

WIDA SCREENER

ENGLISH LANGUAGE PROFICIENCY TEST

TEST ADMINISTRATION MANUAL

ONLINE TEST



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SECTION 1: Introduction and Test Overview

WIDA Screener Online (WIDA Screener) is an English language proficiency screener test given to incoming students in Grades 1–12 to determine whether they qualify for English language support services.

WIDA is working with Data Recognition Corporation (DRC), the technology and test platform development partner, to deliver the assessment to all testing sites.

WIDA Screener offers several features that ease the workload of the Test Administrator, increase standardization of test administration, and enhance the student testing experience:

- The test automatically determines which Listening and Reading items the student will see based on their performance on an initial set of questions. The test also automatically determines the appropriate tier for the Speaking and Writing tasks based on performance on the Listening and Reading items.
- The Speaking test can be administered in small groups. Students independently take the test, guided by a Virtual Test Administrator and electronically record their responses, which are locally scored by a trained rater.
- The multimodal features of WIDA Screener are designed to increase student engagement through a more dynamic testing experience.

1.1 Test Overview

WIDA Screener Online is an assessment designed to provide an initial measure of a student’s English language proficiency. The purpose of this assessment is to aid educators in making decisions and help them identify whether a student is a candidate for English language support services.

WIDA Screener should be considered as only one element in the decision-making process of identifying a student as an English language learner (ELL). This decision should be supported by other evidence, such as previous schooling in English or another language, recommendations from previous teachers, the child’s home language survey, or any of the recommended or required criteria as determined by each state and district.

WIDA Screener cannot be used as a substitute for ACCESS for ELLs or any other assessment used to satisfy legal requirements for annual assessment and accountability. Thus, results from WIDA Screener cannot be used for decisions about exiting students from ELL services. These decisions should be supported by the student’s annual progress on ACCESS for ELLs, and on other evidence as well, such as academic content assessments, teacher recommendations, and other informative documentation.

Test Administrators familiar with ACCESS for ELLs Online will see similarities between the summative assessment and WIDA Screener Online. Please keep in mind that while some test administration procedures are similar, these two assessments differ in purpose and in some administration procedures. See Section 7.1 of this manual for an overview of the test administration procedures for WIDA Screener Online.

What Does WIDA Screener Online Assess?

WIDA Screener assesses students’ English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and the school;

the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS). WIDA Screener has been built upon the ELD Standards, which correspond with College and Career Readiness Standards (CCR), including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards.

How is WIDA Screener Online Structured?

WIDA Screener is divided into five grade-level clusters: 1, 2–3, 4–5, 6–8, and 9–12.



For each grade-level cluster, there is a test in each of the four language domains (Listening, Reading, Speaking, and Writing). The domain tests are administered in the following order: Listening, Reading, Speaking, and then Writing.

The Listening test and Reading tests consist of items organized in thematic folders, each containing three multiple-choice questions pertaining to a particular theme. Both Listening and Reading tests include one entry folder, which all students will see, and then students will take either Tier A (easier test content, more appropriate for students at beginning levels of language proficiency) or Tier C folders (more challenging test content, focused at proficiency levels where students can demonstrate that they may not need English Language services) for the remainder of that domain, depending on how they perform on the entry folder.

The Speaking test and the Writing test are made up of performance tasks scored according to specific scoring criteria. A student’s score on the Listening and Reading tests will determine if a student sees a Tier A or Tier B/C folder in both Speaking and Writing. See Figure 1 for an overview of WIDA Screener Online.

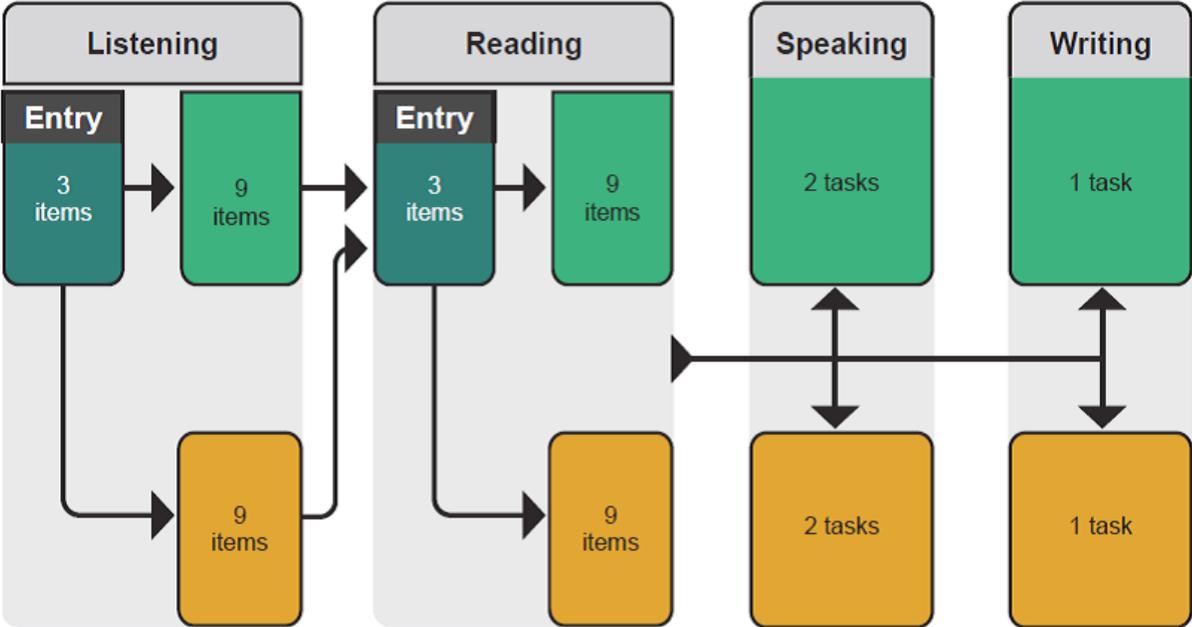


Figure 1: Overview of WIDA Screener Online

WIDA Screener allows for small group administration of the Listening, Reading, Speaking, and Writing tests. The Listening and Reading tests are scored automatically by the testing system while the Speaking and Writing responses are scored locally after testing is complete. Test Administrators must use the online scoring tool in the WIDA Assessment Management System (WIDA AMS) to retrieve and score Speaking and Writing student samples. Scores for the Speaking and Writing student samples are entered into WIDA AMS, which will then automatically calculate the student's final results, including four domain scores and four composite scores. For more information about the online scoring tool, see Section 9 of this manual as well as the WIDA AMS User Guide.

1.2 About the WIDA English Language Development Standards

WIDA Screener Online is grounded in the WIDA ELD Standards for Kindergarten through Grade 12. The WIDA ELD Standards were developed with input from leaders in the field and from educators in WIDA Consortium member states. This process was also informed by the latest developments in both English language development research and states' content standards for college and career readiness.

The WIDA ELD Standards divide the continuum of language development into six proficiency levels. These six levels are described by the WIDA Performance Definitions, which outline the progression of English language development. For more information on the WIDA ELD Standards and the WIDA Performance Definitions, see the WIDA website.

1.3 Purpose of this Manual

This manual provides important information for Test Administrators who will administer WIDA Screener Online. It includes instructions on how to schedule test sessions and print the paper-based test materials. This manual also contains instructions on how to administer all four domains of WIDA Screener (including the paper-based Writing test for Grades 1–3). Please note that WIDA Screener only pertains to Grades 1–12. If you need to screen Kindergarten students, you may use the Kindergarten W-APT or Kindergarten MODEL.

If you need clarification beyond the manual, contact the WIDA Client Services Center at help@wida.us or 866-276-7735. For assistance with WIDA AMS, contact DRC Customer Support at WIDA@datarecognitioncorp.com or 855-787-9615.

SECTION 2: Overview of Responsibilities

2.1 Test Security

All materials for WIDA Screener Online are considered secure test materials. Therefore, it is important to take the appropriate measures to maintain confidentiality of all testing materials. All users of the WIDA website will be prompted to read and sign a Non-Disclosure Agreement (NDA) upon their first login. Use of WIDA AMS and INSIGHT test engine are also subject to the terms of use outlined in WIDA AMS. See Section 5 of this manual for more information about WIDA AMS. Users will be prompted to agree to the test security policy upon their first login.

You must follow these guidelines to maintain test security. Please also remember to adhere to your district- and state-specific test security policies.

In order to maintain test security

- Ensure that online test content does not remain open or unattended on screens before or after testing.
- Ensure that any printed test materials are treated as **secure materials**. Do not leave materials unattended before or after testing.
- Ensure that no specific information about the content of the test is shared with students or their families prior to or after testing.
- Keep personal login information secure.
- Place all secure materials in locked storage.

Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores.

If test security has been compromised in any way, please contact your state testing representative to determine remediation steps.

2.2 Test Administration Responsibilities

As the Test Administrator, you have many responsibilities that you need to carry out prior to administering the test:

- Ensure that personnel administering the test or scoring the Speaking and Writing tests, including yourself, have taken the applicable training and that local scorers have taken the certification quiz.
- Become familiar with the WIDA Assessment Management System User Guide in order to learn how to manage student data details.
- Provide and document appropriate accommodations for students.
- Monitor students to verify that they can use the online test system.
- Manage your profile on WIDA AMS and create additional WIDA AMS user accounts as necessary.
- Familiarize yourself with the following technical responsibilities that are required to set up WIDA Screener. You may have to do these yourself or you may have a tech coordinator who can do them.
- Download software from WIDA AMS to the testing computers prior to the test.

- Verify that the firewall and filters on the computer network are configured correctly to allow communication with the online servers and that the correct URLs and IP addresses are whitelisted.
- Ensure that devices used for administering the online test components meet the minimum system requirements and are configured to support testing.
- Troubleshoot technical or infrastructure issues during the online administration.

Consult the current *INSIGHT Technology User Guide* for detailed instructions regarding installing testing software. If you already have the testing software installed, you still need to consult the Technology User Guide to ensure you are running an up-to-date version.

SECTION 3: Training

This section provides instructions for accessing and completing the WIDA Screener Online Training Course.

3.1 WIDA Screener Online Training Course

The WIDA Screener Online Training Course provides the necessary training on how to facilitate, administer, and score the screener.

The WIDA Screener Online Training Course contains information about logistics, basic test administration information and resources, the Speaking Scoring modules, and the Writing Scoring modules. The Speaking Scoring modules and/or Writing Scoring modules are only required for Test Administrators who will score the Speaking and/or Writing tests for WIDA Screener.

To access the WIDA Screener Online Training Course, log in to the **My Account & Secure Portal** page. Under **Screener Test Materials and Training** you must click on the tile that says **WIDA Screener Online**.

Screener Test Materials & Training



You land on the home page within the course. At the top of each page, you can see instructions about what to do on each page.

3.2 Speaking and Writing Scoring Modules

It is important to highlight two sections of the training course: Speaking Scoring and Writing Scoring.



Figure 2: Speaking Scoring

On the Speaking Scoring page, you will find the **Speaking Modules & Quizzes**: The Speaking Training Modules are located within the training course under the **Scoring & Reporting** tab. The purpose of the Speaking Scoring Modules is to prepare educators to confidently and accurately rate students' Speaking test performances by applying the scoring scale and scoring rules.

Module 1 provides an overview of the WIDA Screener Online Speaking test format and scoring procedures. It is designed to prepare you to administer and score the speaking component of WIDA Screener.

Module 2 allows you to see listen to responses by grade-level cluster, which exemplify language use expectations at various score points. It then allows you to practice scoring on your own.

Module 3 offers additional recommended practice along with score explanations related to different test items than you saw in Module 2.

