



2018 ACCESS for ELLs 2.0

Frequently Asked Questions for Florida

If there are questions or concerns regarding the administration of the ACCESS for ELLs 2.0 suite of assessments, School Test Coordinators and Test Administrators should initially contact the [District Test Coordinators](#). Additional inquiry sources available are as follows:

Florida Department of Education

Bureau of K–12 Assessment

Telephone Number: 850-245-0843

Email: FLACCESS2.0@fldoe.org

WIDA Client Services

Toll-Free Telephone Number: 866-276-7735

Hours of Operation: 7:00 A.M. to 6:00 P.M. EST

Email: help@wida.us

Data Recognition Corporation (DRC) WIDA Customer Support

Toll-Free Telephone Number: 855-787-9615

Email: WIDA@datarecognitioncorp.com

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General Questions

1. What is ACCESS for ELLs 2.0?

ACCESS for ELLs 2.0 is a product of a collaborative effort by the multistate WIDA Consortium that is designed to provide:

- i. Evidence of program accountability in accordance with Title I and III of the Every Student Succeeds Act of 2015 (formerly the No Child Left Behind Act), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- ii. Data for charting student progress over time and for charting the progress of newly-arrived ELLs.
- iii. Information about the language proficiency levels of individual students that may be helpful in making decisions to exit a student from the English for Speakers of Other Languages (ESOL) program.
- iv. Diagnostically useful information about individual students' strengths and weaknesses in English (with as much specificity as possible).

ACCESS for ELLs 2.0 is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA's approach to instructing and assessing ELLs in Grades K–12.

2. Which of the ACCESS for ELLs 2.0 suite of assessments will Florida administer during the Spring 2018 administration?

ACCESS for ELLs 2.0 is the WIDA Consortium's next generation English language proficiency assessment system. The suite of assessments that Florida will administer in the 2017–18 school year includes:

- ACCESS for ELLs 2.0, a **paper-based** assessment for Grades 1–12
- Kindergarten ACCESS for ELLs, a **paper-based** assessment for Kindergarten
- Alternate ACCESS for ELLs, a **paper-based** assessment for students in Grades 1–12 who have significant cognitive disabilities

3. Is the ACCESS for ELLs 2.0 suite aligned to the WIDA English Language Development Standards?

Yes, the ACCESS for ELLs 2.0 suite is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. For additional information regarding the WIDA English Language Development Standards, please visit <https://www.wida.us/standards/eld.aspx>.

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4. Who takes ACCESS for ELLs 2.0?

All students enrolled in the district (grades K–12) and classified ELL, with a code of “LY” on the first day of the test administration window, must be administered one of the following English language proficiency assessments:

- Kindergarten ACCESS for ELLs
- ACCESS for ELLs 2.0
- Alternate ACCESS for ELLs

5. Do Foreign Exchange students have to take ACCESS for ELLs 2.0?

Not usually because Foreign Exchange students should be proficient in the English language. However, Foreign Exchange students with a code of “LY” **must** be administered the ACCESS for ELLs 2.0.

6. Do Hospital/Homebound students participate during the ACCESS for ELLs 2.0 administration?

Yes.

7. When is ACCESS for ELLs 2.0 administered?

The Spring 2018 ACCESS for ELLs 2.0 will be administered during **January 29, 2018 – March 23, 2018**. Any deviation from these dates **must** be requested in writing by the district and subsequently approved in writing by the Florida Department of Education (FDOE) prior to implementation. Districts may choose to administer ACCESS for ELLs 2.0 at any time during the test administration window.

8. How much time does it take to administer the ACCESS for ELLs 2.0 assessments to a student?

The chart below summarizes the administration features and approximate times for administering the **Kindergarten ACCESS for ELLs**.

Domain	Administration Features	Approx. Time
Listening, Speaking, Reading, and Writing	Individual administration required for kindergarten	45 min.

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The chart below summarizes the administration features and approximate times for administering the ACCESS for ELLs 2.0.

