration Manual and Test Administrator Manual (<https://portal.wida.us/get.aspx?id=2056>).

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# Identification and Instructional Programming Support

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## Multilingual Learner (ML)

For support with the identification of students who may be ML and questions about instructional programming, refer to the Office of Culturally and Linguistically Diverse Education (CLDE)'s guidebook [Designing, Delivering, and Evaluating Services for Multilingual Learners](#) and visit their website at: [www.cde.state.co.us/cde\\_english/index.htm](http://www.cde.state.co.us/cde_english/index.htm), contact [Janet Turnmeyer](#) to sign up for the CLDE listserv.

## Dually Identified

For support with Multilingual Learners with Educational Disabilities (Dually Identified Learners), please visit CDE's Exceptional Student Services Multilingual Learner page at: <https://www.cde.state.co.us/cdesped/cld> or contact Hunter Smith at [smith\\_h@cde.state.co.us](mailto:smith_h@cde.state.co.us); to join the Multilingual Learners with Educational Disabilities contact Steven Dyer ([dyer\\_s@cde.state.co.us](mailto:dyer_s@cde.state.co.us)).

## DAC Forms

- [Security Agreement](#)
- [Verification of District Training](#)
- [Post Test Compliance Report](#)
- [Testing Irregularity or Security Breach Report](#)
- [Report Contaminated, Damaged, or Missing Materials](#)

## ACCESS Administration Dates 2023–2024

| Testing Specifics |   | Start Date          | End Date            |
|-------------------|---|---------------------|---------------------|
| Pre-Testing       | CDE training for District Assessment Coordinators (DAC)                                 | September 2023      |                     |
|                   | Initial Paper Materials Order Window ( <b>Through Syncplicity/CDE</b> )                 | Present             | Wed 11/01/23        |
|                   | ACCESS Office Hours for DAC (Wednesdays)  | Wed 10/25/23        | Wed 02/07/23        |
|                   | CDE sends DAC Verification of District Training form                                    | Wed 11/1/23         | Wed 01/10/24        |
|                   | WIDA AMS Test Setup Available for Registrations   | Wed 11/29/23        | Thu 2/15/24         |
|                   | UAR (scribe) submission   | Present             | 12/01/23            |
|                   | Districts Receive Test Materials  | Thu 12/14/23        | Thu 12/14/23        |
| During Testing    | <b>Test Window</b>  | <b>Mon 01/08/24</b> | <b>Fri 02/09/24</b> |
|                   | Additional Test Material Ordering Window in WIDA AMS ( <b>Through Syncplicity/CDE</b> ) | Thu 12/18/23        | Fri 02/02/24        |
|                   | Return Scorable Paper Materials Early Throughout the Window                             | Mon 01/15/24        | Wed 02/14/24        |
| Post-Testing      | <b>Deadline for Shipping Completed Test Materials to DRC</b>                            | <b>Wed 02/14/24</b> | <b>Wed 02/14/24</b> |
|                   | *Reports and Data Files (ACCESS for ELLs and Kindergarten) Available in WIDA AMS        | Mon 04/29/24        | Mon 04/29/24        |
|                   | *Alternate ACCESS Reports and Data Files Available in WIDA AMS                          | Fri 09/13/24        | Fri 09/13/24        |

\*Tentative

## ACCESS Contact Information

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| STATE EDUCATION AGENCY<br>Colorado Department of<br>Education   | WIDA<br>Client Services  | DRC<br>Customer Support  |
|---|--|--|
| <a href="mailto:villalobospaviah@cde.state.co.us">villalobospaviah@cde.state.co.us</a><br><a href="http://www.cde.state.co.us/assessment/index.asp">http://www.cde.state.co.us/assessment/index.asp</a> | 866-276-7735<br><a href="mailto:widahelp@wcer.wisc.edu">widahelp@wcer.wisc.edu</a>             | 855-787-9615<br><a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a> |
| Contact the state assessment office with questions related to state assessment policies, and state delivered assessment trainings.  | Contact WIDA Client Services for questions related to WIDA.wisc.edu accounts and WIDA quizzes. | Contact DRC customer support for questions related to DRC Insight and WIDA AMS.                |

## Information about Online Accounts

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| Type of Account           | Purpose   | Who Has Access                                     | How Login Information is Provided  |
|---------------------------|---|--|--|
| <b>WIDA AMS Account</b>   | Manage users, add students<br>Print tickets, manage groups,<br>etc. | DACs   | Emailed by DRC to DAC  |
|                           | Other permissions as assigned                                       | Varies (assigned by DAC) could be DTC, SAC, and TA | Emailed by DRC after the DAC creates the account   |
| <b>WIDA Secure Portal</b> | Assessment Training   | DACs, EL Coordinators, SACs, and TAs               | Created for TAs and SACs by DAC; DAC accounts created by WIDA or CDE.<br><a href="https://wida.wisc.edu/">https://wida.wisc.edu/</a> |
|                           | Self-Paced Professional Learning                                    | All Colorado K–12 public school educators          | Created by WIDA or DAC<br><a href="https://wida.wisc.edu/">https://wida.wisc.edu/</a>  |

## Participation

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

The student's educational team (ML, and IEP or 504 as applicable), which must include the family determines whether the student will take ACCESS for ELLs or Kindergarten ACCESS for ELLs 1–12 with or without accommodations or, for a student with the most significant cognitive disability, meets the participation requirements for the alternate assessment. According to federal requirements, there must be evidence of alignment between a student's educational plan, instruction, and the accommodations provided on any of the state assessments, as well as any determinations for students to participate in Alternate ACCESS. Three participation options exist:

1. The student participates in ACCESS for ELLs 1–12 or Kindergarten ACCESS without an accommodation.
2. The student participates in ACCESS for ELLs 1–12 or Kindergarten ACCESS with an accommodation.
3. The student participates in Alternate ACCESS (for students with the most significant cognitive disabilities).

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

## Test Forms

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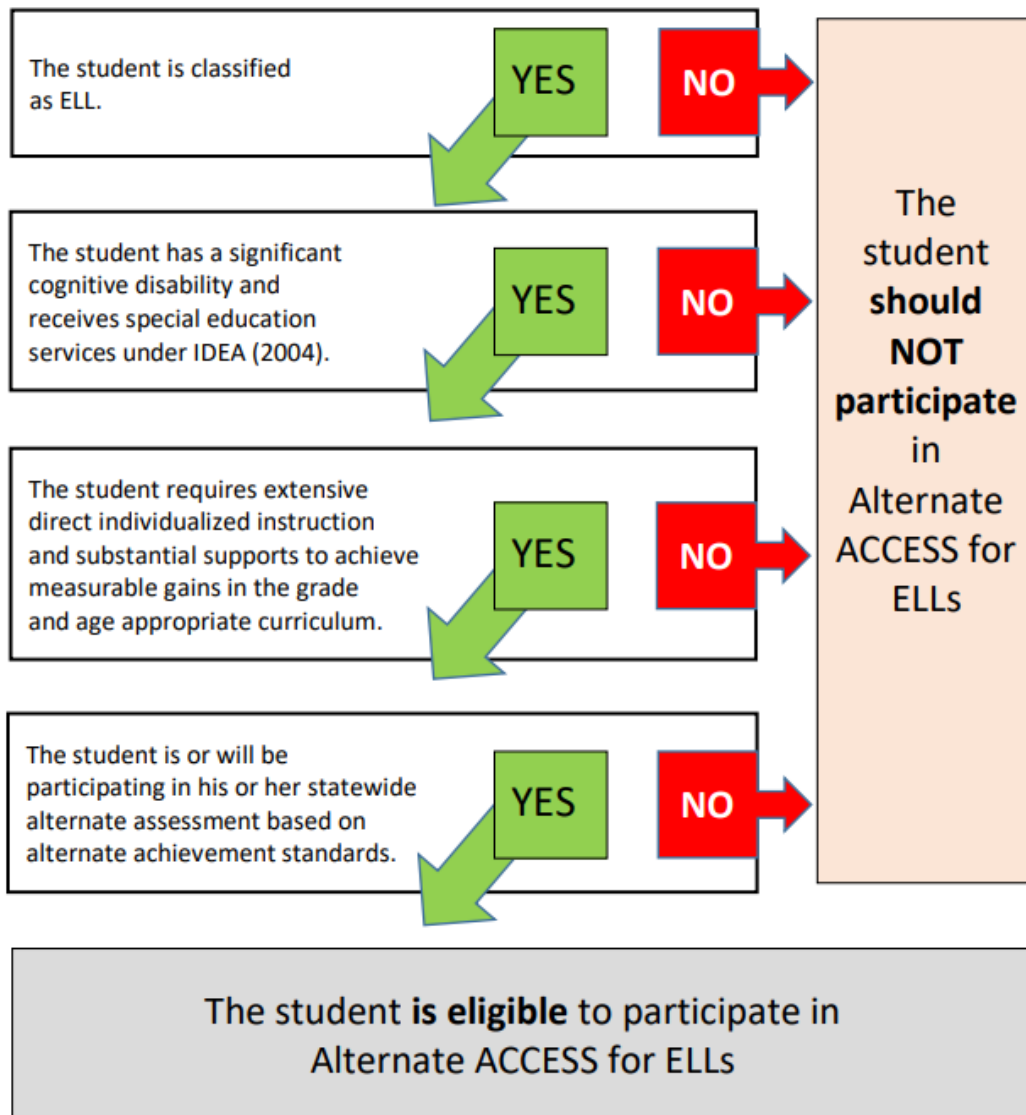
- ACCESS for ELLs grades 1–12 (computer-based)
- ACCESS for ELLs grades 1–12 (paper-based, only as documented in the IEP or 504 plan<sup>1</sup>)
- Kindergarten ACCESS (paper-based)
- Alternate ACCESS grades K–12, for students with IEPs written to the Extended Evidence Outcomes who meet the qualification criteria as outlined in the Alternate Assessment Worksheet. (paper-based)

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<sup>1</sup> Beginning in the 2023–2024 school year paper testing in grades 1–12 is only be available for students who need paper testing as an accommodation as documented in their IEP/504 Plan.