You should plan to spend 1 to 2 hours to complete the WIDA Screener Online: Speaking Scoring Series Modules. The timing depends on the number of grade-level cluster tests you will administer. If you need to score all grade-level clusters (Grades 1–12) then it is recommended that you complete grade-level clusters 1, 4–5, and 9–12. This gives you a variety of samples to score. Then, there are two short quizzes, one for Grades 1–5 and one for Grades 6–12, that you must pass in order to be certified to administer and score Speaking. You should take the quiz or quizzes that apply to the grade cluster(s) that you will be scoring. This time estimate does not include reviewing or rereading materials.

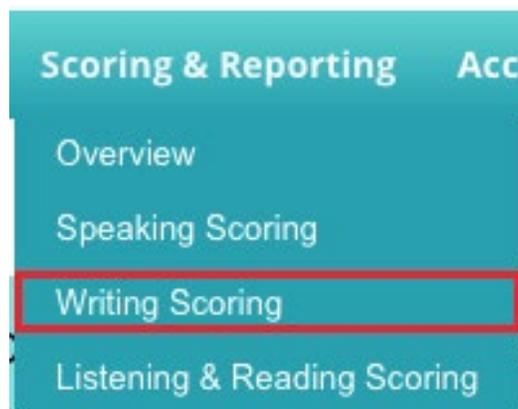


Figure 3: Writing Scoring

On the Writing Scoring page, you will find the **Writing Modules & Quizzes**: The Writing Training Modules are located within the training course on the **Scoring & Reporting** page.

Module 1 provides an overview of the WIDA Screener Writing test format and scoring procedures. It is designed to prepare you to administer and score the writing component of WIDA Screener.

Module 2 allows you to see written responses by grade-level cluster which exemplify language use expectations at various score points. It then allows you to practice scoring on your own.

Module 3 offers additional recommended practice along with score explanations related to different test items than you saw in Module 2.

You should plan to spend 1 to 2 hours to complete the WIDA Screener: Writing Scoring Series Modules. The timing depends on the number of grade-level cluster tests you will administer. If you need to score all grade-level clusters (Grades 1–12) then it is recommended that you complete grade-level clusters 1, 4–5, and 9–12. This gives you a variety of samples to score. Then, there are two short quizzes, one for Grades 1–5 and one for Grades 6–12, that you must pass in order to be certified to score Writing. You should take the quiz or quizzes that apply to the grade cluster(s) that you will be scoring. This time estimate does not include reviewing or rereading materials.

You may retake both the Speaking and Writing certification quizzes as many times as necessary to receive a passing score.

IMPORTANT: If you have completed the ACCESS for ELLs Paper Speaking Scoring modules and quiz, then you are already considered certified to score the WIDA Screener Speaking test, and you do not need to also complete the WIDA Screener Speaking Scoring modules and quiz to administer and score the WIDA Screener Speaking test. However, if you will be administering and scoring any part of WIDA Screener in addition to the Speaking test, you must still complete the appropriate training components described in this section.

Upon completion of each of the components of the course, you will receive a “certification,” which will be listed on your training certificate.

The WIDA Client Services Center is available to help with training and certification questions, by emailing help@wida.us or calling toll free 866-276-7735.

SECTION 4: Test Materials for Administration

All parts of the online assessment are computer-delivered, with the exception of the Writing test for Grades 1–3. For administrations that contain paper-based materials, ensure that test materials are available as needed. Test materials are downloaded and printed from the Materials and Resources tab of the WIDA Screener Online training course. These materials include the Writing Test Booklets for Grades 1-3 and the Test Administrator’s Scripts for all grades.

4.1 WIDA Assessment Management System (WIDA AMS)

WIDA AMS is a one-stop resource for all tools and information needed for coordinating the administration of WIDA Screener Online. You will use the system for setting up the online test, scoring Speaking and Writing responses, and viewing score reports.

WIDA AMS is accessible with a DRC-specific login, separate from the WIDA user account login. This WIDA AMS login is the same login utilized for the ACCESS for ELLs summative assessment. DRC will automatically grant Screener permissions to users who currently have district-level access to the WIDA summative assessment. These individuals will be responsible for giving Test Administrators access to the “WIDA Screener” administration and associated permissions. Any Test Administrator or other testing personnel who did not participate in ACCESS for ELLs will need to be added to WIDA AMS and provided permissions for WIDA Screener. Complete directions for adding and editing users, as well as adding a new administrator and associated permissions, are detailed in the WIDA AMS User Guide.

If you do not have access to WIDA AMS, please contact your District Assessment Coordinator, or DRC Customer Support at WIDA@datarecognitioncorp.com or 855-787-9615.

The WIDA AMS functionality utilized for WIDA Screener Online is detailed below.

Functionality	Use For
Manage Users	Adding new users, Adding/editing user permissions
Test Resources	Accessing test demo and sample items
Test Setup—Test Sessions and Manage Students	Adding students and setting up test sessions
Screener Scoring	Recording students’ Speaking and Writing scores
Student Score Reports	Viewing Student Reports
For more information, please consult the WIDA AMS User Guide	

Scheduling Test Sessions

In order to participate in WIDA Screener Online, students must be added to WIDA AMS and placed into test sessions. Unlike with ACCESS for ELLs, DRC will not pre-load students into WIDA AMS for the Screener. Instead, you will need to have WIDA AMS permission to upload and edit students.

WIDA AMS allows students to be added to WIDA AMS manually (one-by-one) or as a group via a data file. Likewise, test sessions may be created manually or via a data file. When adding students to WIDA AMS, please pay attention to which fields are required. For manual additions, required fields are marked with a red asterisk. In the case of multiple student uploads, the data file layout indicates those fields that are required. For more information on viewing, adding, and editing student data and test sessions in WIDA AMS, please see the WIDA AMS User Guide.

Students must be placed into a test session by grade cluster. Specific directions for how to create test sessions and assign students to them are provided in the WIDA AMS User Guide.

Test Tickets and Student Test Roster

A Test Ticket contains the unique login credentials a student must use to access and begin the test.

Test Tickets should be generated for each student before test administration begins. Each student will have one Test Ticket, rather than a separate Test Ticket for each domain test.

Test Tickets are part of the Student Test Roster. See Figure 4 for an example of a student Test Ticket.

The Student Test Roster summarizes test session information such as the test name, test session name, and the district and school. In addition, it provides a list of students who are registered to participate in the test session as well as if an online accommodation has been assigned to a student. See Figure 5 for an example of a Student Test Roster. For more information on editing and printing Student Test Rosters and Test Tickets, see the WIDA AMS User Guide.

WIDA Screener Online Test Ticket Screener Gr 4-5
Luis Gomez Date of Birth: 10/22/2006
Accommodations: N/A Domain: Screener Test Session Name: Generic Grade 4 State Student ID: 1234567890
Username: GLuis1 Password: 266599

Figure 4: Example of a Screener Test Ticket

WIDA Screener						
Student Test Roster						
					District: DRC Sample District	
					School: DRC Sample School	
					Domain: Screener	
					Assessment: Screener Gr 45	
					Test Session: Generic Grade 4	
Completed	Accommodation(s)	Student Name	Date of Birth	State Student ID	User name	Password
	N/A	One, Student	1/1/2006	1234567890	Sone1	266599
	ES	Two, Student	2/2/2006	2345678901	Stwo1	341533
	MC, RA	Three, Student	3/3/2005	3456789012	Sthree	433411

Figure 5: Example of a Student Test Roster

4.2 Downloading Materials

Printed materials for WIDA Screener, including training manuals and test materials for the Grades 1–3 Writing test, are available for download from the WIDA Screener Online training course’s Materials and Resources page (see Figure 6).

Materials & Resources



This page contains resources needed before, during, and after, the administration of the WIDA Screener Online.

Some test materials are provided in this training course such as the Online Test Administration Manual, AMS User Guide, the Speaking and Writing Scoring scales, and Writing Test Booklets are all available for download and printing from the table below.

Figure 6: Materials in WIDA Training Course

4.3 Disposal of Materials

After the administration of all domains has been completed, collect all Test Tickets, Writing booklets and all scratch paper. Collect scratch paper even if the student did not write anything on it. Test Tickets and scratch paper should be securely destroyed along with the Student Test Roster, while the handwritten responses to the Writing test must be maintained for local scoring.

Please note that all test materials are locally printed, and therefore nothing needs to be shipped back to DRC or WIDA.

If you are not scoring the Writing test, ensure that the Grades 1–3 Writing Test booklets, in addition to any handwritten responses to the Grades 4–12 Writing test, are properly stored and delivered to the individual who will score the Writing responses (see Section 7.4).

If you are scoring the Writing test, score the Writing tests following procedures outlined in Section 9. Written responses that have been scored may be kept or destroyed according to local policy.

SECTION 5: Testing Environment Logistics

5.1 Test Scheduling

WIDA Screener Online is intended to be administered in one sitting. The four domains of the test will be administered in this order: Listening, Reading, Speaking, and then Writing. Because the tier for Speaking and Writing is determined by the student's responses on the Listening and Reading test, these two domains are administered first.

Because the test is administered online, it is possible to combine students from different grade levels in the same test administration session. Students in Grades 4–12 can take the test in its entirety in the same test session. For example, students from grade clusters 4–5 and 6–8 can be scheduled for and administered the test during the same session. Likewise, students in grade clusters 1 and 2–3 may be administered WIDA Screener Online in the same test session for Listening, Reading, and Speaking.

Because the Writing domain for students in Grades 1 and 2–3 is delivered in a paper/pencil format, the Writing test for these grade clusters cannot be combined with other grade clusters. Administration of the Grades 1–3 Writing test must be separated by grade cluster and tier. That is, Grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, and Grades 2–3 Tier B/C must all be administered Writing separately. Please note that you will know in which tiers to place students by viewing the student's screen after the student has finished the other three domain tests.

WIDA Screener Online can be administered either one-on-one or in groups, depending on how many students need to take the assessment. The number of students scheduled in a test session also depends on how many students the Test Administrator can comfortably monitor and assist as needed. The number of students may depend on the number of desktops, laptops, or tablets available in a room. Keep in mind that during the Writing test session, the Test Administrator performs check-ins with each student as he/she finishes the test (for more about the Writing test administration procedures, see Section 7.4 of this manual). During the Speaking test, students should have enough space between them in order to comfortably respond to Speaking tasks without distracting each other. Additionally, students with very limited English proficiency may benefit from being tested in smaller groups.

Determining the Appropriate Grade-Level Cluster

The appropriate grade-level cluster form to administer to students depends on the time of year when the test is administered and the current grade level of the student. For students in the first semester of the first year in a grade-level cluster, WIDA recommends the option of administering a lower grade cluster form (see Figure 7 below). For example, students in the first semester of sixth grade may take the 4–5 grade cluster form. The Grades 6–8 form should be administered to students in their second semester of sixth grade through the first semester of ninth grade.

This guidance also means that a student in the first semester of first grade should be given a Kindergarten test form. Currently, the Kindergarten options available from WIDA are K W-APT or K MODEL. Your state or district may have specific policies on which assessment you may administer.

WIDA has made this recommendation based on the knowledge that students just entering a new grade level cluster have not yet been exposed to the language proficiency standards and content topics at the beginning of the school year. Students must not be administered a grade cluster test that is above the student's current grade level. The following figure shows the appropriate grade-level cluster test form for students, depending on the semester and grade level when the test is administered.

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

Figure 7: Appropriate Grade Cluster Form Based on Grade Level and Semester of the Student

5.3 Timing of the Test

While you do not need to schedule testing times in WIDA AMS, you will need to know how long the test will take when reserving desktops, laptops, or tablets for each test administration. The following table provides approximate maximum times for the domain across all grade levels. Note that the approximate test administration time does not include convening students, taking attendance, or explaining test directions, as needed.