Domain	Administration Features	Grade-Level Cluster	Tier	Approx. Time
Listening	<ul style="list-style-type: none"> Group administered Administrator plays CD 	1–12	ALL	25–40 min.
Reading	<ul style="list-style-type: none"> Group administered 	1–12	ALL	35–45 min.
Writing	<ul style="list-style-type: none"> Group administered 	1	A	30–35 min.
	<ul style="list-style-type: none"> Group administered 	2, 3, 4–5, 6–8, 9–12	A	45–60 min.
	<ul style="list-style-type: none"> Group administered 	1–12	B & C	60–65 min.
Speaking	<ul style="list-style-type: none"> Individually administered Administrator plays CD 	1–12	ALL	15–35 min.

The chart below summarizes the administration features and approximate times for administering the Alternate ACCESS for ELLs.

Domain	Administration Features	Approx. Time
Listening	Individually administered	20 min.
Speaking	Individually administered	20 min.
Reading	Individually administered	20 min.
Writing	Individually administered	20 min.

Please note the above listed times are *approximate* to testing only and do not include completion of student demographic information or distribution of test materials.

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9. What is the order of administration for each assessment?

It is **required** to administer Kindergarten ACCESS for ELLs in the following order:



It is **recommended** to administer ACCESS for ELLs 2.0 Paper in the following order:



It is **recommended** to administer Alternate ACCESS for ELLs in the following order:



10. Can students receive additional time to complete the ACCESS for ELLs 2.0?

Yes, Test Administrators may use their professional judgement to determine if additional time (i.e., 10 minutes) is needed for the Reading and Writing domains of ACCESS for ELLs 2.0. For the Listening and Speaking domains, only students with an IEP or Section 504 Plan can receive extended testing time as an accommodation.

11. Are students who participate in the Florida Standards Alternate Assessment (FSAA) exempt from taking the Alternate ACCESS for ELLs?

According to [Rule 6A-1.0943](#), unless an extraordinary exemption is granted by the Commissioner of Education, ELL students who participate in the Florida Standards Alternate Assessment (FSAA) are **not exempt** from participating in each test section (Listening, Speaking, Reading, and Writing) during the Alternate ACCESS for ELLs administration.

Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team **no later than 60 calendar days before the first day of the administration window of the assessment** for which the request is made. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

In addition to the extraordinary exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments pursuant to the provisions of s. 1008.22(10), F.S.

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12. Do students with or without disabilities receive specific accommodations or accessibility tools for the ACCESS for ELLs 2.0 administration?

Yes. As indicated in the [*Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement*](#), please provide allowable accommodations and/or accessibility tools to enable ELLs to demonstrate their ability to use the English language.

13. What are the requirements for students to take the Alternate ACCESS for ELLs?

An IEP team determines annually how a student with a disability participates in statewide English language proficiency testing. Please note that a student is eligible to participate in Alternate ACCESS for ELLs if they meet all of the following criteria:

- The student is classified as ELL, with a code of “LY”
- The student has a significant cognitive disability and receives special education services under IDEA (2004)
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum
- The student is or will be participating in the Spring 2018 Florida Standards Alternate Assessment (FSAA). **Note:** Only applicable for students in grades 3–10

It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in Alternate ACCESS for ELLs.

14. Where can I find more information regarding Florida’s administration of ACCESS for ELLs 2.0 suite of assessments?

For additional information regarding Florida’s administration of ACCESS for ELLs 2.0 suite of assessments, please visit <https://www.wida.us/membership/states/Florida.aspx>.

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[ACCESS for ELLs 2.0 Materials](#)

15. Where can I find the 2018 ACCESS for ELLs 2.0 training materials?

All training materials for the 2018 ACCESS for ELLs 2.0 suite of assessments are provided on the WIDA Secure Portal (www.wida.us). Login is required to access the training modules. If you have been asked to complete WIDA online training activities but do not believe you have a login, please contact your [District Test Coordinator](#).



16. Are Test Administrators required to take the training quizzes to become certified to administer ACCESS for ELLs 2.0 suite of assessments?