# Alternate ACCESS Decision Tree

## Alternate ACCESS for ELLs Participation Criteria Decision Tree



Check with your state education agency for your state's specific participation criteria for Alternate ACCESS for ELLs.

Alternate ACCESS for ELLs is a trademark of the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium.

# Accommodations

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Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need. Consistent with the procedures under the Individuals with Disabilities Education Act (IDEA)<sup>2</sup> decisions regarding how to assess students with disabilities are being made by each student’s IEP team and are documented in the student’s IEP or 504 plan<sup>3</sup>.

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

Accommodations on English language proficiency assessments are **only** for students who have an **IEP or 504 Plan**. If students without an IEP or 504 use an accommodation(s) their test will be invalidated.

Accommodations for Online ACCESS that must be marked before testing begins are Manual Control of Item Audio, Repeat Item Audio, and Extended Speaking Response Time.

Use the “Preparing Students for ACCESS for ELLs Online” document to activate practice tests with accommodations (<https://wida.wisc.edu/sites/default/files/resource/Preparing-Students-ACCESS-ELLs-Online.pdf>).

All other accommodations can be marked before or after administration.

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

- Deaf or Hard of Hearing (DHH)
  - Colorado allows presentation and response of the Listening and Speaking in Pidgin Signed English (PSE), Signing Exact English (SEE), or Conceptually Accurate Signed English (CASE) to DHH students as deemed appropriate by their IEP team. **This accommodation requires paper testing.**
- Unique Accommodation Requests
  - Colorado requires a UAR for the use of Scribe on the Writing domain of ACCESS for ELLs 1-12. (Speech-to-text is considered a UAR Scribe for ACCESS for ELLs.) The UAR for the writing domain may be available for a very limited number of students on an IEP or 504 with a neurological or physical disability which limits or prevents the student from accessing the writing domain. ACCESS for ELLs [UARs](#) are due via Syncplicity with email notification to Arti Sachdeva by December 1, 2023.
  - Colorado does not require a UAR for the use of Scribe on the Writing domain for the Alternate ACCESS assessment.

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

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



## How are students enrolled for testing?

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The data file for ACCESS testers is pulled by the CDE Assessment Division from the initial Student October snapshot in the Student Interchange and loaded into WIDA AMS on behalf of the district (pull is scheduled for close of business **11/03/2023**).

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

## Ordering Test Materials

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- Materials ordered through the state submitted Pre-ID file
  - Online
  - Kindergarten
  - Alternate ACCESS (Alternate Assessment Participation must be marked in Student Interchange)



Grades 1–12 paper assessments require IEP/504 documentation.

**District must submit their paper material order for grades 1-12 to CDE via Syncplicity by November 1, 2023.**

## Annual Training Requirements

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### [State Assessment Training Requirements 2023–2024](#)

All district and school personnel involved in the administration of Colorado’s state assessments must be familiar with test security protocols and as aligned with their responsibilities. Training is required on an annual basis for all district and school personnel involved in any aspect of Colorado’s state assessments.

Thorough training is one of the best ways districts can ensure successful assessment administrations and prevent misadministrations from occurring. DACs must meet with School Assessment Coordinators (SACs) to ensure a training plan is in place for training Test Administrators, Technology Coordinators, and any other district or school staff managing secure materials.

Districts are required to collect signed documentation ([Security Agreement](#)) from all personnel who completed training, that they understand the policies and procedures set forth by the State of Colorado and the district.

District-developed trainings must be based on the live training, webinars, and PowerPoint slides provided by CDE and/or the assessment vendor (WIDA). Additional information should be included in trainings to provide district-specific policy information. CDE recommends that training is provided in a format that allows participants to ask questions and receive immediate feedback.

## What are the training requirements for ACCESS Test Administrators?

Test Administrators must:

- Be trained annually.
- Complete the requirements of the district's or school's annual ACCESS training.
- Participate in WIDA's ACCESS online training modules and pass the applicable quiz (quizzes).
  - The following Training Modules are new
    - Online ACCESS for ELLs: Administration
    - Paper ACCESS for ELLs: Administration
    - Alternate ACCESS for ELLs: Administration and Scoring
- Read instructions in the Test Administrator Manual and familiarize themselves with test administration procedures before administering the test to students.
- Be trained on specific accommodations if administering assessments in which students are provided accommodations.
- Submit to their SAC a signed [Security Agreement](#)
- Districts need to submit to CDE, via Syncplicity, a list of test administrators who are administering/scoring the Speaking domain on paper so that CDE can verify their training.

Note:

- Student teachers may not serve as Test Administrators who oversee administering ACCESS assessments. However, they may serve as proctors who assist the Test Administrators.
- Districts need to submit to CDE, via Syncplicity, a list of test administrators who are administering/scoring the Speaking domain on paper so that CDE can verify their training.

## Who can administer the ACCESS assessments?

- Test Administrators must be employed by the school or district.
- Preferably, Test Administrators are licensed teachers, licensed administrators, and instructional support paraprofessionals, substitute teachers who hold a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists.
- School/district employees may administer the assessments at the grade levels of their own children, but they may not administer the test to their own children, relatives, or household members nor be in the testing environment during testing.
- For Kindergarten ACCESS or Alternate ACCESS, the Test Administrator needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses.
  - TAs for Kindergarten and Alternate ACCESS must use a #2 pencil and completely bubble in the student response.
- Test Administrators administering the Alternate ACCESS must hold a State of Colorado educator license.

# Test Security

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- Read and complete the CDE [Security Agreement](#)
- WIDA’s Non-Disclosure and User Agreement ([NDUA](#)) is agreed upon at first login to [WIDA.wisc.edu](#)
- The WIDA AMS Security and Confidentiality Agreement is agreed upon at first login to [WIDA AMS](#)
  - **Maintaining the security of test materials is everyone’s responsibility!**
    - During your ACCESS test window, test materials must be locked up when not in use, a chain of custody is used, and test administrators need to **actively proctor**. **Test administrators should closely monitor to prevent student use of electronic devices** (cell phones, smartwatches, Bluetooth headsets, etc.) during testing.
- Steps for addressing a testing irregularity or security breach
  - Test Administrator notifies School Assessment Coordinator immediately
  - School Assessment Coordinator notifies District Assessment Coordinator immediately
  - District Assessment Coordinator notifies CDE Assessment Division Immediately
    - District assessment coordinator fills out [testing irregularity/security breach form](#) and submits to CDE via Syncplicity
  - CDE notifies WIDA as appropriate
- Students must do their own work on ACCESS assessments. To help ensure this is the case test administrators need to be **actively proctoring**, do not allow students to have internet-connected devices, such as cell phones, smartwatches, or Bluetooth headsets, in the testing area.
- **Copied or plagiarized responses will result in a student’s domain score being invalidated.**
- Use of the Test Monitoring Application (TMA) in WIDA AMS allows Test Monitors to monitor student testing activity throughout the duration of their test using a secure dashboard.

**It is the DAC’s responsibility to ensure steps are in place to meet the security expectations set forth by the State of Colorado and WIDA. This includes (but is not limited to) the following:**

Provide training that allows School Assessment Coordinators and Test Administrators to be prepared to:

- ✓ Administer the ACCESS tests, including administering tests with accommodations to students with IEPs and 504 plans, as necessary.
- ✓ Maintain the security and standardized administration of the assessment:
  - Use a chain of custody form
    - SACs must retain the chain of custody form in the school’s assessment files for three years
  - Do not leave materials unattended (includes test tickets, used scratch paper, etc.)
  - Keep testing materials in a secure area when not in use
  - Prepare a quiet secure testing environment
    - Post do not disturb signs
    - Limit timers, bells, announcements, etc.
    - Testing seating chart

- Keep cell phones, smartwatches, and other like devices out of the testing area<sup>4,5</sup>
- Prohibit visitors in the testing environment
- Ensure that students are not provided access to test questions before testing, provided any coaching or assistance from test administrators or other students, and do not engage in any form of cheating
- Actively proctor
- Do not view, discuss, or reveal the contents of the test or student responses
- Do not duplicate any portion of the test materials
- Do not retain or discard test materials at the school
  - **Kindergarten, Paper, Online 1–3, and Alternate Scripts are secure and must be returned**
- Account for all secure test materials at the end of the testing window

## Scheduling

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Administering Kindergarten ACCESS for ELLs usually takes about 45 minutes. However, due to the adaptive nature of the test, high proficiency students will likely take longer, and beginning proficiency students might need significantly less time. Breaks during the test administration session (as described in the ACCESS TAM) are appropriate for kindergarten students, and these pauses can increase the time. Adding breaks should extend the testing time to no more than 60 minutes.