Total	Up to 70 Minutes
Listening	Approximately 45 Minutes
Reading	
Speaking	
Writing	Approximately 25 Minutes

The times listed above are estimates. Test Administrators may use their professional judgment to determine if additional time is needed.

5.4 Setting Up the Testing Room

Preparing the testing room in advance for the day of testing will facilitate a smooth test administration. It is recommended that as the Test Administrator, you do the following:

- Test in a room that has enough devices (i.e., desktops, laptops, or tablets) for each student.
- Cover up any posters that could possibly assist students during testing. Your state or local district may have specific room setup requirements to follow in addition to this general guideline.
- Make or obtain a ***Do Not Disturb: Testing*** sign to be placed on the outside of the testing room door during test sessions.
- Plan to have a table on which to lay out the Test Administrator’s Script and, if needed, the Writing Test Booklets for Grades 1–3.
- If you are administering the test to multiple students, have on hand reading materials for students who finish early.
- Have a watch or clock available in the testing room; consult the Test Administrator’s Script for guidance on pacing the test.

These specific considerations apply during the Writing test:

- Make sure that students have enough room on their desks to comfortably place the Writing Test Booklet (Grades 1–3), blank scratch paper, and/or, if needed, blank, lined, or unlined paper (Grades 4–12).
- Obtain enough sharpened pencils for students being tested, and have extra pre-sharpened pencils available, as sharpening pencils during a test session could be a distraction.

5.5 Equipment Needed

The following equipment is needed to administer the test:

- A desktop, laptop, or tablet for each student.
- Headphones or headsets for each student (except while administering the Reading test items, which have no audio, and except while administering Writing Grades 1–3, which is paper based); do not use speakers to administer the test. The headsets used during the Speaking test must include a functioning microphone to allow students to record their responses.

Information on technological requirements for devices used to administer the test can be found in the WIDA AMS User Guide and INSIGHT Technology User Guide.

5.6 How to Launch the Test

When it is time for students to take the test, follow the instructions below and refer to Figures 8-14 to access the test.

WIDA Screener Online can be accessed directly from the student’s device by opening the INSIGHT icon (see Figure 8). INSIGHT will have been installed on the devices prior to testing. If INSIGHT does not appear to be available on the device, please contact technology personnel at your school or district.



Figure 8: INSIGHT Icon

1. After accessing the test interface, select the WIDA Screener–Test Sign In link to reach the log in page (see Figures 9 and 10). You should navigate to the log in page before students sit down at the device to take the test.



Figure 9: Test Sign In

2. Instruct students to enter the login information found on their Test Ticket and then click Sign In (see Figure 10). For younger students, or any students who may need extra help entering the login information, you may assist them with typing their username and password or enter this information for them. If a student receives the following message “Invalid Username or Password. Please try again,” instruct the student to try again or assist the student.



Figure 10: Logging in to the Test

3. After entering their login information, students see the screen in Figure 11, listing their names and test information. Instruct students to make sure that their names are correct. If so, the student should click Continue.

Welcome **Student Name!**

Before you begin testing, please confirm your profile information is correct:

Test Name: **Screener**
Test Session: **Student's Session**

Your State Student ID is: **1234567890**

If the above information is correct, please select **Continue**.

If any of the above information is not correct, or if Color Chooser is not available when the Options button is clicked, please raise your hand and notify your Test Administrator.

[Continue](#)

 [Exit](#)

Figure 11: Student Verification Page

Note: If a student's information is not correct, instruct the student to exit the test and enter his or her login information again. To exit the test, instruct the student to click Exit, and when prompted, click Yes, Exit. The student should then reenter his or her information.

4. On the test selection page that displays, the test domain that is available to the student appears on the screen as a clickable link with "Click Here" next to it. Test domains that are not yet available to the student are disabled. Instruct the student to click on the domain link marked "Click Here" (see Figure 12).

The following tests have been scheduled for **Student Name!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

- **Listening** [Click Here](#)
- Reading
- Speaking
- Writing

Figure 12: Selecting the Listening Test

Note: Students taking the Speaking test are prompted to perform a microphone check after selecting the test. Refer to the Test Administrator’s Script for monitoring the test to assist students during the microphone check (see Section 7.4 for more information about the microphone check).

5. The test launches when the student clicks on Begin the Test (see Figure 13).

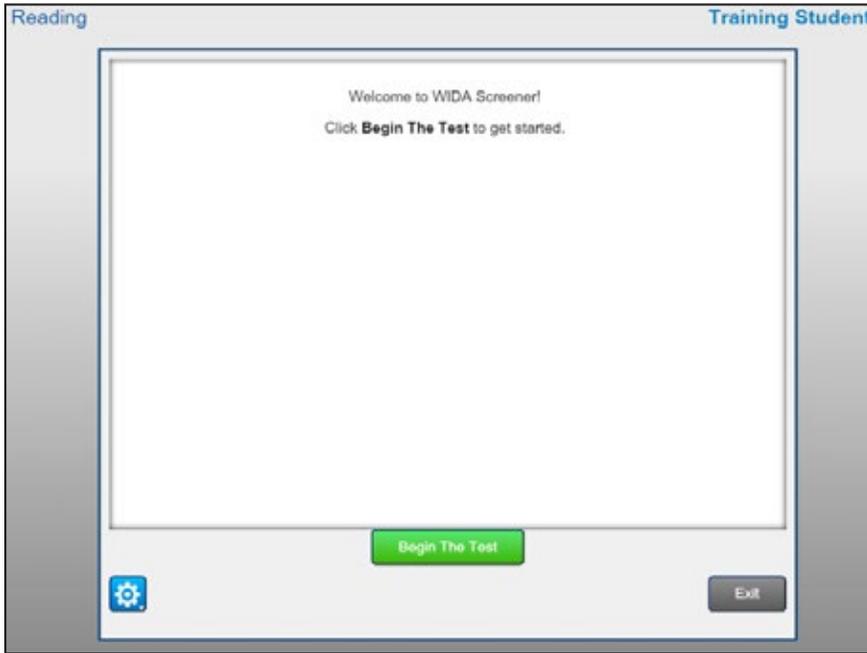


Figure 13: Begin the Test

6. After completing the domain, the student is routed back to the test selection page. The next test domain that is available to the student appears on the screen as a clickable link with “Click Here” next to it. Test domains that are not yet available to the student are disabled. Test domains that the student has already completed are disabled and marked “Complete.” Instruct the student to click on the domain link marked “Click Here” (see Figure 14).

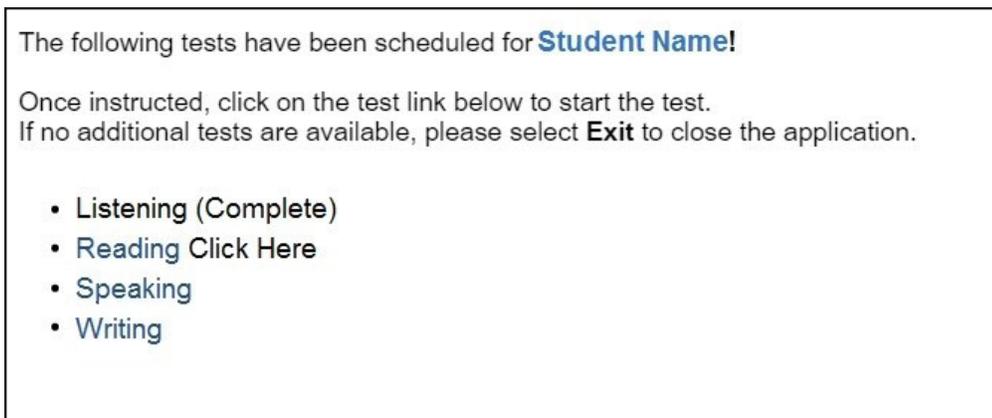


Figure 14: Selecting the Reading Test

SECTION 6:

Accessibility and Accommodations

The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with Individual Education Plans (IEP) or 504 plans. These supports are intended to increase the accessibility for the assessments for all ELLs. Accessibility supports and accommodations for WIDA Screener Online are identical to what is available on ACCESS for ELLs Online.

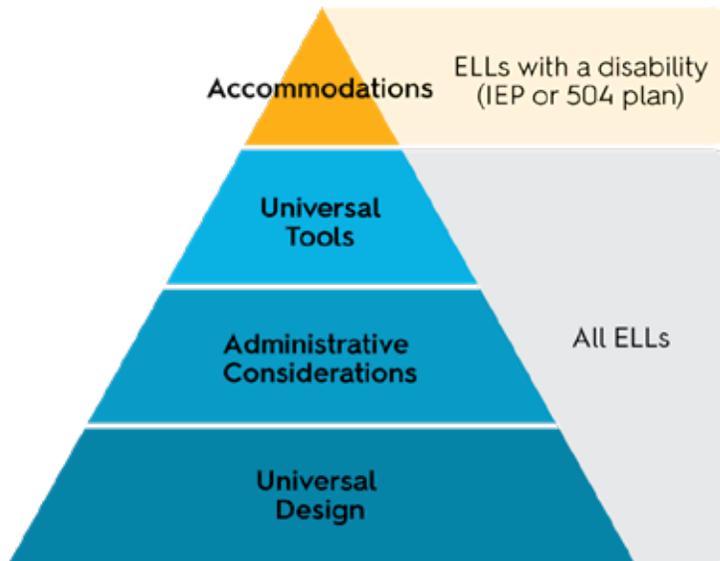


Figure 15: WIDA Accessibility and Accommodations Framework

To protect the validity of WIDA Screener Online only those accessibility features explicitly identified in the *Accessibility and Accommodations Supplement* should be used during test administration. The use of features that are not included could compromise the validity of the assessment and invalidate students' results.

The *Accessibility and Accommodations Supplement* can be downloaded from the WIDA website. Be sure to refer to your state's accommodations policies for English language proficiency assessments for specific guidance.

The following accommodations are **not allowed** for use with WIDA Screener Online:

- Read aloud test items or passages on the Reading test
- Translate test items into a language other than English
- Reading of test items in a language other than English
- Bilingual word-to-word dictionary
- Student responds to test questions in a language other than English

SECTION 7: Test Administration Procedures

7.1 Summary of Testing Logistics

Scripted instructions for administering each domain test of WIDA Screener Online are found in the Test Administrator’s Script and can be downloaded from the WIDA Screener Online training course.

Below are some additional details for Test Administrators about preparing for and administering the test.

Students in all grades use a desktop, laptop or tablet to complete the Listening, Reading, and Speaking tests. Students in Grades 4–12 also use a desktop, laptop or tablet to complete the Writing test. Students in Grades 1–3 complete the Writing test on paper.

WIDA Screener Online is intended to be administered in one sitting. Every attempt should be made to administer each section of the test (Listening, Reading, Speaking, and Writing).

While pausing the test is not recommended, there are rare situations when it may be appropriate to pause the administration and allow the student to try again at a later time or to discontinue administering the domain altogether. If it becomes apparent that a student is having an unusually difficult time (i.e., not responding to the test items) during the administration of one domain, as the Test Administrator, you may discontinue that domain test for the student and attempt to administer the test again at a later time. If it is apparent that a second attempt may need to also be discontinued, you may discontinue the administration of the domain. If the Listening, Reading, or Speaking domain is not completed, students cannot progress to the next domain, and the Speaking and Writing tests may only be taken after the Listening and Reading tests have been completed. Therefore, discontinuing a domain often means discontinuing the test. If it’s decided to administer the remaining domains to the student, contact DRC Customer Service to resume the test on the next domain.