Yes. Test Administrators must score 80% or higher on the appropriate quiz to become a certified Test Administrator on the [WIDA Secure Portal](#). For some educators, one or more quizzes are required.

- [Kindergarten ACCESS for ELLs](#): Kindergarten Training Module and take the Kindergarten Quiz
- [ACCESS for ELLs 2.0](#): Paper-Based Training Module and take the Paper Administration Quiz. If administering the Speaking domain, Test Administrators are also required to take the appropriate Speaking quiz (Grades 1–5 and/or Grades 6–12)
- [Alternate ACCESS for ELLs](#): Alternate ACCESS Training Module and take the Alternate ACCESS Quiz

The Test Administrator must follow the [Florida ACCESS for ELLs 2.0 Checklist](#) located on Florida's WIDA Webpage.

Important: It is a district's decision whether certified Test Administrators must retake the Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0 Speaking, ACCESS for ELLs 2.0 Paper Administration, and/or Alternate ACCESS for ELLs quizzes for the 2017–18 administration. Even if they are not required to recertify this year, it is recommended that educators review the training materials to prepare for their roles.

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17. Where can I find Florida-specific information for District Test Coordinators, School Test Coordinators, and Test Administrators?

[Florida's ACCESS for ELLs 2.0 Checklist](#) for District Test Coordinators, School Test Coordinators, and Test Administrators can be located on [Florida's WIDA webpage](#). Role-specific checklists are also provided as separate documents under the *Assessment Materials & Training* tab.

18. Where can I find information about Accommodations and Accessibility Tools?

Refer to the [Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement](#) to learn about the accommodations and/or accessibility tools available for a particular assessment. Please provide the appropriate accommodations and/or accessibility tool to enable ELLs to demonstrate their ability to use the English language.

19. What is WIDA Assessment Management System (WIDA AMS)?

WIDA AMS (www.wida-ams.us) is an online administrative portal used by District Test Coordinators to edit student demographic information, order additional test materials, and view ACCESS for ELLs 2.0 Score Reports.

Note: It is a district's decision on whether School Test Coordinators should have access to WIDA AMS.

20. When can additional materials be ordered?

The additional materials order window is open from **January 12, 2018 through March 16, 2018**. The District Test Coordinator can place supplemental material orders via [WIDA AMS](#) after the district and school overage is depleted.

21. Can School Test Coordinators access the pre-populated ACCESS for ELLs 2.0 Security Checklists for their school via WIDA AMS?

Unless provided an account and appropriate permissions to WIDA AMS from the District Test Coordinator, these documents cannot be accessed by School Test Coordinators. A hardcopy of the security checklists will be provided in the last box of the school's test materials shipment.

22. Did Data Recognition Corporation (DRC) receive Survey 2 enrollment information to generate the 2018 ACCESS for ELLs 2.0 Pre-ID student labels?

Yes, only Survey 2 enrollment data was provided to generate Pre-ID student labels for the Spring 2018 ACCESS for ELLs 2.0 administration. To learn more about student demographic information captured on the student answer sheet and preidentified information, please refer to pages 28–33 of the [Spring 2018 ACCESS for ELLs 2.0 Test Administration Manual](#).

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23. When should a Pre-ID student label be affixed to the ACCESS for ELLs 2.0 student response booklet?

The Pre-ID label **must** be used if the State Student ID number (FLEID), district number, and school number are correct, even if other information is INCORRECT. Complete the following on the student demographic pages when a verified Pre-ID label is affixed:

- Date of Testing
- If information is available, LIEP Classification
- If applicable, Accommodations and Do Not Score sections

24. When should a Pre-ID student label *not* be affixed to an ACCESS for ELLs 2.0 student response booklet?

After verifying student demographic information, if the State Student ID number (FLEID), district number, or school number is **incorrect**, destroy the Pre-ID label in a secure manner. Affix a District/School label and hand-grid the following student demographic information:

- Date of Testing
- Student Name
- Grade Level
- Birth Date
- State Student ID Number (FLEID)
- If information is available, LIEP Classification
- If applicable, Accommodations and Do Not Score sections

Notify the District Test Coordinator to update School Number and/or State Student ID Number in WIDA AMS.