Alternate ACCESS is administered in four testing sessions, one for each domain. Each domain test takes about 20 minutes. However, due to the adaptive nature of the test and the unique abilities and behaviors of your students, actual test times can vary widely.

**Untimed does not mean unlimited testing time; use time estimates indicated in the *ACCESS for ELLs Test Administrator Manual* to support scheduling. STOP testing when a reasonable amount of time has been spent testing.**

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

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

**ONLINE**

These timing estimates are provided for scheduling and planning purposes. They include time for tasks like seating students, distributing, and collecting test materials, and going over test directions.

Reference the ACCESS for ELLs Test Administrator Manual for grade level timing guidance.

| Domain    | Administration  | Description   | Timing        | Scoring          |
|-----------|---|---|---------------|------------------|
| Listening | Group administration<br><br>No more than 15 students per Test Administrator | Test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.  | 65 minutes    | Centrally scored |
| Reading   |   | Test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.  | 60 minutes    |                  |
| Writing   |   | For students in grades 1–3, test administrator reads a script while students view test items and handwrite responses in paper test booklets.<br><br>For students in grades 4–12, test administrator reads a brief, scripted introduction as students log in to the online test platform, where they view test items. Students either type responses in the online test platform or handwrite responses in Handwriting Response booklet. | 65–90 minutes |                  |
| Speaking  | No more than 5 students   | Test administrator reads a scripted introduction as students log in to the online test platform, where they view test items and record their spoken responses   | 50 minutes    |                  |

**ACTIVE proctoring needs to take place during administration of all domains.**

**PAPER**

These timing estimates are provided for scheduling and planning purposes. They include time for tasks like seating students, distributing, and collecting test materials, and going over test directions.

Reference the ACCESS for ELLs Test Administrator Manual for grade level timing guidance.

| Domain   | Administration  | Description   | Timing  | Scoring   |
|--|---|---|---|---|
| Listening  | Group administration<br><br>No more than 15 students per Test Administrator | The test administrator plays a CD and the students mark responses in a paper test booklet   | 60 minutes  | Centrally scored                                      |
| Reading  |   | Students read passages and mark responses in a paper test booklet.  | 70 minutes  |   |
| Writing  |   | Students handwrite responses in a paper test booklet.   | Grade 1, Tier A: 40 minutes<br><br>Grades 2–12, Tier A: 75 minutes<br><br>Grades 1–12, Tier B/C: 80 minutes |   |
| Speaking   | Individual administration   | The test administrator plays a CD and the student responds verbally. The test administrator marks scores in a paper test booklet. | 45 minutes  | Locally scored by the test administrator <sup>6</sup> |
| <b>ACTIVE proctoring needs to take place during administration of all domains.</b> |   |   |   |   |

<sup>6</sup> Districts need to submit to CDE, via Syncplicity, a list of test administrators who are administering/scoring the Speaking domain on paper so that CDE can verify their training.

| Colorado Average Online<br>ACCESS Testing Time | 2021    | 2022 | 2023 |
|--|---------|------|------|
|  | Minutes |      |      |
| Listening Gr 1                                 | 34      | 32   | 31   |
| Listening Gr 2-3                               | 35      | 35   | 35   |
| Listening Gr 4-5                               | 37      | 36   | 37   |
| Listening Gr 6-8                               | 39      | 39   | 41   |
| Listening Gr 9-12                              | 38      | 37   | 37   |
| Reading Gr 1                                   | 22      | 21   | 22   |
| Reading Gr 2-3                                 | 29      | 27   | 29   |
| Reading Gr 4-5                                 | 36      | 32   | 36   |
| Reading Gr 6-8                                 | 36      | 33   | 38   |
| Reading Gr 9-12                                | 44      | 32   | 39   |
| Speaking Gr 1                                  | 27      | 27   | 30   |
| Speaking Gr 2-3                                | 29      | 30   | 33   |
| Speaking Gr 4-5                                | 31      | 32   | 34   |
| Speaking Gr 6-8                                | 34      | 33   | 37   |
| Speaking Gr 9-12                               | 33      | 30   | 33   |
| Writing Gr 4-5                                 | 32      | 30   | 39   |
| Writing Gr 4-5 HW                              | 40      | 32   | 42   |
| Writing Gr 6-8                                 | 37      | 32   | 37   |
| Writing Gr 6-8 HW                              | *       | *    | *    |
| Writing Gr 9-12                                | 35      | 31   | 35   |
| Writing Gr 9-12 HW                             | *       | 30   | *    |

\*Not enough data

## WIDA AMS Logistics

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- All students in grades K–12 are added to WIDA AMS & are provided a PreID Label
- All students in grades 1–12 are placed into DRC generated sessions
  - It is the district's responsibility to remove students who test via paper to remove these students from test sessions.
- Review roster and labels – only students with a NEP or LEP language proficiency designation participate in ACCESS testing (Reminder students added to WIDA AMS are students in grades K–12 who were reported as having a language proficiency of NEP or LEP in the Student Interchange in October.)

### Students are removed from test sessions if and when

- They are testing via paper (Alternate, large print, braille, other IEP/504 documented reason to test on paper)
- Their language proficiency status was not accurate in the Student Interchange, and they are not NEP or LEP for the 2023–2024 school year (students who were uploaded to WIDA AMS due to Student Interchange data errors need a reason not tested code applied).
- They moved out of the district (students who move need a reason not tested code applied).

## Before Testing

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- Verify that students **with an IEP or 504 have** the appropriate accommodation(s) assigned
- Verify that **ONLY students with an IEP or 504 have** accommodations
- Print test tickets after student testing on paper have been removed from test sessions.
- Paper-based testing and paper materials for computer-based; write the student's first and last name on the front of the booklet.

### Administration

- Distribute the applicable secure materials to the correct test administrators
  - i.e., test booklets, test tickets, scripts, etc.
  - Ensure 1–12 paper testers; and Kindergarten and Alternate test administrators are using #2 pencils


#### Materials Tracking

- Districts and schools can use the **Return Materials Receipt Report** available in WIDA AMS to create (reference p. 57 in the [WIDA AMS User Guide](#))
  - Create a sign in/sign out chain of custody
  - Document the test booklet assigned to each student
- A documented chain of custody is required, keeping track of the booklet number assigned to each student is strongly encouraged.
- Booklet pull requests will be honored at the discretion of CDE assessment. If a test booklet pull is requested the booklet number is required.



## During Testing

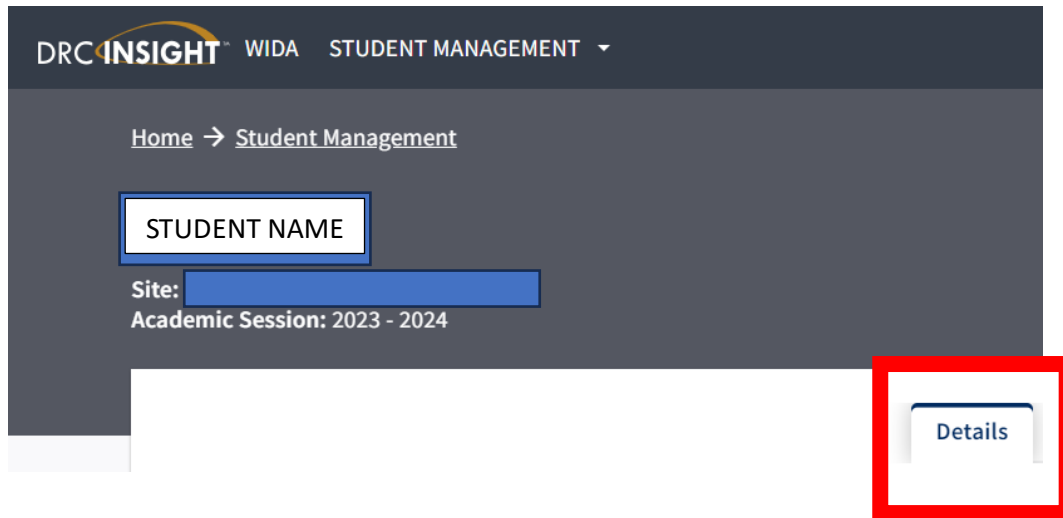
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- Only students with a NEP or LEP language proficiency designation participate in ACCESS testing, do not manually add students who have a different language proficiency designation.
  - Confirm that students using a Hand Writing Response booklet for the Writing domain are assigned to an HW Writing Session (hand writing test session).
  - SACs distribute to and collect from the TA the applicable secure test materials (i.e., test booklet lets, test tickets, scripts, etc.)
  - Monitor the receipt and return of all test materials from the SAC to the TA, document through the chain of custody
    - Depending on which ACCESS assessment is being administered, different test materials are needed, such as student test booklets or test tickets. Refer to the specific assessment within Part 2 of the Test Administration Manual for a full list of the materials needed before test administration
  - **Verify that students have correct test ticket**, ask the student to confirm their name and grade follow up ticket to student confirmation by checking the name on the screen when the student logs in.
    - **If a student mistakenly completes a test domain using another student's test ticket, contact DRC Customer Service at 855-787-9615** to have the completed test transferred to the correct student. DO NOT email student PII this request must be made through a phone call.
  - **Verify that students have the correct test booklet**
    - Maintaining a record of the booklet number assigned to each student is strongly encouraged.
  - Test administrators of the Kindergarten and Alternate assessments must use a #2 pencil and completely bubble in the student response.
  - Securely store all test materials when not in use
-  • If a student began testing in their previous district and needs to finish testing in the new district use the Transfer Request feature in WIDA AMS to have the completed test session(s) moved to your district.
- Transfers are for online testing when at least 1 domain has been completed in the first district.
- **If a student is new and your district participates in SBD**, apply a district school label, bubble all information on the front cover of the student's booklet and the SASID, Date of Birth and Grade on the back cover and then complete the rest of the information during SBD.
  - **If a student is new and your district does not participate in SBD** bubble all information on the front cover of the student's booklet and the SASID, Date of Birth and Grade on the back cover and then complete the rest of the information in WIDA AMS - reference demographics tab information below.