Test Administrators may wish to consider whether it is appropriate to continue the administration of the test if a student is having difficulty completing it. WIDA Screener will typically be taken by newcomers who may be unfamiliar with formal assessments and Test Administrators may wish to make a local decision regarding the student’s willingness and level of comfort engaging with the test. If a student does not provide any answers to a domain, the student will not receive a score for that domain. The student will also not receive a composite score that is reliant on a particular domain score (see Section 9.2). Decisions about continuing the test in these circumstances should be based on local and state policy, but if a student cannot complete a particular domain of the test, the Test Administrator may wish to consider whether it is beneficial to continue with the administration of other domains. If in doubt, please contact the appropriate assessment specialist(s) in your district or state.

Within each domain test, a student must provide a response to the item on the current screen in order to move on to the next item on the test. For the Listening and Reading tests, this means the student must select one of the answer choices. For Speaking, the student must click the **Record** button to capture his or her response. For the Writing test, the student must enter text into the response area. Please note that there is no penalty for guessing on WIDA Screener Online, though guessing should never be encouraged by the Test Administrator.

WIDA Screener Online is scored automatically and locally, based on domain. The Listening and Reading tests are scored automatically within the test system. Speaking and Writing responses are scored locally by a Test

Administrator. Successful completion of the Writing and Speaking Scoring Modules in the WIDA Screener Online Training Course is required to score WIDA Screener Online (see Section 3).

7.2 Test Demos and Test Practices

Familiarizing students with the computer-delivered test mode before administration will facilitate a smooth test session. WIDA has developed Test Demos and Test Practices to help prepare students to take the online test.

Test Demos are short videos designed to be viewed by students prior to taking the online test. Test practices are designed to allow students to experience the features and procedures of taking each domain of the test on a desktop, laptop, or tablet. Unlike the test demos, the test practices include interactive components.

There are no restrictions on accessing these tools, and they are available for students to use if there is time prior to the student screening test date. It is recommended that all students who are taking the test view the test demos and complete the test practices at least once in advance of their test day.

Test Demos

The test demos use graphics, screen captures, and sound to present visual and verbal descriptions of the properties and features of the test by walking the students through animated test directions. Each test demo is comprised of a series of small modules. There is a unique test demo for each of the following grade spans:

- Grades 1–3
- Grades 4–5
- Grades 6–12

How to Access the Test Demo

The test demos can be accessed directly from students' devices by selecting the INSIGHT browser desktop shortcut (see Figure 16).



Figure 16: INSIGHT Desktop Shortcut and Test Demo Website Shortcut

The test demos can also be accessed through the WIDA AMS website at wida-ams.us. They are accessible without needing to log in to the website.

1. Under **Test Resources** on the navigation panel, click on **Test Demo**.
2. Click the **Play** button under the action column for the appropriate test demo. The Test Administrator should select the appropriate test demo for the students or instruct the students to select the appropriate test demo.

Viewing the Test Demo

The test demos take up to 16 minutes, although additional time should be scheduled for students to view the test demo again if needed. Students will only need to watch the test demo modules appropriate to the grade cluster of the test they are taking.

You should review the test demo applicable to the grade clusters you are proctoring at least once prior to showing the test demo to students in order to familiarize yourself with its contents. Before students view the test demo, clarify to the students that they should not try to interact with the test demo, but simply listen and watch.

The test demo should be viewed by the students prior to the administration of the test practices (see below for more information about the test practices). You may want to schedule a test demo session for students and then immediately have students practice what they have viewed by completing the test practice items.

TIP: You may show the test demo in the regular classroom using an LCD projector and internet connection. This option could be appropriate for younger learners to ensure that students understand they do not need to interact with the video, but rather just listen and watch. However, the test practice items will require students to have access to individual devices.

The test demo consists of a series of modules describing the different aspects of the test:

- How to Log In
- Universal Tools
- How to Take the Listening test
- How to Take the Reading test
- How to Take the Speaking test
- How to Take the Writing test
- Accommodations, as applicable

The accommodations module is only applicable to students who will receive embedded test platform accommodations, and therefore this module will not play automatically. Students must be instructed to select or assisted with selecting this module from the left side of the menu on the screen in order to view it, as needed. For more information about accommodations, see Section 6.3 of this manual.

Test Practice

Test practices are designed to allow students to experience each domain test on a desktop, laptop, or tablet, and to experiment with the features available during the actual test.

Although the items used in the test practice are indicative of the content of the test, they are not a practice test of the content. That is, the test practice is not designed to demonstrate complete coverage of the tested content and is not scored. The practice items have been chosen to demonstrate the features and tools of the test and do not test the language proficiency within any language domain or standard.

The test practice, for the Speaking test in particular, involves features that some students may not be familiar with. The more opportunities students have to interact with the test practice, the more comfortable they will be navigating through the test.

Test practices are available for each of the following language domains and grade-level clusters:

- Listening Grades 1–3
- Listening Grades 4–5
- Listening Grades 6–8
- Listening Grades 9–12
- Reading Grades 1–3
- Reading Grades 4–5
- Reading Grades 6–8
- Reading Grades 9–12
- Writing Grades 4–8
- Writing Grades 9–12
- Speaking Grades 1–3
- Speaking Grades 4–5
- Speaking Grades 6–8
- Speaking Grades 9–12

Students only need to complete the test practice items applicable to their grade-level cluster.

How to Access the Test Practice

The test practice can only be accessed from INSIGHT using the INSIGHT icon from students’ desktops, laptops, or tablets (see Figure 17).



Figure 17: INSIGHT Desktop Icon

1. Instruct students to select the **WIDA Screener–Test Practice** link (see Figure 18).



Figure 18: Test Practice Items Link

2. Instruct students to choose the appropriate language domain (see Figure 19).



Figure 19: Selecting Language Domain

3. Instruct students to select the appropriate domain test and grade cluster (see Figure 20).

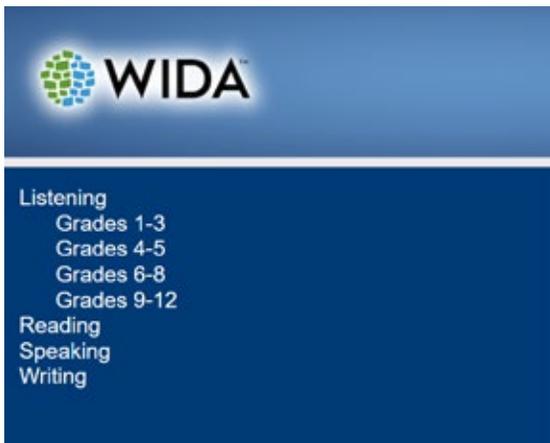


Figure 20: Selecting Grade Cluster

4. After selecting the language domain and grade-level cluster, instruct students to sign in using the login information unique to that training session. This login information will appear on the screen (see Figure 21) and can also be found in Figure 22.

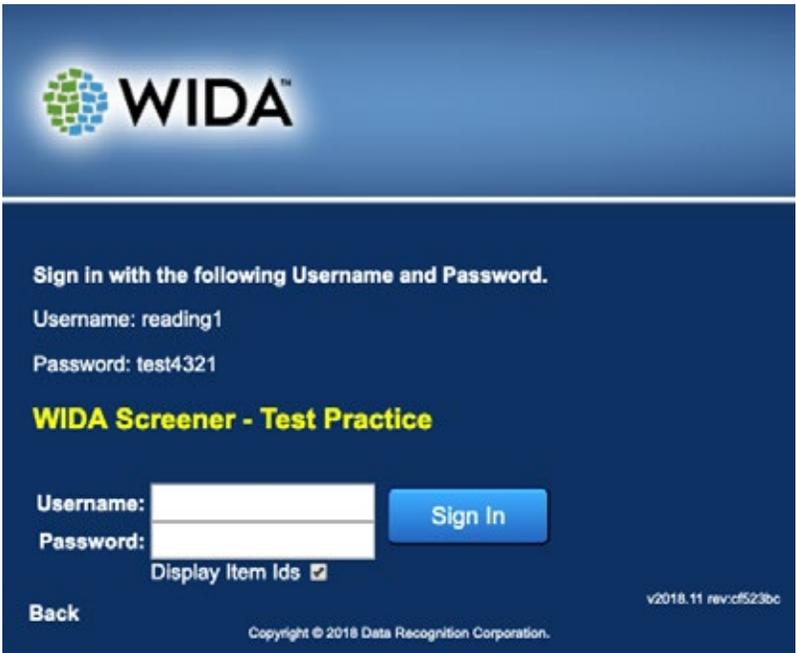


Figure 21: Logging into the Test Practice Items

Domain Link	Grade Cluster	Available Accommodation	Username	Password
Listening	Grades 1-3		listening1	test1234
Listening	Grades 1-3	MC, RA	listening1acc	test1234
Listening	Grades 4-5		listening2	test1234
Listening	Grades 4-5	MC, RA	listening2acc	test1234
Listening	Grades 6-8		listening3	test1234
Listening	Grades 6-8	MC, RA	listening3acc	test1234
Listening	Grades 9-12		listening4	test1234
Listening	Grades 9-12	MC, RA	listening4acc	test1234
Reading	Grades 1-3		reading1	test1234
Reading	Grades 4-5		reading2	test1234
Reading	Grades 6-8		reading3	test1234
Reading	Grades 9-12		reading4	test1234
Speaking	Grades 1-3		speaking1	test1234
Speaking	Grades 1-3	MC, RA, ES	speaking1acc	test1234
Speaking	Grades 4-5		speaking2	test1234
Speaking	Grades 4-5	MC, RA, ES	speaking2acc	test1234
Speaking	Grades 6-8		speaking3	test1234
Speaking	Grades 6-8	MC, RA, ES	speaking3acc	test1234
Speaking	Grades 9-12		speaking4	test1234
Speaking	Grades 9-12	MC, RA, ES	speaking4acc	test1234
Writing	Grades 4-8		writing1	test1234
Writing	Grades 9-12		writing3	test1234

MC = Manual control of item audio
 RA = Repeat item audio
 ES = Extended Speaking test response time

Figure 22: Test Practice Usernames and Passwords

Note: If a student has an accommodation available during testing, the student should log in with the username and password for which accommodations are available. All other students should log in with the username and password for which no accommodations are listed.

5. Instruct students to verify that the test domain is correct and then click **Continue**.
6. Only the language domain and grade cluster selected on the previous screen will be available. Instruct the student to click on the test link (see Figure 23).