25. What if the Pre-ID Label has the wrong information (i.e., gender)?

Pre-ID information is provided by your district. Please notify the [District Test Coordinator](#) if any information needs to be updated. Please also contact your school's MIS department to correct the student demographic information to ensure inaccurate information is not submitted to the Florida Department of Education during another survey.

26. What if it is determined that the student should not be tested during the 2018 ACCESS for ELLs 2.0 administration (i.e., student was incorrectly identified and placed in the ESOL program)?

- If the Pre-ID label has *not* been affixed to any ACCESS for ELLs 2.0 document, destroy the label in a secure manner.
- If the Pre-ID label is already affixed to the Student Response Booklet, affix a Do Not Process label over the Pre-ID label and return with secure test materials.

27. Are seating charts mandatory?

Discuss your district's assessment procedures with the [District Test Coordinator](#) to determine whether seating charts are required by your district.

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28. If a student receives an accommodated format of the ACCESS for ELLs 2.0 (e.g. large print, braille), who must transcribe the answers to the standard version student response booklet?

The Test Administrator **must** transcribe/record students' exact responses from the large print test books and/or Braille versions to the appropriate standard version **within 48 hours** of testing. The Test Administrator **must** also indicate the use of the accommodated format on the standard version student response booklet.

29. How are grade-levels combined on the Listening and Speaking CDs for ACCESS for ELLs 2.0 Paper?

Listening and Speaking CDs are combined in grade-level cluster for each tier (A, B/C): 1; 2; 3; 4–5; 6–8; 9–12. Please note that you cannot combine students in different grade clusters/tiers during the Listening section (e.g., you cannot administer the test to Tier A students in Grade 1 and Grade 2 together). The Listening and Speaking CDs contain the directions and test items for administering the Listening and Speaking sections for each grade-level cluster and tier. It is important to note that practice items for the Listening and Speaking sections are included in the Test Administrator's Script. Listening and Speaking CDs are secure and **must** be returned with secure test materials.

30. If the district has a Florida Virtual School (FLVS) full-time student who meets the *Students To Be Tested* requirements, does the testing school use materials from the district's overage or the school's overage?

The testing school should use materials from the school's overage. If the school's overage is depleted, then the District Test Coordinator should provide the testing school with materials from the district's overage. To request additional materials, please contact your [District Test Coordinator](#).

31. When should schools return materials to the district office?

District Test Coordinators should identify a date that test materials are to be returned to the district office to ensure ALL SECURE TEST MATERIALS ARE RETURNED to DRC by **Friday, March 30, 2018**. Please contact your [District Test Coordinator](#) to determine the process to return secure materials.

32. How should schools package and return the ACCESS for ELLs 2.0 materials?

Schools should use the boxes from the original shipment. All materials (used and unused, scripts and test books) can be placed in one box. Alternate ACCESS for ELLs materials may be mixed with the ACCESS for ELLs 2.0 materials. For additional return instructions, please review Section 7 of the [Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual](#).

Note: School Test Coordinators should return the original signed 2018 ACCESS for ELLs 2.0 Test Administration and Security Agreement(s), 2018 ACCESS for ELLs 2.0 Security Log(s), and the completed Test Materials Chain of Custody Form to the District Test Coordinator.

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ACCESS for ELLs 2.0 Administration

33. Who can administer ACCESS for ELLs 2.0?

For the ACCESS for ELLs 2.0 administration, districts may continue to utilize Test Administrators that include the following:

- State-level certified educators
- District-level certified educators
- School personnel (including temporary certifications for new teachers and certified substitute teachers)
- Paraprofessionals articulate in English

34. If a Test Administrator has administered the ACCESS for ELLs 2.0 in previous years, do they have to be trained again for the 2018 ACCESS for ELLs 2.0 administration?

It is a district's decision whether recertification is required to administer 2018 ACCESS for ELLs 2.0 suite of assessments. Login is **required** to access the training modules provided on the WIDA Secure Portal. For additional information regarding training, please refer to question 16 of this FAQ.