# Demographics

(applies to new student or student who need demographics updated)

Student Management - Manage Students page



| Field Name  | Directions   |
|---|--|
| Ethnicity and Race  | Select all that apply  |
| Native Language   | Enter the 3 letter CDE home language code ( <a href="#">found here</a> )   |
| Date First Enrolled U.S. School   | Enter the first enrolled date  |
| Length of Time in LEP/EL Program  | Leave Blank  |
| Title III Status  | Mark if yes  |
| Migrant   | Mark if yes  |
| IEP Status  | Mark if yes  |
| 504 Plan  | Mark if yes  |
| Primary Disability  | Select correct disability from the drop-down menu  |
| Secondary Disability  | Select correct disability from the drop-down menu  |
| LIEP Classification   | Leave blank, collected in State Defined Optional Data  |
| <b>State Defined Optional Data</b><br><br><b>Entering this information is not optional</b> (the information we collect here is optional/varies across WIDA states)<br><br>10-character string used to provide values for the following: <ul style="list-style-type: none"> <li>• Language Proficiency Status</li> </ul> | <b>In position 1 of the 10-character string</b> enter one digit that corresponds to the student’s language proficiency status <ul style="list-style-type: none"> <li>• 1: NEP</li> <li>• 2: LEP</li> </ul>   |
|   | <b>In positions 2 and 3 of the 10-character string</b> enter two digits that correspond to the student’s Language of Instruction program <ul style="list-style-type: none"> <li>• 01: English as a Second Language (ESL) or English Language Development (ELD)</li> <li>• 02: Dual Language or Two-way Immersion</li> <li>• 03: Transitional Bilingual Education or Early-Exit Bilingual Education</li> <li>• 04: Content Classes with integrated ESL Support</li> <li>• 05: Newcomer programs</li> <li>• 97: Other</li> <li>• 98: Not in a Language Instruction Program, Parent Choice</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Language Instruction Program</li> <li>• Continuous in School</li> <li>• Continuous in District</li> <li>• Free or Reduced Lunch</li> </ul>  | <p><b>In position 4 of the 10-character string</b> enter one digit that corresponds to the student’s Continuously Enrolled in School (since October 1<sup>st</sup>) status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>                                       |
|  | <p><b>In position 5 of the 10-character string</b> enter one digit that corresponds to the student’s Continuously Enrolled in District (since October 1<sup>st</sup>) status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>                                     |
|  | <p><b>In positions 6 and 7 of the 10-character string</b> enter two digits that correspond to the student’s Free and Reduced Lunch status:</p> <ul style="list-style-type: none"> <li>• 00: Not Eligible</li> <li>• 01: Free Lunch Eligible</li> <li>• 02: Reduced Lunch Eligible</li> </ul>     |
|  | <p>Leave positions 8, 9 and 10 of the 10-character string blank.</p>   |
|  |  |
| <p><b>District Defined Optional Data</b></p> <p>Entering this information is not optional (the information we collect here is optional/varies across WIDA states) 10-character string used to provide values for the following:</p> <ul style="list-style-type: none"> <li>• Title 1</li> <li>• Homeless</li> <li>• Expelled</li> <li>• Gifted and Talented</li> </ul> | <p><b>In position 1 of the 10-character string</b> enter one digit that corresponds to the student’s Title 1 status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>  |
|  | <p><b>In position 2 of the 10-character string</b> enter one digit that corresponds to the student’s Homeless status</p> <ul style="list-style-type: none"> <li>• 3: yes, and in custody of parent/guardian</li> <li>• 4: yes, and not in custody of parent/guardian</li> <li>• 0: no</li> </ul> |
|  | <p><b>In position 3 of the 10-character string</b> enter one digit that corresponds to the student’s Expelled status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>   |
|  | <p><b>In position 4 of the 10-character string</b> enter one digit that corresponds to the student’s Gifted status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>   |
|  | <p>Leave positions 5–10 of the 10-character string blank</p>   |

ACCESS - SBD information, file layout: [https://www.cde.state.co.us/datapipeline/per\\_access-ell](https://www.cde.state.co.us/datapipeline/per_access-ell)

## Demographic and Accommodation Fields

### Updated through WIDA AMS

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*Accommodations Tab In Student Management (applies to all students who have an IEP or 504)*

Details

Accommodations

Assessments

Accommodations are **only** for students who have an **IEP or 504 Plan**. If students without an IEP or 504 use an accommodation(s) their test will be invalidated. Accommodations that must be marked before testing begins are Manual Control of Item Audio, Repeat Item Audio, and Extended Speaking Response Time.

Use the "[Preparing Students for ACCESS for ELLs Online](#)" document to activate practice tests with accommodations

All other accommodations can be marked before or after administration.

## Do Not Score (DNS)

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Do Not Score codes **are used if and when** a completed domain should not be scored.

**ABS:** In Colorado this Do Not Score will not be used

**INV:** Indicates that even though a student may have completed some or all the test items, the testing was not valid, and no score should be reported for that domain. For example, this code can be used when there are inappropriate testing practices or there is a test administrator error. **District Assessment Coordinators will report test incidents requiring an Invalidation to CDE via Syncplicity; using the CDE provided Invalidation request Excel document. INV codes will be applied by CDE.**

**DEC:** In Colorado this Do Not Score will not be used

**SPD:** In Colorado this Do Not Score will not be used

## Directions to Indicate a Reason Not Tested Code



If a student in the district ACCESS PreID file does not participate in at least one test domain, the appropriate code needs to be documented through the “Additional field to be used by a state if needed” text box in WIDA AMS.

- **Must be entered on or before Wednesday, February 14, 2024**
- Code cannot be applied to an individual domain, only use when the code applies to all 4 domains

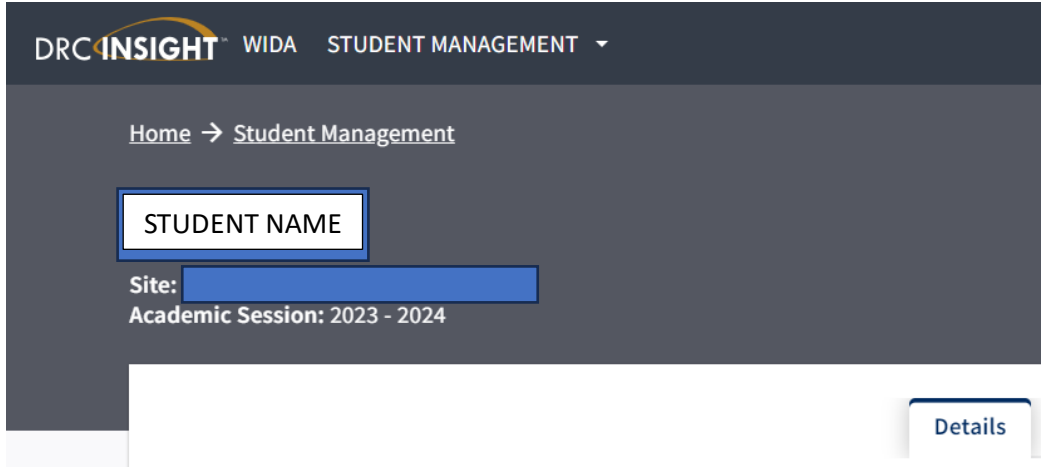
### Reason Not Tested Codes

|    |                         |   |
|----|-------------------------|---|
| 00 | Absent                  | The student was absent for all domains, all five weeks of the test window and one of the other not tested reasons does not apply.                             |
| 01 |                         |   |
| 02 |                         |   |
| 03 | Withdrew Before Testing | The student moved before they started testing.  |
| 04 | Student Refusal         | The student refused to begin testing all domains when the opportunity was provided.   |
| 05 |                         |   |
| 06 |                         |   |
| 07 | Medical Exemption       | The student was unable to participate in all domains the assessment due to a documented, significant, and fully incapacitating medical condition or emergency |
| 08 |                         |   |
| 09 |                         |   |
| 10 | Did Not Attend          | The student was not absent but <b>Did Not Attend</b> a scheduled/rescheduled test session for any domain  |
| 11 | Data Error              | <b>There was an Error</b> in the data submitted to pipeline in the fall and the student is not NEP or LEP   |

Reason not tested codes in purple differ from CMAS. Codes grayed out are not applicable to ACCESS tests.