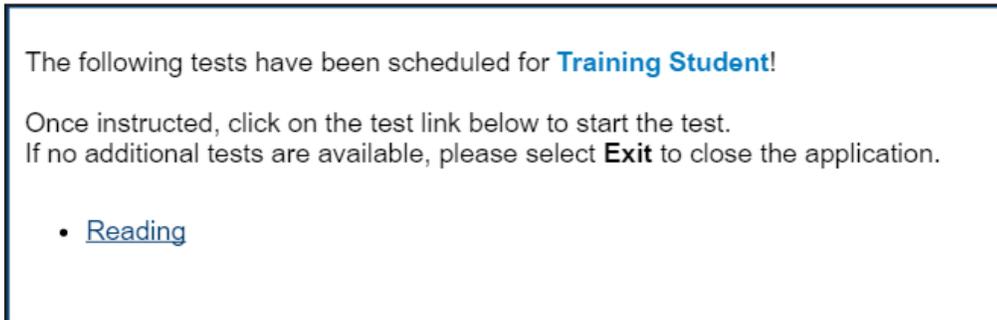


Figure 23: Selecting Training

7. Students see the screen in Figure 24. Instruct students to select **Begin the Test** to start the test practices.

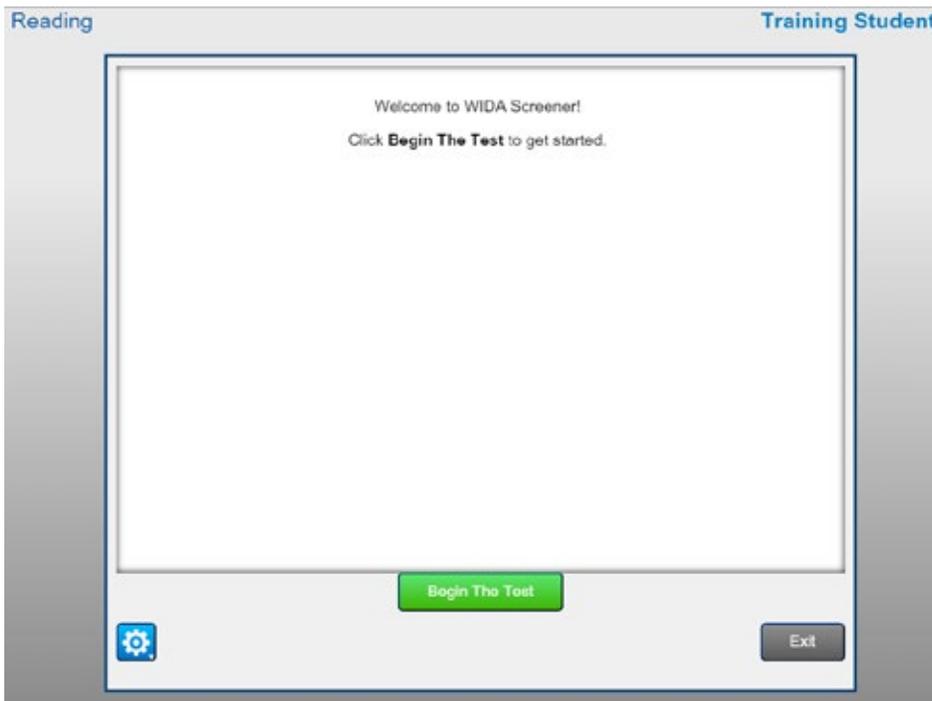


Figure 24: Beginning the Test Practice

Administering the Test Practice

The administration of the test practice for an individual test domain takes approximately 5–10 minutes, depending on how many questions students have about the directions or practice items. If time permits, additional time may be scheduled for students to go through the test practice again, as needed.

As the Test Administrator, you should review the test practice at least once in order to familiarize yourself with its contents. Before the students begin the test practice, clarify to the students that the items that they complete are not scored.

The narration within the test practice is included both as spoken audio and as text captioning displayed directly on the screen. Students must use headphones to go through the test practice. Students need headsets with microphones for the Speaking test practice.

While the students are completing test practice items, be proactive in monitoring and assisting students. For example, you should make sure that students are proceeding through the test practice. Prompt or check in with students who seem confused, checking to make sure that all students are completing test practice items, and intervene if any issues arise. Although not appropriate during actual test administration, you may answer any kind of questions from the student while administering the test practice, including content questions. For example, if a student asks, “What do I do here?” you should tell the student what he or she needs to do, and if needed, you may assist the student with answering the question, (e.g., the on-screen text, including the practice question and/or response options, explain what the question is asking and then provide students with the correct response option). You may then prompt the student to respond to the question that you just explained to him or her. During test practice items, ensure that students understand every aspect of what they need to do during the test.

7.3 Preparing to Administer the Test

Preparing the testing room in advance facilitates a smooth test administration. It also helps to ensure independent work on the part of the students. Follow all the set-up procedures and guidelines outlined in Section 5 of this manual.

Keep the following in mind as you prepare to administer the test:

- Do not use speakers to administer the test. The students should only use headphones to listen to the test audio.
- Make sure that the internet connection is functioning on the devices used to administer the test.
- Before students sit down to take the test, make sure that the INSIGHT test interface has been opened on each device to be used for testing and **WIDA Screener – Test Sign In** has been selected so that the login page appears on the screen (see Section 5.6).
- At the beginning of the test session, read through the Test Administrator’s Script.
- Stand in a place where all students can see and hear you clearly.
- Make sure that all students taking the test can hear the audio on their headphones.

During the Speaking test, students should be seated far enough apart so they can speak at a normal volume without disrupting other students. It is recommended that there be at least 2–3 computers between each student, or that the students are seated approximately 4–6 feet apart.

Test Materials

The following materials are needed for test administration:

- PDF file of the *WIDA Screener Online Test Administration Manual* (this document)
- Test Administrator's Script
- Instructions on how to launch the test (see Section 5.6 of this manual)
- Student Test Tickets and Student Test Roster

For Writing Test Administration:

- Test Booklets (Writing Grades 1–3 only)
- Writing Test Administrator's Script(s) (Writing Grades 1–3 only)
- Blank, lined or unlined paper (Writing 4–12 only, as needed for students who need to handwrite their response; see Section 7.4)
- A sheet of blank scratch paper for each student (Writing 4–12 only)
- At least one sharpened pencil for each student

See Section 4 for more information about test materials.

7.4 Test Administration

Students work at their own pace through the Listening test, and when they finish, move on to the Reading, Speaking, and Writing tests in that order. When a student finishes one domain test, the test brings them back to the Test Selection Screen where the link to the next test is active (see Figure 22). Only the link for the next available domain test will be active.

Students in Grades 1–3 work through the Listening, Reading, and Speaking tests at their own pace, but need to begin the Writing test together. It is important to note that the Writing test link becomes active for students in Grades 1-3. Test Administrators must click this link and confirm that the student has the Writing Test Booklet and is prepared to begin the Writing test. Specific instructions for the Writing test administration for Grades 1–3 are detailed later in this section.

After students sit down to take WIDA Screener Online, follow these guidelines:

- Read the Test Administrator's Script to begin testing.
- Encourage students to ask questions before beginning the test. Detailed instructions about answering student questions during the test are presented in Section 8.
- Circulate through the room, making sure that the students are completing the test. It is not necessary to do anything at that point, unless a student is having difficulty moving through the test items or moving on to the next domain test.
- If a student raises his or her hand for a nonemergency issue during test administration, attend to him or her quietly without disturbing other students who are taking the test.
- If a student pauses for a long time (one or two minutes) during the test, and it is clear that the student is NOT just listening to the test audio, prompt the student to respond and move on.
- If a student is using the accessibility tools that are part of the test, such as the highlighter, magnifier, etc., in a way that suggests that the student is playing with the tools rather than using the tools to help take the test,

prompt the student to focus on completing the test. For more information on the accessibility tools, see the *Accessibility and Accommodations Supplement* described in Section 6.

Additional administration details for the four test domains are noted below. Although some administration procedures may be common across more than one domain of the test, please refer to each domain-specific section of this manual for information specific to that test domain.

Listening and Reading Test Administration Procedures

All students complete an entry folder consisting of a set of three items, and then are assigned subsequent folders based on their responses to the initial folder. All students complete four total folders or twelve items on the Listening test as well as four total folders or twelve items on the Reading test.

During the Test

While monitoring student progress through the Listening and Reading tests, please keep the following in mind:

- Students cannot go back and review or change their answers. When a student selects a response and clicks the **Next** button to move on, his or her answer has been submitted and cannot be changed.
- On the Listening test, the audio automatically plays once the student navigates to the page and only plays one time. Note: Students taking the Listening test with accommodations can manually play and/or repeat the audio; for more details about accommodations, see Section 6.3 of this manual.
- Unlike the Listening, Speaking, and Writing tests, the Reading test has no audio items. There is, however, audio during the directions that precede Reading test items.
- When a student has finished a domain test, make sure the student clicks to exit the completed domain test and then clicks the appropriate link on the test selection page to begin the next domain test.

See Figures 25 and 26 for an example of the layout of the Listening and Reading test screens.



Figure 25: Listening Practice Item Screen



Figure 26: Reading Practice Item Screen

Speaking Test Administration Procedures

There are two tiers available to students on the Speaking test: A and B/C. You do not need to assign a tier to students; the tier is automatically assigned within the testing system based on students' Listening and Reading test results.

Speaking Test Microphone Check

Before beginning the Speaking test, students are required to complete a microphone check. The microphone check is only done once prior to the student beginning the Speaking test. During the microphone check, the students record their voice and listen to make sure that their voice has been recorded. Refer to Test Administrator's Script to assist students during the microphone check.

Students click on the **Record** button and each student says his or her name and school's name into the microphone. When the student is done talking, he or she clicks the **Stop** button.

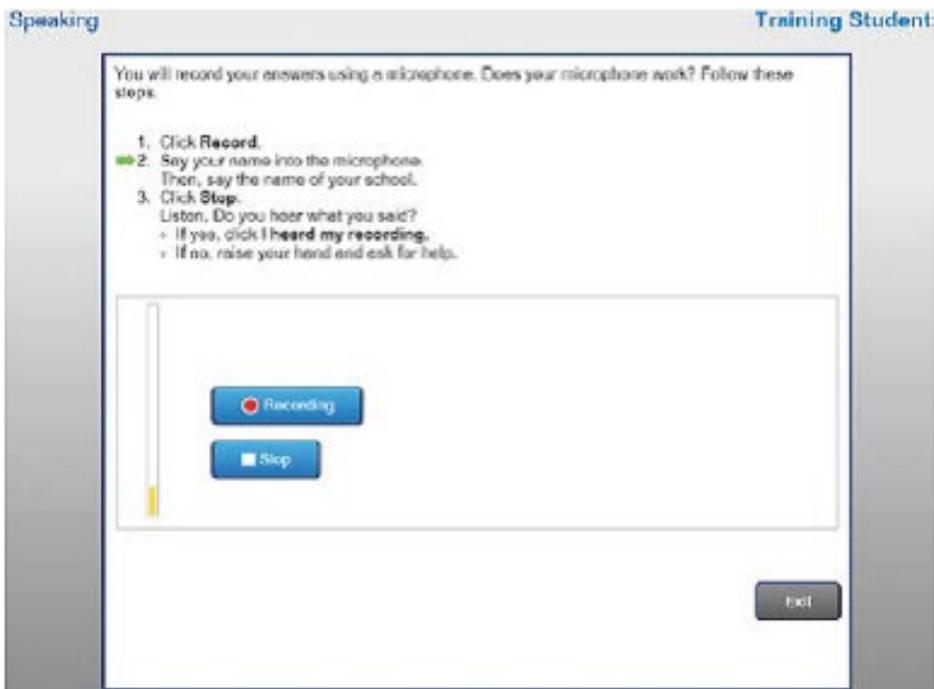


Figure 27: Student Microphone Check Screen

The student's recording plays back. If the student hears his or her recording, the student should click **I heard my recording**. If not, the student is instructed to raise his or her hand. In this case, assist the student. Ensure that the student is speaking directly into the microphone, and that the microphone is connected correctly. If the student's headset has a mute button, ensure that the mute function is not turned on. Then ask the student to click **Try Again**.