35. Are Test Administrators permitted to write/mark in the Test Administrator's Script?

Yes, the Test Administrator may write/mark in the Test Administrator's Script. However, modifying the scripts is **strictly prohibited**.

36. Do all domains need to be administered the same day?

The domains may be administered across multiple days in the manner that works best for scheduling purposes. However, a single domain test should not be broken into separate administrations unless a student has an accommodation allowing this.

37. What date should be completed for Date of Testing?

The date that the student *began* testing should be completed in Date of Testing. In situations where a student has transferred, bubble in the date testing ended in your school for the student. This will assist in processing any duplicates that may occur after test materials are received.

38. Is there a cut-off date for testing newly enrolled students?

It is a district's decision to test newly enrolled students after January 29, 2018.

39. When should the student's Native (Home) Language be completed on the student response booklet?

Native (Home) Language should be only completed for students who have a District/School label affixed to the student response booklet. Please start at the left, grid the two-character code, and leave the last box(es) blank. For Native (Home) language codes specific to Florida can be found under the *Assessment Materials and Training* tab on Florida's WIDA webpage.

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40. Can Test Administrators administer ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs to a student in his or her native language?

No. Because ACCESS for ELLs 2.0 suite of assessments are utilized to measure a student's English language proficiency and giving it to a student in a language other than English would change what it is measuring. Therefore, **no use of a language other than English** for interpreting test items is allowed. However, limited use of the student's home language for giving directions is allowable.

41. What is the appropriate number of students during group administration?

WIDA recommends not including more than 22 students in a single group-administered test session (i.e., Listening, Reading, and Writing). The number of students is dependent on the grade level, location where the test is being administered, and the number of administrators/proctors monitoring the students. There **must** be sufficient space (at least three feet) between students to discourage cheating. Please note that the Speaking section must be individually administered.

42. Can I test students in different tiers in a test session?

No, the Test Administrator must only test students who are in the same grade-level cluster and tier during a group-administered test session. Testing students in different tiers and grade-level clusters is a cause for invalidation. For additional information, please refer to Section 6 of the [Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual](#).

43. If a student has an ESE accommodation of oral presentation of test items, can the Test Administrator read all the test items within the Reading section of the ACCESS for ELLs 2.0?

No, oral presentation of all test items is not permissible in the Reading section of the ACCESS for ELLs 2.0. For additional information regarding accommodations for each test domain, please refer to Appendix C of the [Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement](#).

44. Can students use scratch paper during the test?

No, students should not use scratch paper during the test. Instead, students should be provided with a [Planning Sheet](#) to prepare responses if needed. **Note:** USED planning sheets must be returned with secure test materials after testing.

45. During a group administration, how should the Test Administrator handle a disruptive and/or talkative student?

Any student that becomes disruptive and/or talkative should be promptly removed from the testing room. Situations involving disruptive behavior should be investigated and discussed with the School Test Coordinator and the site administrator to determine whether a test section should be invalidated.

46. What are the reasons a student's test section MUST be invalidated/marked as Invalidated (INV)?

There is an INV bubble for each of the four test sections: Listening, Speaking, Reading, and Writing. For assistance identifying circumstances when invalidation is an appropriate course of action, please review Section 4.7 of the [Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual](#). This manual is available under the *Assessment Materials & Training* tab on [Florida's WIDA webpage](#).

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47. If a student response booklet has been invalidated (INV) due to the presence of an electronic device or student is caught cheating, how should schools package the answer document?

If all or part of a student response booklet for the Listening, Speaking, Reading, or Writing section is invalidated due to the presence of an electronic device or student is caught cheating, grid the appropriate INV bubble for that test section and return the student response booklet with secure test materials.

48. A student withdrew/transferred during testing and did not finish all four test sections. Should the Test Administrator invalidate the test sections that were not completed?