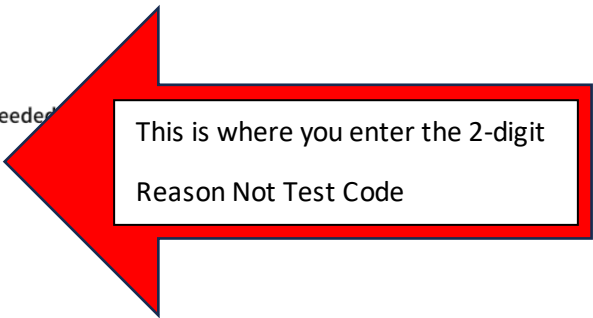
The Not Tested reason is marked in WIDA AMS through the Student Management “Details” tab.

1. Student Management - Manage Students page



Scroll to the bottom.

|  |   |
|--|---|
| <b>Title III Status</b><br><input type="checkbox"/> Title III Status   | <b>Migrant</b><br><input type="checkbox"/> Migrant                              |
| <b>IEP Status</b><br><input type="checkbox"/> IEP Status   | <b>504 Plan</b><br><input type="checkbox"/> 504 Plan                            |
| <b>WIDA Alternate ACCESS (Informational Only)</b><br><input type="checkbox"/> WIDA Alternate ACCESS (Informational Only) | <b>State Defined Optional Data</b><br><input type="text"/>                      |
| <b>District Defined Optional Data</b><br><input type="text"/>  | <b>Additional field to be used by a state if needed</b><br><input type="text"/> |
| <input type="button" value="Close"/>   | <input type="button" value="Save"/>   |



## Before Returning Tests

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

### Label Placement

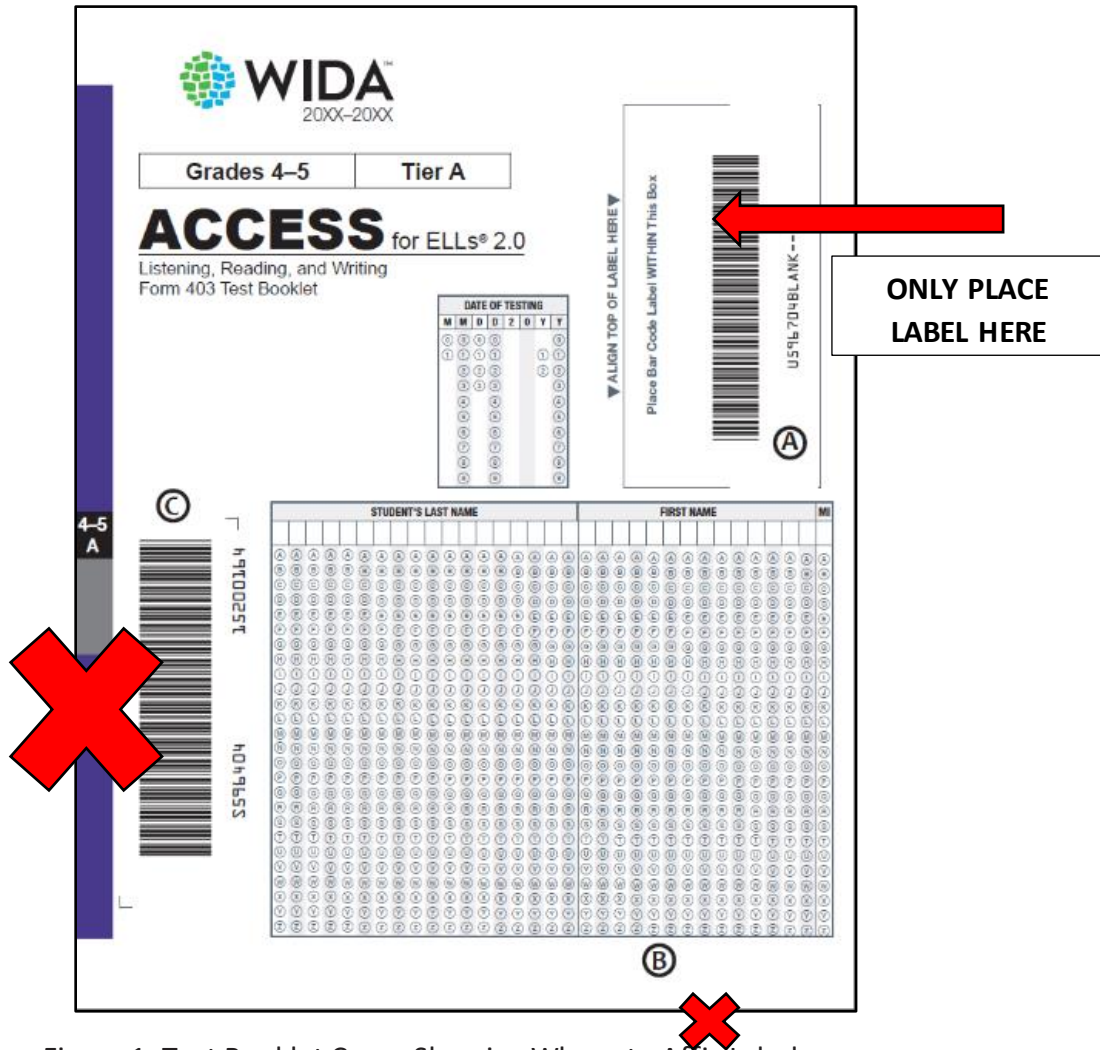


Figure 1. Test Booklet Cover Showing Where to Affix Labels

### Follow these steps:

- If using a Pre-ID Label, apply the label to box marked **(A)** and begin testing.
- If no Pre-ID Label, apply District/School Label to the box marked **(A)** and bubble **all front cover information** and the **SASID, Date of Birth and Grade** on the **back of the booklet**.
- If a USED test booklet should not be processed, apply a DO NOT PROCESS Label to box marked **(A)** and return to DRC.
- DO NOT** apply any labels to areas marked **(B)** or **(C)**.

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

- Districts receive a Pre-ID Label for each eligible student reported in the Student Interchange. This data is generated from data in the Student Demographic and School Association files in early November (data pull is 11/03/23).
- Pre-ID Labels contain the name, grade, and other pertinent information about individual students, as well as district and school information. The barcode on the label indicates that the test booklet should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to complete the demographic pages on the front and back cover of the test booklet. **Please note that booklet with a Pre-ID Label must still have the date of testing bubbled in on the front cover.**

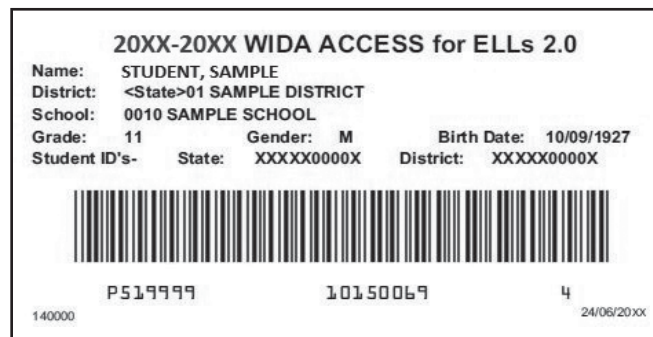


Figure 2. Sample Pre-ID Label

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

**District/School Labels (Yellow)**

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

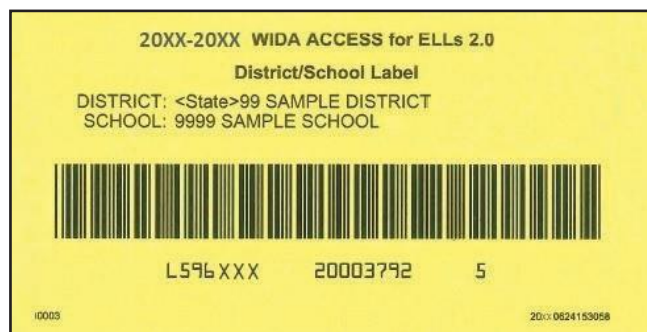


Figure 3. Sample District/School Label



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

Check that there are no stray (student applied) marks in the accommodations section. This is the only area of the bubbling that overrides the label. Marks in the accommodation section on the back of the booklet override the label because there is no accommodation information in the label.