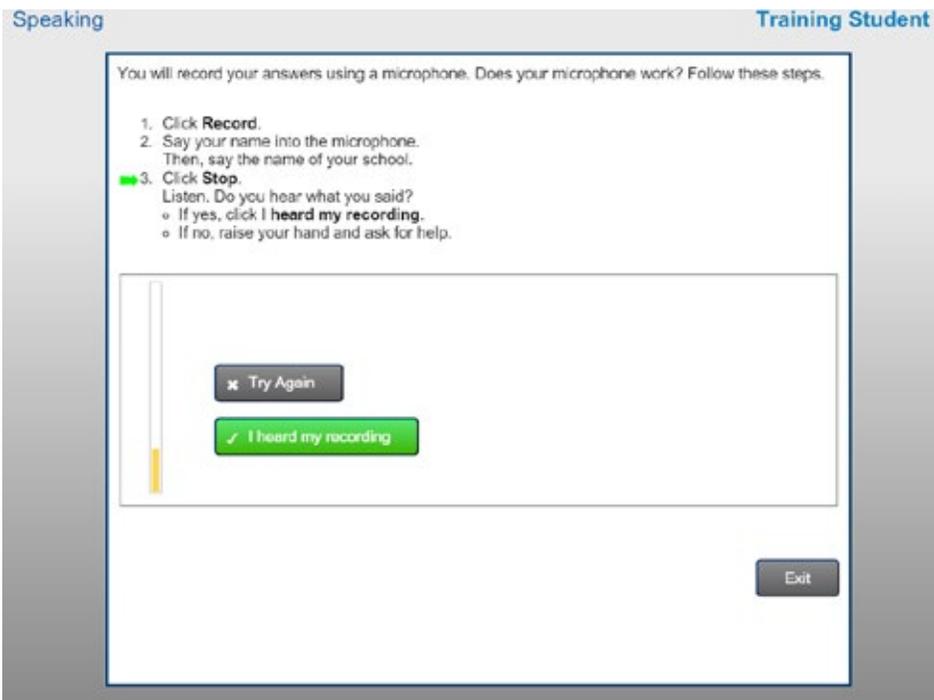


Figure 28: I Heard My Recording Screen

During the Test

Monitor the Spectrum Analyzer on each student's response screen (see Speaking Test Buttons and Icons in Section 8.1 for more information about the Spectrum Analyzer). The Spectrum Analyzer shows yellow bars that move quickly up and down if a student's voice is being recorded successfully. If these bars do not show any movement while a student is speaking, assist this student in recording his or her voice.

While monitoring student progress through the Speaking test, please keep the following in mind:

- Circulate through the room making sure that the students are completing the tasks. Make sure that students continue to speak directly into the microphone and that they have not moved the microphone away from where it can record their voice.
- You may remind to students to think about their responses before clicking **Record**. However, you should only intervene during the test administration if students have issues or questions. Otherwise, allow students to work through the test independently.
- The audio plays once the student navigates to the page and only plays one time. Students cannot go back to review, listen, or change their answers. Once a student has clicked on the **Stop** button, their response has been submitted and cannot be changed. Note: Students taking the Speaking test with accommodations can manually play/or repeat the audio; for more details about accommodations, see Section 6 of this manual.
- Once a student hits the **Record** button, he or she has a set amount of time to record a response. The Progress Indicator Circle shows the student when ten or fewer seconds remain.
- When a student records a response, it is not possible to re-record a response to that task. The only exception is when the system has not captured the response, and the student is prompted to re-record.
- Emphasize to students that they should not feel obligated to fill up the whole amount of time given for the recording. If they are finished with their response, they may click the **Stop** button and move on.
- On the screen, the Spectrum Analyzer shows yellow bars that will move quickly up and down if a student's voice is being recorded successfully (see Speaking Test Buttons and Icons in Section 8.1). If these bars do not show any movement while a student is speaking, assist this student in recording his or her voice.
- If at any point, a student sees the audio check pop-ups pictured in Figures 30 or 31, assist the student as described below.

See Figure 29 for an example of the layout of a Speaking test screen.



Figure 29: Speaking Practice Item Screen

Speaking Test Audio Check

The system automatically verifies if a student's response was recorded at an acceptable volume throughout the test at any point where the student records a response. If the system determines that the volume of the student's voice is too low, a pop-up appears prompting the student to check the microphone and speak louder (see Figure 30).

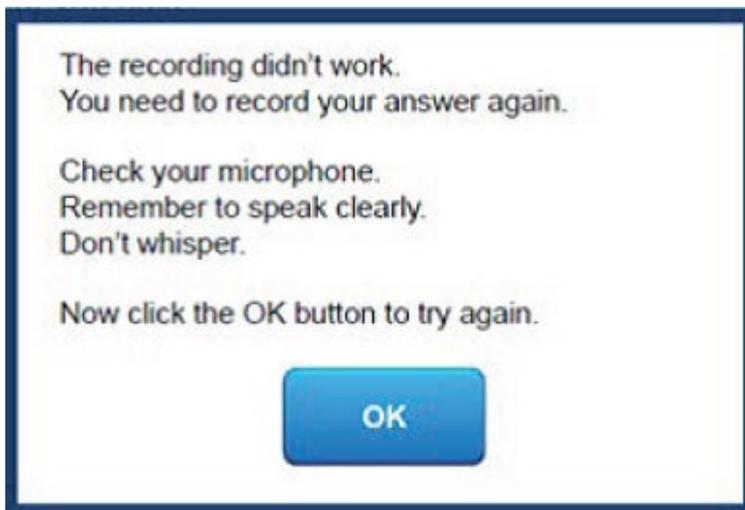


Figure 30: Pop-up When Student's Voice is not Successfully Recorded

Instruct the student to click **OK**. After clicking **OK**, the student has an opportunity to re-record an answer. If the volume of the student's voice is still determined to be too low, a pop-up prompts the student to raise his or her hand for the Test Administrator to assist (see Figure 31).

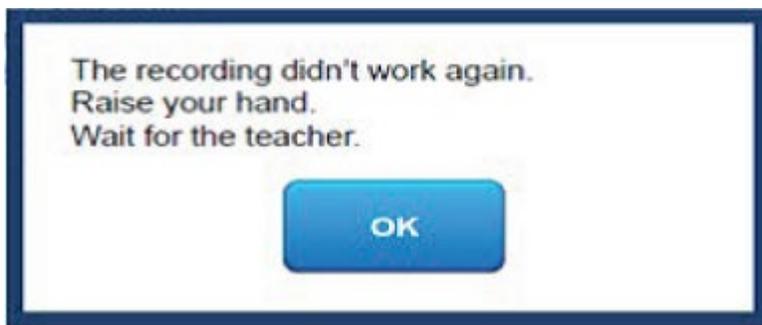


Figure 31: Pop-up Asking the Student to Raise his or her Hand for Help

At this point, the system exits the student from the test to allow for manual troubleshooting. You should try the following solutions:

- Ensure that the student's headset is properly connected to the device.
- Ensure that the student's microphone is properly adjusted so that the student can speak directly into it.
- Ensure that the student's headset is set as the default audio device. On a Windows computer, select **Control Panel**, select **Sound**, and then select the **Recording** tab. If the headset is not set as the default device, right-click on it and select **Set as Default Device**.
- Headsets with mute buttons are not recommended for the Speaking test. However, if a student is using a headset with this feature, ensure that it is not muted.

After following these manual troubleshooting steps, instruct the student to log in again to the test using the same procedures used to log in initially (see Section 5.6). Encourage the student to speak loudly enough and not to whisper.

The student can log in to the test using the same information on their Student Test Ticket if testing is resumed within the same day. After a student completes the login to resume testing, the test continues from the last task to which the student was responding, and any previously recorded responses will have been saved.

If the above steps do not resolve the issue, and the student still sees the pop-up messages in Figures 30 and 31, the Test Administrator should

- have the student use a different headset; or
- have the student move to a different computer.

If an issue persists, consult with technology personnel at your school or contact DRC Customer Support at WIDA@datarecognitioncorp.com or 855-787-9615 for further assistance.

Writing Test Grades 1–3 Administration Procedures

Tier Determination

The Writing test has two tiers: A and B/C. A student's performance on the Listening and Reading tests determines the appropriate tier for that student on the Writing test. The screen shows which tier the student takes for the Writing test for students in Grades 1–3 after the student has taken the Listening and Reading tests (see Figure 32). This message indicates which paper Writing Test Booklet to assign to each student in Grades 1–3. In contrast, because a tier is automatically assigned to students in grades 4–12 who take the Writing test, it will not be shown on the screen.

The following tests have been scheduled for **Student Name!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

- **Listening (Complete)**
- **Reading (Complete)**
- **Speaking Click Here**
- **Writing Tier A**

Figure 32: Writing Test Tier

When administering the Writing test for Grades 1 or 2–3, please keep in mind that the test must be administered separately by both grade cluster and tier (i.e., Grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, and Grades 2–3 Tier B/C). The need to separate out test administrations by grade cluster and tier for Grades 1–3 differs from the Writing test for Grades 4–12 and from the other domain tests, in which online administration allows students from different grade clusters to take the test in the same session. The Writing Test Booklets are available for download and local printing from WIDA AMS (see Sections 4.2 and 4.3 for instructions regarding test materials). When administering WIDA Screener Online to students in Grades 1–3, a sufficient number of Writing Test Booklets must be printed before the test is administered. Please keep in mind that you will not know which Writing tier any student will be assigned to before starting the administration. You should print a sufficient quantity of Writing Test Booklets to ensure that there will be an appropriate tier and grade of Writing Test Booklet available at the start of the Writing domain test.

During the Test

Keep the following information in mind as you administer and monitor the Writing test:

- Make sure that students begin the Writing test on the appropriate page. You may need to assist students in locating the beginning of the test.
- Stand in front of the class where all students can see and hear you clearly when reading the Test Administrator’s Script, reviewing the sample writing, or doing whole-group check-ins (see below). Circulate through the testing room at appropriate intervals and when doing individual check-ins.

Although students in Grades 1–3 view and respond to their Writing test in their Writing Test Booklets, a link to the Writing test becomes active on the test selection screen. At this time, you should provide the student with the correct Writing Test Booklet, according to grade level and tier, as listed on the test selection page. Once the student has the correct booklet in hand, as the Test Administrator, you should click to open this test link, as shown in Figure 33.

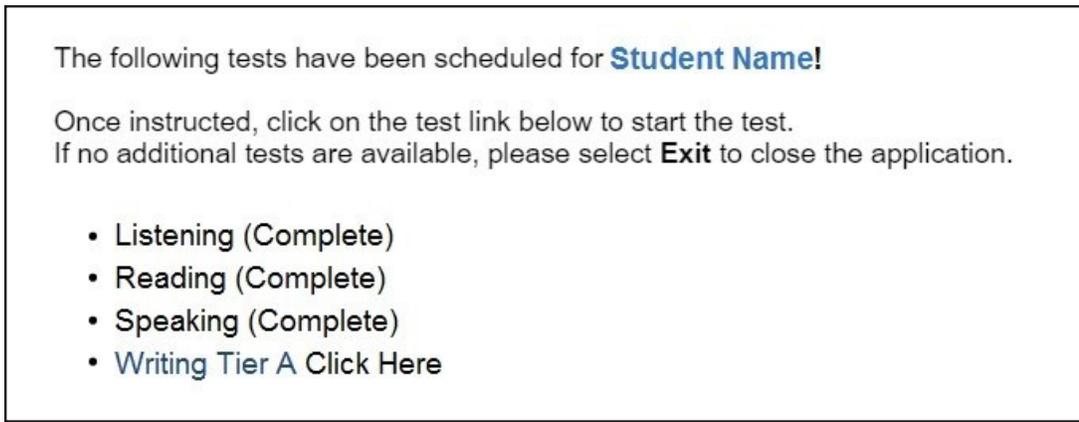


Figure 33: Selecting the Writing test

A new screen opens. Select that the student has the Writing Test Booklet and will begin the Writing Test (see Figure 34), and then click the **Next** button.