If a student withdrew and moved out of state prior to completing the assessment, the Test Administrator should grid “ABS” in the Do Not Score field for any test section of the ACCESS for ELLs 2.0 that the student could not be assessed. Please review Question 49 for additional guidance regarding student transfers.

49. What is the procedure for students that move/transfer prior to or during the testing window?

Guidelines for students who transfer prior to or during the testing window is provided in Section 6.3 of the [*Spring 2018 Florida ACCESS for ELLs 2.0 Test Administration Manual*](#). This manual is available under the *Assessment Materials and Training* tab on [Florida’s WIDA webpage](#).

50. What if the reason the student was not assessed is not listed in the Do Not Score section?

If a student is not assessed and the reason is not listed, the Test Administrator **must** attach documentation of the situation to the ACCESS for ELLs 2.0 Test Session Roster **AND** grid “ABS” in the Do Not Score section for the test domain(s).

51. When it is not necessary to indicate Do Not Score on the student response booklet?

Under the following circumstances, it is **not** necessary to indicate a Do Not Score on USED answer sheets:

- The preidentified document belongs to a student who has responded to questions in a test section. **Note:** If the student refuses to complete the test section, it is appropriate to grid Decline (DEC) in the Do Not Score section.
- The preidentified document belongs to a student who has completed all four test sections prior to withdrawing from the school.

2018 ACCESS for ELLs 2.0 Frequently Asked Questions for Florida

ACCESS for ELLs 2.0 Score Reports

52. How and when are ACCESS for ELLs 2.0 score results returned to students?

One copy of the Individual Student Report (ISR) is provided to the school in May of the current school year. Additional copies can be printed by the District Test Coordinator via WIDA AMS. The ISR for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs within WIDA AMS will be translated in the below languages.

Albanian	Hmong	Samoan
Amharic	Ilokano	Serbian
Arabic	Italian	Somali
Bengali	Japanese	Spanish (International)
Bosnian	Karen	Swahili
Burmese	Khmer Krom (Cambodian)	Tagalog
Carolinian	Korean	Telugu
Chamorro	Lao	Tongan
Chinese (Simplified)	Malayalam	Turkish
Chinese (Traditional)	Mandingo	Ukrainian
Chuukese	Marshallese	Urdu
French (European)	Nepali	Vietnamese
German	Polish	Wolof
Gujarati	Portuguese (Brazilian)	
Haitian Creole	Punjabi	
Hawaiian	Romanian	
Hindi	Russian	

53. How can parents/guardians obtain a copy of their child's ACCESS for ELLs 2.0 scores?

Parents/Guardians should contact their child's school for a copy of the Individual Student Report.

54. Do students receive remediation based on their ACCESS for ELLs 2.0 scores?

Contact your child's school for specific services provided by the English for Speakers of Other Languages (ESOL) program.

55. May students substitute alternative assessment scores for passing scores on the Alternate ACCESS for ELLs?

No, there is no substitute assessment for the Alternate ACCESS for ELLs or ACCESS for ELLs 2.0 assessments.

2018 ACCESS for ELLs 2.0 Frequently Asked Questions for Florida

56. Who scores the ACCESS for ELLs 2.0?

The Speaking section is locally scored by certified Test Administrators, who completed online training via the WIDA Secure Portal. The Writing section is scored by a team at DRC. The Reading and Listening sections are scanned and scored by DRC.

57. When will School Coordinators receive login information to access 2018 ACCESS for ELLs 2.0 School Reports on WIDA AMS?

To view score reports, School Test Coordinators should discuss gaining access to WIDA AMS with the [District Test Coordinator](#).

58. If a student is not assessed in one of the four sections (Listening, Speaking, Reading, and Writing) of the ACCESS for ELLs 2.0, will the student receive an Individual Student Report?

Yes, but the Test Administrator should grid a Do Not Score code (i.e., ABS) for any test domain not administered. The student will receive an Individual Student Report, but a score of Not Available (NA) will be present in one or more sections of the test domains. If a Do Not Score code is not gridded and the student has not answered any questions, the test booklet will be processed; however, due to not meeting the attemptedness criteria, a score will not be awarded.