- **Following Administration**

- Monitor the receipt and return of all test materials from the SACs and to DRC.
- Shred test tickets
- Review student test booklets once more for any errors or discrepancies in student information
- Complete labeling and bubbling
- Confirm all necessary fields are completed and all necessary labels are correctly adhered to student test booklets
- Ensure all booklets are in proper condition to be returned, with no loose or damaged pages
- Return test materials **including secure scripts** to DAC or store the booklets in a secure area until they can be handed over to the DAC

***Do Not Process Labels (White with Orange Stripe)***

- The Do Not Process Label contains a barcode that indicates the test booklet let should not be processed. Do Not Process Labels are supplied for use on test booklets that are damaged or should not be processed. Test booklets that have a Do Not Process Label will be processed as blank even if there are student responses inside.
- A Do Not Process Label is not the same as Do Not Score Code (field on booklet cover). A Do Not Process Label prevents any processing, and the student will not receive a report. Students with a Do Not Score Code marked on the booklet cover must be processed to receive a report without scores in the domain(s) marked

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

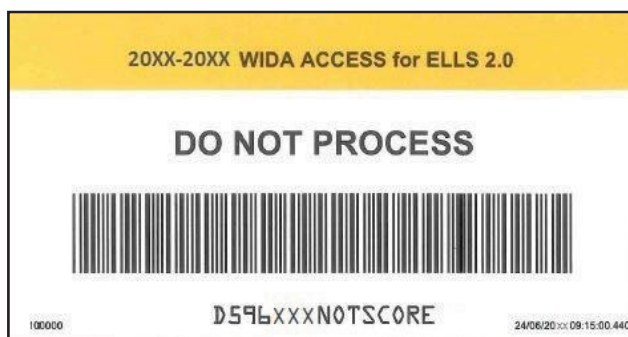


Figure 4. Sample Do Not Process Label

# Preparing Test Materials for Return

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

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

1. **Ensure all booklets that contain student responses have a Pre-ID or District/School Label** in the box located in the upper right-hand corner on the front of the test booklet. There should not be a label anywhere else on the booklet besides this space. If a test booklet does not have a label with a barcode, the student will not receive a score.
2. Ensure all booklets with a yellow District/School Label have complete demographic pages on the front and back cover of the test booklet.
  - a. **Use a number 2 pencil.**
  - b. Make sure the student's name on the front of the booklet was bubbled correctly.
  - c. Make sure the date of testing is filled in.
  - d. Make sure the information on the back of the booklet was bubbled correctly using the [Demographic Information](#) in this resource.
  - e. Make sure the correct grade was bubbled.
3. If a test booklet is unused, there is no need to place any labels on the booklet. Placing a Pre-ID or District/School Label on an unused booklet let will cause it to be processed and scored. Do Not Process Labels should be reserved for booklets that are used but should NOT be processed and scored.
4. Remove any staples, paper clips, or sticky notes from test booklets.
5. If there is student scratch paper, securely destroy it on site. Any final student responses written on scratch paper must be transcribed into a student response booklet and appropriately labeled.

Use the following procedures **when returning large print and braille test booklets**:

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

**Follow these procedures for damaged test booklets.**

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

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

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

# Policies

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## Detained Students

Students who are detained in a regional detention facility are required to take the state assessments, including WIDA ACCESS assessments as appropriate. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

## Emergency Accommodation

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, because of these unforeseeable circumstances, a student requires a standard accommodation for the WIDA ACCESS assessments (e.g., a scribe or an assistive technology device is needed for a student who breaks his or her writing arm), provide the necessary accommodation or accommodations to the student.

Since each situation is different based on the circumstance, the District Assessment Coordinator should contact the CDE Assessment Division to determine the most appropriate course of action for the student.

**Note:** This exception pertains only to unforeseeable circumstances and not to those that could have been reasonably predicted by school or district personnel. As with all accommodations, the emergency accommodation must be documented.

## Foreign Exchange Students

The U.S. Department of Justice, Civil Rights Division, states that school districts cannot inquire about the immigration status of any student or parent. This guidance applies to all students and families, including foreign exchange students. To ensure that all Multilingual Learners are appropriately identified, and that no student is denied the opportunity to participate in an ELD program, and to avoid asking students and their families about their immigration status, all students, including foreign exchange students, follow the same identification process.

- 1) All students, upon enrollment, complete a home language questionnaire
- 2) Staff who have been trained to interpret the questionnaire identify students with a language influence other than English
- 3) WIDA Screener is administered to students with a primary or home language other than English
- 4) WIDA Screener results are analyzed in conjunction with a district determined body of evidence
- 5) Student is identified as NEP/LEP, meaning the student is eligible for English Language Development (ELD) instruction through a Language Instruction Education Program (LIEP), or as FEL or PHLOTE, meaning the student is not currently eligible for ELD instruction through a LIEP.

Federal requirements dictate that all English learners are assessed annually, using the state determined English Language Proficiency Assessment, which for Colorado, is the WIDA ACCESS suite of assessments.

## Medical Exemption

For students who are unable to complete or participate in the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window, connect with the WIDA ACCESS assessment contact in the Assessment Division. Students qualify for special consideration, when the incident or condition is so severe that it prevents the student from participating in instruction offered either at school or at a state- or district-run facility.

## Students Attending Facilities Where District of Location Provides Educational Services

Students who attend facilities where the district of location provides the educational services take WIDA ACCESS assessments at the facility. The district of location administers the tests. Attribute resident student scores to a school in the district. Attribute non-resident student scores to a school in the district of residence. For non-resident students, the DAC for the district of location works with the DAC for the district of residence to ensure students are accounted for under a school in the district of residence. There are four institutions that fall under this guideline:

| District                | Facility                                      |
|-------------------------|---|
| Adams-Arapahoe 28J      | APS Children’s Hospital Medical Day Treatment |
| Jefferson County R-1    | Adolescent and Family Institute of Colorado   |
| Montrose County RE-1J   | Robert A. Brown Center for Youth              |
| Weld County 6 (Greeley) | Kathleen Painter Littler Center               |

# Appendix

- [Security Agreement Form](#)
- [Verification of District Training Form](#)
- [Post Test Compliance Report](#)
- [Testing Irregularity or Security Breach Report](#)
- [Report Contaminated, Damaged, or Missing Materials](#)
- [Common Errors and Unique Situation for Returned Materials](#)
- [WIDA Non-disclosure and User Agreement](#)
- [WIDA-AMS User Agreement](#)

# Security Agreement 2023–2024

## ACCESS Suite of Assessments

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Maintaining the security of all test materials is crucial to obtaining valid results from the ACCESS assessments. The security of all test materials must be maintained before, during, and after test administration. Because you participate in the administration of the ACCESS assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action.

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

This form must be signed by all individuals involved in the administration of the ACCESS assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

### **District Assessment Coordinators (DACs)**

- I completed all ACCESS training as provided by CDE and the assessment vendor.
- I will use the *Colorado Assessment Resources* and *WIDA District and School Test Coordinator Manual 2023–2024*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I will establish and carry out a district security plan.
- I will provide training to all Sensitive Data personnel, DTCs, and SACs in my district regarding test security, administration policies, and procedures.
- I will collect, inventory, and follow all chain of custody requirements of state secure standardized test materials.
- I will report testing irregularities or security breaches to CDE.
- I will report missing test materials to CDE and report them in WIDA AMS.

### **Sensitive Data**

- I completed all ACCESS training as provided by the DAC.
- I read the *WIDA AMS User Guide* and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA, as they apply to my role.

### **District Technology Coordinators (DTCs)**

- I completed all ACCESS training as provided by CDE, DRC/WIDA and the DAC.
- I read/will read the appropriate sections of the *WIDA AMS User Guide* and maintain all Colorado standardized assessment administration policies and procedures, and student security measures.

## School Assessment Coordinators (SACs)

- I completed all ACCESS training as provided by the DAC.
- I will use the *Colorado Assessment Resources* and *WIDA District and School Test Coordinator Manual 2023–2024*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I will establish and carry out a school security plan.
- I will train all Test Administrators regarding test security, administration policies, and procedures.
- I will not remove secure test materials from the school’s campus unless returning the materials to the DAC.
- I will collect, inventory, and follow all chain of custody requirements as determined by the district.
  - I understand the online grades 4–12 script is not secure and that all other scripts are secure and need to be returned to DRC.
- I will report testing irregularities or security breaches to the DAC.

## ACCESS Test Administrators

- I completed all ACCESS Test Administrator training as provided by the SAC.
- I will use the *Colorado Assessment Resources* and *WIDA District and School Test Coordinator Manual 2023–2024*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I completed all appropriate ACCESS Test Administrator training modules provided on the WIDA secure portal.
- I passed the ACCESS appropriate quiz(zes) as required by CDE and WIDA.
- I will maintain security measures and administration policies and procedures identified by CDE and WIDA.
- I will not remove secure test materials from the school’s campus.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not coach students (e.g., give students verbal or non-verbal cues) during testing, or alter or otherwise interfere with students’ responses in any way.
- I will not engage in activities that will result in lack of supervision of students at any time (e.g., use a cell phone or other prohibited electronic device [unless for purposes of communicating with the SAC, DTC, or technology support], check email, grade papers), including leaving students unattended at any time during the test session.
- I will not allow students to communicate with each other in any way or cause disturbances at any time during the test session.
- I will not allow students to use cell phones or other prohibited materials and electronic devices (e.g., smartphones, smart watches, tablets, etc.) at any time during the test session.
- I will not encourage students to finish any test early.
- I will not provide students with more time than is appropriate for testing, using WIDA estimated testing time as a guide and allowing reasonable extended time for any student with that accommodation listed in their approved IEP or 504.
- I will collect, inventory, and follow all secure chain of custody requirements as determined by the school/district.
  - I understand the online grades 4–12 script is not secure and that all other scripts are secure and need to be returned to DRC.
- I will not actively read (except when viewing student responses for accommodation purposes, such as scribing or transcription), view, or comment on student responses.
  - Some ACCESS assessments (Kindergarten, Alternate, paper Speaking and Reading, grades 1–3 Writing) and accommodations require Test Administrators, to view, read, or listen to test content, and/or transcribe student responses. If I am administering such assessment or accommodation, I will not disclose any test content to which I had access.
- I will report testing irregularities or security breaches to the SAC.