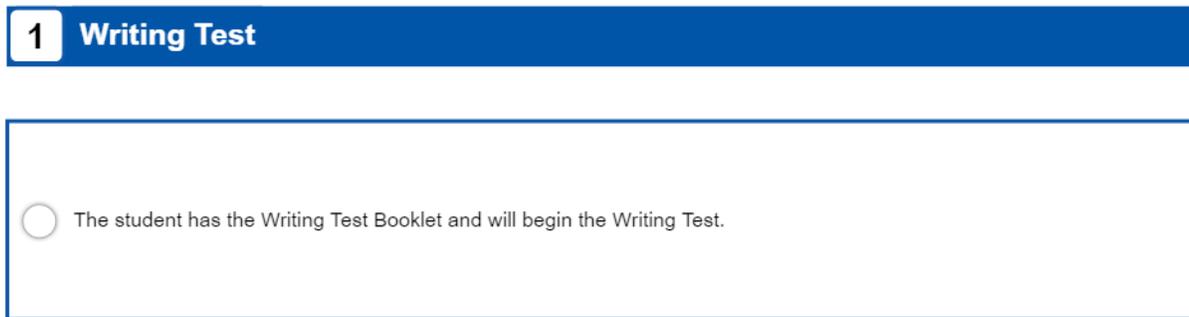


Figure 34: Confirming that Student has the Writing Test Booklet

This action returns you to the Test Selection screen, and then you click **Exit**. Then, you may begin reading the Writing Test Script for the grade cluster and tier to which you are administering the Writing test. Make sure that students begin the Writing test on the appropriate page. You may need to assist students in locating the beginning of the test.

Check-Ins

A “check-in,” represented by a stop sign in the test booklet, is intended to check students’ understanding of how to complete the Writing test. The check-in also allows you to give encouragement to students to do their best.

Before allowing students to work independently on the task, remind them to stop when they see the stop sign, which is at the end of the test. When the recommended amount of time (based on the Test Administrator’s Script) has passed, check in again with the students, according to the instructions in the script.

Please note that when checking whether a student has finished responding to the Writing task, it is not necessary to evaluate the quality or quantity of the student’s writing. The purpose is to ensure that the student attempted to respond and did not accidentally move forward without attempting or completing a response.

When all students have completed the Writing test before the estimated time is over, you may finish the test according to the script.

Writing Test Grades 4–12 Test Administrations Procedures

The Writing test is administered online for Grades 4-12 and the default response mode is keyboarding. However, if upon logging in and starting the test, a student expresses discomfort, concern, or anxiety about keyboarding, you may allow the student to handwrite his or her response. Note that these students still view the Writing test prompt on the desktop, laptop, or tablet.

Provide the student with blank, lined or unlined paper and have the student write their response on the paper while viewing the prompt on the screen. Before providing the student with the paper, write their name, student ID, and grade on the top of the sheet. If the student uses more than one piece of paper, staple or clip the sheets together to make sure they are not separated.

After the student has completed writing his or her response, keyboard into the textbox of the Writing test “student wrote on paper.” You must type something into the textbox in order to move on to subsequent screens and allow the student’s test to be submitted. After the student finishes writing his or her response on paper, be sure that you or the student click **Next** until the online test session is complete.

As with the Grades 1–3 Writing Test Booklet, treat and store the student’s handwritten response as secure test material. When it is time to score these responses in the online scoring tool in WIDA AMS, you or the individual scoring the Writing test must have the student’s handwritten response available to score.

During the Test

Keep the following information in mind as you administer and monitor the Grades 4–12 Writing test:

- After responding to the Writing test, students will see the check-in screen and be prompted to raise their hands and wait for the Test Administrator to check their work. At this point, follow the check-in procedures described below.

See Figure 35 for an example of the layout of a Writing test screen.



Figure 35: Practice Item Screen for Writing (Keyboarding Response Mode)

Check-Ins

After students have gone through the Writing task, they are prompted to raise their hands. (See Figure 36 for an example of a check-in screen.) At that point you should walk over to each student and make sure that he or she has completed the task. You will need to use the **Back** button in order to view the student's response. If a student is handwriting his or her response, check the student's response on paper.

If a student has not completed the Writing task, navigate back to the appropriate screen on the device using the **Back** button and encourage the student to do his or her best to complete the task. After you have confirmed that the student has finished responding to the Writing task, instruct the student to click the **Next** button or close the booklet to complete the test.

Please note that when checking whether a student has finished responding to the Writing task, it is not necessary to evaluate the quality or quantity of the student's writing. Rather, the purpose is to ensure that the student attempted to respond and did not accidentally move forward without attempting or completing a response.



Figure 36: Check-in Screen

Maximum Character Limit

The response space on the Writing test has a character limit of 6,050. Most students typing an appropriate response should not reach this limit. If a student reaches 4,000 characters, he or she will see the message in Figure 37.

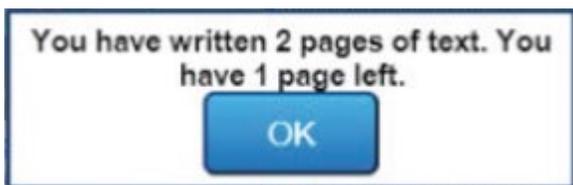


Figure 37: Message when Student has Typed 4,000 Characters

If a student reaches the limit of 6,050 characters, he or she will see the message in Figure 38.

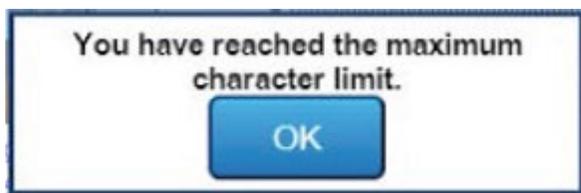


Figure 38: Message when Student has Reached 6,050-character Limit

If a student sees either message in Figure 37 or Figure 38, instruct the student to click **OK** and then ensure that the student is appropriately completing the task.

7.5 Scoring the Speaking and Writing Tests

The WIDA Screener Online Speaking and Writing test responses are scored locally.

You will use the Screener Scoring application accessed via WIDA AMS to score student responses. There may be a slight delay between when the student completes the assessment and when the responses become available for scoring within WIDA AMS. Most responses are available within a maximum of two hours of a student's completion of the test. Section 9 of this manual describes how to view responses and record scores within the Screener Scoring application.

Before scoring Speaking or Writing responses, local scorers should complete the Speaking Scoring modules and Writing Scoring modules and pass the accompanying certification quizzes to be certified. The modules train educators to apply the Speaking and Writing Scoring scales, which were designed specifically to evaluate student responses to the Speaking and Writing test tasks. See Section 3.3 for more information on accessing these modules.

Note: If you have completed the ACCESS for ELLs Paper Speaking Scoring modules and quiz then you are certified to score the WIDA Screener Speaking test. It is not necessary to complete the WIDA Screener Speaking Scoring modules and quiz as they are the same.

Speaking and Writing tasks on WIDA Screener Online have been developed to target certain proficiency levels as defined by the WIDA ELD Standards. The WIDA ELD Standards describe six levels of language proficiency. The Performance Definitions, mentioned previously in this manual, further elaborate the WIDA ELD Standards by describing spoken and written language at the discourse, sentence, and word/phrase Level.

The Speaking and Writing rubrics define discourse, sentence, and word/phrase level features of each level specific to spoken and written language, respectively. The Performance Definitions and Speaking and Writing rubrics are resources for understanding the targeted proficiency level of each task and for interpreting test scores, but are not used directly for scoring the Speaking or Writing test. Rather, the Speaking Scoring Scale and Writing Scoring Scale have been developed specifically to evaluate student responses to the Speaking and Writing tests. The scoring modules in the training course focus on the Speaking and Writing scoring scales and these scales may also be accessed directly within WIDA AMS when entering students' Speaking and Writing scores. The Speaking Scoring Scale and Writing Scoring Scale can also be accessed from the WIDA Screener Online training course and in Appendix A and Appendix B of this manual.

When training on the scoring scales, you are aiming to calibrate your ratings with the ratings that an expert rater would give. Calibration is a term that indicates consistency and reliability in rating. Further implications are that, as a calibrated rater, you would always rate the same sample in the same way, and that your successive ratings would not show any tendency to drift. Drift occurs when ratings of later samples are influenced by ratings of earlier samples.

Scoring the Speaking Test

This section describes the basic procedures for scoring the Speaking test. It introduces the Speaking Scoring Scale (Appendix A) and discusses task-level expectations. All of the information outlined in the following sections about the Speaking test is provided in detail in the Speaking Scoring modules. For more information about accessing responses and recording scores in WIDA AMS, see Section 9 of this manual.

Criteria for Scoring Responses

Responses to Speaking test tasks are scored according to the Speaking Scoring Scale. This scale describes features of student responses and uses the model responses as a benchmark for comparison. The Speaking Scoring Scale includes five possible score points: *Exemplary*, *Strong*, *Adequate*, *Attempted*, and *No Response*. Scoring decisions are made relative to the proficiency level of each task. For Speaking tasks that target Proficiency Level 1, the score points are collapsed as follows: *Adequate and Above*, *Attempted*, and *No Response*.

In some cases, a Speaking task may contain two questions. For example, a student may be asked to give an answer and then explain why he or she thinks that. In these cases, the two responses should be scored together, taking into account the whole performance across both response opportunities. These questions are grouped together in WIDA AMS and receive a single score.

You should complete the training modules for Scoring Speaking for the grades you will score and the relevant certification quiz before scoring the Speaking test.

Task-Level Expectations

Each task on the Speaking test is targeted to one of three proficiency levels on the WIDA scale (1, 3, or 5) as defined by the Performance Definitions and Speaking Rubric. Each of these tasks is designed to elicit spoken language at the designated level.

The expectations for the task level are exemplified by the Model Student response. The Model Student response is developed to reflect the target proficiency level of a task. For example, for tasks designed to elicit language at Proficiency Level 1, the model provides words and short phrases. On tasks designed to elicit language at Proficiency Level 5, the model provides an extended, elaborated response that represents an example of the Exemplary score point on the Speaking Scoring Scale.

The Speaking Scoring Scale is designed to capture differences in student performances relative to the task level and the Model Student. At the highest level of the Speaking Scoring Scale, Exemplary, student responses may be comparable to the model or go beyond it. To better understand how the task demands are related to the response, refer to the following list of task-level expectations, which describes how questions aimed at different levels are framed.

Expectations at Level 1: Entering

Tasks on the Speaking test targeted at Level 1 require students to identify items in a picture. Tasks require students to produce responses that consist of words or short phrases.

Expectations at Level 3: Developing

Tasks on the Speaking test targeted at Level 3 may ask students to describe, give an opinion, or compare/contrast. Tasks require students to draw information from visual stimuli or personal experience. Tasks at this level require sentences in response.

Expectations at Level 5: Bridging

Tasks on the Speaking test targeted at Level 5 require students to explain, recount, or argue using elaborated and sophisticated language. Tasks at this level are designed to elicit extended oral responses which use precise content-area vocabulary. Responses to Level 5 tasks at the Exemplary score point include elaboration using multiple complex sentences in which each idea is joined appropriately to the last thought. These responses are well-formed internally and expressed clearly in grade-level speech. In addition, they must be clear, automatic, fluent, and use precise vocabulary.

Using the Scoring Scale

The WIDA Speaking Scoring Scale (Appendix A) presents the possible ratings of the student's response: *Exemplary*, *Strong*, *Adequate*, *Attempted*, and *No Response*. You do not assign numeric scores to a student's speaking performance. Instead, you assign a descriptive rating from the Speaking Scoring Scale as discussed below.

In order to administer and score the WIDA Screener Online Speaking test, it is crucial to internalize the Speaking Scoring Scale. It is important to note that for Level 1 tasks, the *Exemplary*, *Strong*, and *Adequate* categories are collapsed into a single score point: *Adequate and Above*. The scale relates to how well student responses demonstrate meeting the corresponding task-level expectations. Before the student responds, the Model Student will answer a similar question, modeling the language use of the response expected of the test taker. The first bullet points on the Speaking Scoring Scale address the extent to which a student's response compares to that of the Model Student. When applying the Speaking Scoring Scale, be sure to listen to and keep in mind the Model Student response.