## All individuals involved in ACCESS administration

- I will not actively read or view the assessment items or content before, during, or after testing except as necessary for assessment administration or accommodation delivery.
- I will not copy or otherwise reproduce **any part of** secure test materials including test stimuli, test items, and student responses or save any part of the assessments.
- I will not discuss the content of the assessments with anyone, including students or school personnel, through verbal exchange, email, social media, or any other form of communication before, during, or after testing.
- I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).
- I acknowledge the information above, pertaining to my role(s) in the ACCESS assessment administration, and agree to all the statements associated with my role(s). I also acknowledge that a failure to abide by the terms of this agreement may result in serious consequences, as described above.
- I acknowledge that I have/will read and will follow guidance and expectations set forth in the ACCESS Manuals, DRC WIDA AMS User Guide, and the *Colorado Assessment Resources* as they apply to my role(s).

In the spaces below, indicate your role(s) in the administration, print your name, sign, and date the form.

### Role (check all that apply):

- School Assessment Coordinator       Sensitive Data       DAC (submit electronically, see below)
- District Technology Coordinator       Other \_\_\_\_\_
- Test Administrator (select test, select all that apply)
- ACCESS for ELLs
  - Kindergarten ACCESS
  - Alternate ACCESS

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*Printed Name*

*Signature*

*Date*

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*District Name and Code*

*School Name and Code (if applicable)*

**District Assessment Coordinators** complete this form one through an [online agreement](#).

**DTC, SAC, Sensitive Data** – Submit signed Security Agreement to the DAC.

**Test Administrator** – Submit signed Security Agreement to the SAC.

The district/school must physically or electronically maintain signed Security Agreements for 3 years.

# Verification of District Training 2023–2024

## ACCESS Suite of Assessments

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This form must be COMPLETED THROUGH DOCUSIGN by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the CDE Assessment Division THROUGH DOCUSIGN as documentation that **all** district personnel who come in contact with/have access to secure assessment materials before, during, and after the 2023–2024 ACCESS for ELLs administration were trained.

**Trainings must be comprehensive and interactive, and must include:**

- District Determined Policies and Procedures
- Test Security
- Standardized Environment
- Test Administration
- Providing Student Testing Accommodations (as necessary)
- Test Administrator Role vs. Teacher Role
- An opportunity for questions/answers

This form certifies that within **[District Name]** \_\_\_\_\_, the District Assessment Coordinator (DAC) and **all** School Assessment Coordinators (SACs), Test Administrators, and other appropriate school and district personnel (e.g., District Technology Coordinator, Sensitive Data personnel) have been trained in **all** aspects of the administration of the state assessments, including handling of materials, security, and ethical administration practices.

On the lines below, specify the dates that trainings were completed for all Assessment Coordinators, Test Administrators, and Technology Coordinators in your district for the 2023–2024 ACCESS assessments.

DAC training – Indicate which ACCESS training was attended:

Live  Date: \_\_\_\_\_ Recording  Date: \_\_\_\_\_

SAC training completion date(s): \_\_\_\_\_

Test Administrator training completion date(s): \_\_\_\_\_

Technology Coordinator training completion date(s): \_\_\_\_\_

*I verified that district and school trainings took place on the date(s) listed above, and that **all** individuals involved in the 2023–2024 ACCESS assessments were trained.*

COMPLETED VIA DOCUSIGN  
\_\_\_\_\_  
*Superintendent's Name (print)*

COMPLETED VIA DOCUSIGN  
\_\_\_\_\_  
*Superintendent's Signature* *Date*

COMPLETED VIA DOCUSIGN  
\_\_\_\_\_  
*DAC's Name (print)*

COMPLETED VIA DOCUSIGN  
\_\_\_\_\_  
*DAC's Signature* *Date*

**COMPLETED VIA DOCUSIGN**

# Form to Report Contaminated, Damaged, or Missing Materials 2023–2024

**Instructions:**

1. The School Assessment Coordinator (SAC) will report the incident to the District Assessment Coordinator (DAC) using this form to describe the circumstances.
2. The DAC will submit the completed form to CDE through the district's **WIDA** folder in **CDE Assessment Syncplicity** and notify Heather Villalobos Pavia at [villalobospavia\\_h@cde.state.co.us](mailto:villalobospavia_h@cde.state.co.us).
3. The missing material must be documented on the Accountability Form in WIDA AMS, include a screen-snip of that documentation along with this report.

**Note:** CDE will require additional documentation for any missing secure materials.

**Assessment Administration:**    ACCESS for ELLs Online 1–3     Kindergarten ACCESS     Alternate ACCESS   
  ACCESS for ELLs Paper 1–12

Contact Name \_\_\_\_\_ Contact Phone and Ext. \_\_\_\_\_

Contact Person's Role \_\_\_\_\_ Contact Email \_\_\_\_\_

School Name \_\_\_\_\_ School Code (4-digit state code) \_\_\_\_\_

District Name \_\_\_\_\_ District Code (4-digit state code) \_\_\_\_\_

**Complete and submit this form to CDE via the WIDA folder in Syncplicity.**

| Document Type/Subject/Grade                 | Quantity | Security Barcode or Range of Barcode Numbers | Description of Circumstances   |
|---|----------|--|--|
| <b>Example</b><br>Grade 2–3 Writing booklet | 1        | 25337777                                     | Student had a nosebleed on the booklet, and it was destroyed according to district protocol. |
|   |          |  |  |
|   |          |  |  |
|   |          |  |  |
|   |          |  |  |
|   |          |  |  |

**Documentation for missing secure materials.**

- 1) Include the school chain of custody.
- 2) Provide information on the search process.
- 3) Provide information on future steps to prevent misplacing secure materials.

# Post Test Compliance Report Spring 2024

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## ACCESS Suite of Assessments

The Post Test Compliance Report is completed through DocuSign by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the CDE Assessment Division via DocuSign when your district finishes 2023–2024 ACCESS testing. Completing this report submits the following information to the CDE Assessment Division:

- Date of form submission
- District Name and Code
- District Assessment Coordinator Name and Email
- District Assessment Coordinator Electronic Signature
- Superintendent Name and Email
- Superintendent Electronic Signature

### **Assessment:** ACCESS for ELLs

- Total count by assessment (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS and by domain) requiring an Invalidation code.
- Total number of incidents requiring a completed *Test Irregularity or Security Breach Report(s)*
- Total number of tests (by) domain with plagiarism reports
- List of late return materials
- List of missing materials
- Date the final secure materials were returned to DRC.

The **DocuSign form will be emailed to DACs on Wednesday, February 21, 2024.** Submitting this form through DocuSign, certifies that the administration of the ACCESS Assessments complied with all procedures as described in the Colorado specific ACCESS documents, WIDA Manuals, and DRC WIDA-AMS User Guide and that all secure materials were returned (or documented as missing through WIDA AMS and reported to the CDE Assessment Division). **The form needs to be completed via DocuSign by Thursday, February 29, 2024.**

## Testing Irregularity or Security Breach Report 2023–2024

### ACCESS Suite of Assessments

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Request the Testing Irregularity or Security Breach Report from [CDE](#).

## Plagiarism Report **must have an accompanying**

## Testing Irregularity/Security Breach Report

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Do not discuss, transmit, or reproduce secure test materials on this form or in preparation of this report. **The completed form must be loaded in the WIDA folder on CDE Assessment Syncplicity. Notify** Heather Villalobos Pavia in the Assessment Division when the report is uploaded to Syncplicity ([villalobospaviah@cde.state.co.us](mailto:villalobospaviah@cde.state.co.us)).

### ACCESS Plagiarism Report

Select one:  Online  Paper

Select all that apply:  Speaking  Writing

### Test administrator contact information:

Name:

Email:

### Test administrator/student ratio:

### Describe school policy related to collecting mobile devices:

### Written statement from the test administrator:

### Summary of interview with student:

### Submit the following documents with this form:

- 1) School Assessment Coordinator and Test Administrator signed Security Agreements
- 2) Seating chart
- 3) Provide information on future steps to prevent incidents of plagiarism
- 4) Any other relevant documents

# Common Errors and Unique Situations when Preparing Materials for Return

The following information describes common situations that occur when preparing materials for return.

If a booklet is **damaged**, it should be transcribed. Booklets with significant tearing or water damage cannot be scanned by DRC but must be returned. If in doubt about the extent of the damage and whether a new booklet is needed, contact DRC Customer Service at 855-787-9615 or [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com).

The following table outlines common errors and situations that may occur during and after testing.

| Issue   | Solution  |
|---|---|
| <b>No student label on a booklet</b>  | <p>Obtain a label from the Test Coordinator and ensure it is correctly affixed to the front of the student test booklet. Bubble in student demographic information as needed.</p> <p>Every booklet that needs scored <b>must</b> have a Pre-ID or District/School Label or it will not be processed for scoring.</p>  |
| <b>District/School Label, but demographic information not bubbled</b>   | <p>Use a #2 pencil to complete student demographic information on the front and back of the test booklet. If you do not have access to the needed information, contact the Test Coordinator.</p> <p>If a District/School Label is used, the demographic pages on the front and back cover of the test booklet must be completed. You must fill in this information accurately; errors may result in incorrect, or no reporting of scores for the affected students.</p>   |
| <b>Pre-ID Label crossed out</b>   | <p>Note: You cannot edit the Pre-ID Label by writing on it.</p> <p>If the barcode is crossed out, obtain a yellow District/School label, and place it over the Pre-ID label. Use a #2 pencil to complete student demographic information on the front and back of the test booklet. If you do not have access to the needed information, contact your Test Coordinator.</p> <p>If the barcode has no marks on it and it can be scanned, contact your Test Coordinator for information to be corrected in WIDA AMS Student Management. For detailed information on editing Pre-ID data in WIDA AMS, please review the WIDA AMS User Guide.</p> |
| <b>Pre-ID Label applied, and demographic information bubbled (except for the date of testing, accommodations, and Do Not Score codes)</b> | <p><b>The demographic information embedded in the Pre-ID Label supersedes student information bubbled on the booklet.</b></p> <p>If the Pre-ID Label is incorrect, you may still use the label. Please contact the DAC or SAC for information to be corrected in the WIDA AMS Student Management.</p>   |

| Issue   | Solution  |
|---|---|
|   | <p>If the information on the Pre-ID Label is correct, return as is.</p>   |
| <p><b>Do Not Process Label placed incorrectly</b></p>                       | <p>The Do Not Process Label should be applied in the box on the upper right-hand corner of the front of the test booklet. If a Pre-ID or District/ School Label is already in that box, apply the Do Not Process Label directly over the top of it.</p> <p>If a Do Not Process Label has been placed on a booklet that should be scored, affix a Pre-ID or District/School Label over the incorrect Do Not Process Label, and bubble in demographic information as applicable.</p> <p>NOTE: Do Not Process is <b>not</b> the same as Do Not Score (field 23 of booklet cover). A Do Not Process Label prevents any processing, and the student will not receive a report. Students with Do Not Score marked in field 23 must be processed to receive a report without scores in the domain(s) marked.</p> |
| <p><b>Student mistakenly completes domains in multiple booklets</b></p>     | <p>Transcribe responses as necessary to create a single test booklet for the student. (See the Accessibility and Accommodations Supplement for guidelines on transcription.) This booklet should be labeled with a Pre-ID Label or District/School Label. If a District/School Label is affixed, complete all student demographic information. The incorrect or damaged booklet(s) should have a Do Not Process Label applied before returning to DRC. Document the issue and resolution; keep a copy for your records.</p>   |
| <p><b>Student mistakenly responds in another student’s test booklet</b></p> | <p>Please contact DRC Customer Service at 855-787-9615 or <a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a> for direction.</p>   |



| Issue  | Solution   |
|--|--|
| <p><b>Alternate ACCESS materials have been physically modified to fit the needs of the student</b></p> | <p>Alternate ACCESS allows for adaptation of the Listening, Reading, and Speaking Test Booklet as needed to meet the communication needs of students in this population. As such, this booklet may be disassembled or cut apart. All assessment materials must be accounted for. Thus, WIDA recommends the pieces be kept in a large manila envelope labeled with the student’s name and the bar code from the back of the booklet securely affixed to the envelope. The bar code is critical in ensuring the Listening, Reading and Speaking Test Booklet is accounted for.</p> |



## WIDA Secure Portal Non-Disclosure and User Agreement

**IMPORTANT INSTRUCTIONS:** This document is for local school/district record keeping. Each school/district shall require that every individual involved in administering WIDA assessments sign a nondisclosure and user agreement (NDUA). This paper version of the agreement can be signed in cases where a user cannot sign the electronic NDUA in the training course in the WIDA Secure Portal, or in cases where the school/district decides a signed paper version is appropriate. Please do not return the signed copies of this agreement to DRC and/or WIDA. This document needs to be signed once per year.

### NON-DISCLOSURE and USER AGREEMENT (NDUA) for WIDA assessments and Use of the WIDA Secure Portal

The WIDA Secure Portal (that part of the WIDA website that is password protected starting at URL <https://portal.wida.us>) contains a combination of secure test materials, proprietary information, and copyrighted materials. As a user of the WIDA Secure Portal and/or WIDA test materials, you must agree to the conditions of this WIDA Non-Disclosure and User Agreement.

**WIDA ACCESS for ELLs.** The Board of Regents of the University of Wisconsin System (the "Regents"), on behalf of the WIDA Consortium ("WIDA") is the copyright owner of the secure, unpublished ACCESS for ELLs test (the "Test"), as defined in 37 C.F.R. § 202.20(b)(4). WIDA treats the Test as constituting valuable and proprietary trade secrets. WIDA maintains the Test as confidential and secure, and only provides access to the Test to individuals who are legally bound to maintain the confidentiality and security of the Test. Publicly posting, displaying or distributing in any medium WIDA test materials, in part or in whole, is strictly prohibited and may lead to legal sanctions.

In consideration for my participation in the online training course (the "WIDA Training Course"), for my role as an Test Coordinator or Test Administrator for the school district of:

\_\_\_\_\_ (print district) in \_\_\_\_\_ (print state)

I, \_\_\_\_\_ (print name)

agree as follows:

1. The Test is confidential, proprietary information and material of the Regents.
2. The WIDA Training Course contains confidential and proprietary information from the Test.
3. I shall not disclose or reproduce any Test information or Test forms I receive, including Test items, except for the sole purpose of carrying out my role as a Test Coordinator or Test Administrator.

4. The Test must be kept secure and confidential, since disclosure of the Test could adversely affect the validity of the Test items, Test results, intellectual property value of the Test, and/or WIDA's financial standing. I shall keep all Test materials secure and confidential at all times in accordance with any instructions that I receive from the WIDA Training Course, the WIDA Test Administration Manuals, or WIDA Test Administration Instructions provided by my district coordinator.
5. I shall follow all test security requirements prescribed by WIDA and my employer and shall immediately report any incidents concerning the security and/or misuse of the Test that I witness or otherwise experience, whether verified or not.

**WIDA Screener.** The following WIDA Screener materials are available to educators under a limited license: Test Administration Manual, Student Response Booklets, and Test Administrator Scripts. These WIDA Screener materials are available for download from the WIDA website and may be printed and used only for internal school district or school system use in accordance with state and district language screening policies. These WIDA Screener materials are also available for purchase from the WIDA Store.

WIDA Screener Test Booklets, Speaking Test audio files, and Listening Test audio files, which are only available for purchase from the WIDA Store (or through your state department of education in some states), may not be copied or modified and shall only be used/ distributed for internal school district or school system use in accordance with state and district language screening policies. Posting online, displaying or distributing in any medium the WIDA Screener materials, in part or in whole, is strictly prohibited. Use of the WIDA Screener test materials may be subject to additional limitations as specified in the individual test components, on the WIDA Screener training website, or on the WIDA Store website.

**WIDA Secure Portal Materials.** The materials provided to WIDA Secure Portal users are for the purpose of understanding and implementing WIDA Standards, WIDA Assessments, and WIDA Professional Learning. The Regents own the copyrights to these materials. **NO CONTENT FROM THE WIDA SECURE PORTAL SHOULD BE COPIED AND STORED ON EXTERNAL SERVERS.**

**User Accounts and Passwords.** WIDA Secure Portal user accounts are assigned to individuals only and may not be shared with multiple users. As a registered user of the WIDA Secure Portal, you agree to keep your user account name and password confidential. The WIDA Secure Portal NDA is an annual requirement for each Test cycle that begins on July 1 of one calendar year and ends on June 30 of the following calendar year.

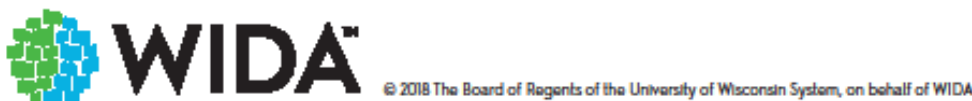
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Signature \_\_\_\_\_ Date \_\_\_\_\_

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District Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Please sign and return this agreement to your district coordinator. Do not return this document or signed copies of this document to DRC. Direct any questions regarding its terms to the WIDA Client Services Center ([help@wida.us](mailto:help@wida.us)).



# WIDA-AMS User Agreement

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User Agreement



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## Security and Confidentiality Agreement for WIDA AMS

ACCESS for ELLs is a secure, published test, as defined by U.S. copyright law. Only individuals that are under an ACCESS for ELLs test administrator obligation of nondisclosure with the WIDA Consortium shall access and administer the ACCESS for ELLs test. ACCESS for ELLs shall only be used in accordance with WIDA Consortium test administrator instructions and your state and local educational agencies' secure test policies. Direct any questions to the WIDA Client Services at [help@wida.us](mailto:help@wida.us).

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