In order for a student's response to be awarded a score point on the scale, that response must meet all of the criteria outlined in the response characteristics column. If the response does not meet all three criteria of a score point, review the criteria of the score point below. The Speaking Scoring Scale also contains additional scoring rules, which include guidance and directions for scoring off-task and off-topic responses (see Appendix B).

Scoring the Writing Test

This section describes the basic procedures for scoring the Writing test and introduces the Writing Scoring Scale (Appendix B). All of the information outlined in the following sections about the Writing test is provided in detail in the Writing Scoring modules. For more information about accessing typed responses and recording scores in WIDA AMS, see Section 9 of this manual.

Criteria for Scoring Responses

Responses to Writing test tasks are scored according to the Writing Scoring Scale (see Appendix C). This scale describes features of student responses using Discourse, Sentence, and Word/Phrase Level descriptors.

Descriptors at the Discourse Level describe the language used in terms of organization and the degree to which the response is tailored to the context.

Descriptors at the Sentence Level describe the types of sentence structures used in the response, and the degree to which language errors interfere with comprehensibility. Note that errors in spelling and mechanics, such as punctuation, spacing between words, etc., are not considered in scoring Writing test responses.

Descriptors at the Word/Phrase Level focus on vocabulary usage. Words, phrases, and expressions are considered in relation to the language provided in the stimulus and prompt.

In some cases, a Writing task may contain multiple parts, and there is no penalty for leaving any of the parts blank. In most cases, students will produce the highest level of writing in response to the final part, but this is not always the case. The response should always be scored based on the highest level of writing evident within any part the response.

You should complete the training modules for scoring Writing for the grades you will score and the relevant certification quiz before scoring the Writing test.

Using the Scoring Scale

In order to score the WIDA Screener Online Writing test, it is crucial to internalize the Writing Scoring Scale. The Writing Scoring Scale describes features of student responses according to three levels: Discourse, Sentence, and Word/Phrase. The Writing Scoring Scale includes 11 possible score points: 1, 1+, 2, 2+, 3, 3+, 4, 4+, 5, 5+, and 6.

After reading the entire response, make an initial decision about which score point best captures the response as a whole (e.g., Score Point 3). Then, check the three descriptors (Discourse, Sentence, and Word/Phrase) for that score point. If all three descriptors are a good fit for the response, award the whole score point (e.g., Score Point 3). If there is clear evidence that one or two descriptors at a higher score point are a better fit, award a plus score point (e.g., Score Point 3+). If there is clear evidence that one or two descriptors at a lower score point are a better fit, go down one score point and award a plus score point (e.g., Score Point 2+). The Writing Scoring Scale also contains additional scoring rules, which include guidance and directions for scoring off-task and off-topic responses and instructions for nonscorable responses (see Appendix C).

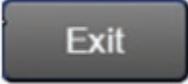
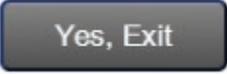
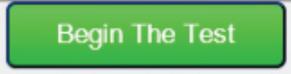
SECTION 8:

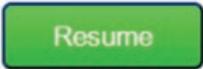
Additional Administration Guidelines for All Domains

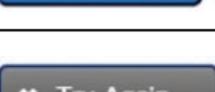
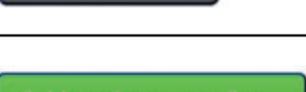
8.1 Test Icons

Every screen of WIDA Screener Online contains a set of buttons, links, and options that have important functions for the administration of the test. Refer to the tables below to study the functionality of these buttons, links, and options.

The test demos present these buttons to test takers, and the test practices offer test takers the opportunity to practice using them. (See Section 7.2 of this manual for more information about the test demos and test practices.)

Starting the Test Screen Buttons		
Button/Icon	Button/Icon Name	Purpose/Function
	Sign In	Verifies the student's Username and Password, and logs the student into the test.
	Back	Returns the student to previous page within the Log In Pages.
	Continue	Allows the student to navigate to the Test Selection Page.
	Exit	Allows the student the option to exit the test or resume testing.
	No, Return to Test	Allows the student the option to resume testing after clicking the Exit button.
	Yes, Exit	Allows the student to exit the test.
	Begin The Test	Allows the student to begin the test session, starting with the test directions.

Test Screen Accessibility Tools, Buttons, and Icons		
Button/Icon	Button/Icon Name	Purpose/Function
	Magnifier	Allows the student to access the magnifier options.
	Magnifier Options	Allows the student an up to 2X magnification of the testing engine. Once the "x 1.5" or "x 2.0" option is selected, then the "Off" option will become available.
	Highlighter	Allows the student to highlight a portion of the text or graphic.
	Line Guide	Allows the student to follow along with each line of text. Student can drag the straightedge line up or down on the left side of screen as an aid in reading an item or passage.
	Sticky Note	Allows the student to create and place a small note in which he or she can type a short message for later reference. Multiple notes can be created for each item or passage. Sticky notes are only available for Writing.
	Help	The Help Library provides information on tool usage, test directions, helpful hints, and other topics.
	Pause	Allows the student to leave his or her device for up to 30 minutes for a break without logging out of the test, while not presenting the items on screen.
	Resume	Allows the student to resume testing after the test was paused (for 30 minutes or fewer).
	Options	Allows the student to access the "Color Contrast" and "Color Overlay" options. These options are available for all students.
	Next (Disabled)	Disabled until the student records a response.
	Next (Enabled)	Allows the student to navigate forward one screen.
	Back	Allows the student to navigate back one screen. This button is only available for Writing.

Speaking Test Screen Buttons and Icons		
Button/Icon	Button/Icon Name	Purpose/Function
	Progress Indicator (Blue)	An indicator of the time remaining to record the response. The indicator is blue when the student clicks on the Record button.
	Progress Indicator (Yellow)	An indicator of the time remaining to record the response. The indicator changes from blue to yellow when 10 seconds remain.
	Progress Indicator (Count Down)	The indicator disappears in increments of 2 seconds starting when 10 seconds remain.
	Progress Indicator (White)	An indicator of the time remaining to record the response. The indicator changes to white when the time is up and the recording automatically ends.
	Spectrum Analyzer	Visual indicator that the student is speaking loudly enough.
	Record (Disabled)	Disabled until the audio has finished playing.
	Record (Enabled)	Allows the student to begin recording a response.
	Recording (Enabled)	Highlighted to show that recording is in progress.
	Stop (Disabled)	Disabled until the student clicks on the Record button to begin recording.
	Stop (Enabled)	Enabled once the student clicks the Record button to begin recording. Ends the recording of the student response.
	Try Again	Navigates the student back to the beginning of the Student Microphone Check, as the student did not hear the recording and needs to try again.
	I heard my recording	Allows the student to navigate to the Test Directions Page from the Student Microphone Check.

8.2 How to Answer Student Questions

During the test, you should expect that students will ask questions at various stages of test administration. The test practice provides students with the opportunity to experience the test features and ask any questions (see Section 7.2 for more information about the test practice). However, questions may arise during test administration.

While the students are completing test items, your primary role is to monitor the students. During the test, you may answer procedural questions and assist students with the use of technology; however, during the test you may not answer questions about the content or language of the test or indicate for the student which answer he or she should or should not select. For example, if a student asks, “What do I need to do here?” remind the student to do his/her best and remind the student to follow the steps to answer the practice items. For additional guidance about the Test Administrator’s role during the administration of test items, refer to the Dos and Don’ts on the next pages.

8.3 Test Administrator Dos and Don’ts During Testing

DO	DON'T
<ul style="list-style-type: none"> • Answer student procedural questions if a student raises his or her hand. If a student asks a content question, remind him or her to their best, but do NOT answer content questions. • Monitor student progress and be proactive in helping students if they are having difficulties progressing through the test items, e.g., if a student stops interacting with the test and remains inactive for a long time, assist him or her with moving on (refer to Test Administrator’s Script for monitoring the test to assist students). <ul style="list-style-type: none"> - Assist students if they are having issues with technology and if they need or request assistance. Rephrase, explain in English, or, if specifically requested, translate the domain directions as described during the test directions and practice items into the student’s native language. - Clarify where to click in order to move on to the next item. - Clarify where the answer choices are located. - Clarify where a student must click to answer a question. - Assist students with scrolling up and down. - Assist students with adjusting the volume (not applicable for the Reading domain). - Assist students with putting on their headsets and adjusting the position of the microphone (applicable only for the Speaking domain). • Ensure that students are speaking loudly enough by monitoring the yellow bars in the Spectrum Analyzer on the student’s screen (applicable only for the Speaking domain). • If a student sees a pop-up indicating that the system was not able to record a response, assist the student in checking the microphone and/or encourage the student to speak loudly enough (applicable only for the Speaking domain). 	<ul style="list-style-type: none"> • Interrupt students who are working independently. • Select a response for the student (applicable for Listening and Reading domains). • Tell the student what he or she should or should not select (applicable for Listening and Reading domains). • Tell the student that he or she selected a correct or incorrect response (applicable for Listening and Reading domains). • Provide a response for the student (applicable for the Writing and Speaking domains). • Tell the student what he or she should or should not write/say (applicable for Writing and Speaking domains). • Translate the test item prompts into the student’s native language. • Rephrase, explain, or read aloud the test item prompts. • Answer questions about vocabulary or grammar (remind students to try their best, but do not answer vocabulary or grammar questions). • Answer content questions (remind students to try their best, but do not answer content questions).

8.4 What to Do in Unique Situations

During the administration, there may be rare situations when it may be appropriate to pause and exit the test. In an emergency event, such as student illness during the test administration, or other disruptive situations, such as a fire drill, it is acceptable to pause and exit the test session. After the situation has been resolved, a test session can be resumed.

Pausing the Test

During the test administration, if a student needs to leave the testing room for a short break (e.g., restroom break, office visit, etc.), you should instruct the student to click on the **Pause Test** button (see Figure 39). Once a student clicks on this button, the test questions are removed from the screen (for test security reasons), and a countdown beginning with 30 minutes appears on the screen, notifying the student of the time left before the system automatically exits the test (see Figure 40). If the test is not resumed within 30 minutes, the student will have to log back in to the test system to finish the test. The student can log in again using the same Student Test Ticket information to regain access to the test.

Note: When a student resumes the test after a pause, all answer choices that have been selected and all responses that have been typed or recorded prior to pausing are saved.

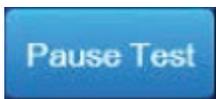


Figure 39: Pause Button



Figure 40: Test is Paused Screen

Resuming the Test

To resume the test within 30 minutes after pausing, instruct the student to click the **Resume** button (see Figure 40). The student will be taken to the screen they were on when they paused the test. If the test was on a screen that had audio, the audio will restart from the beginning.

Inactivity

If the test is paused for more than 30 minutes or if there is no mouse or keyboard activity for more than 30 minutes, the INSIGHT test system automatically exits the test. The student must then log back in to finish the test. The original student login information (i.e., Student Test Ticket) is required to regain access to the test.

Loss of Internet Connectivity

If testing is disrupted because of a lost internet connection, loss of power, computer crash, or other prolonged technical issues, after a student has already responded to test items on that device and the student is unable to continue testing and the issue cannot be resolved on the same day, testing may need to be rescheduled. The Student Test Ticket should be securely stored until testing is resumed. Students can restart testing using the original test ticket.

If internet connectivity is lost during the test, a warning message is displayed to indicate that there may be unsent responses saved in the TSM and inform students of the lost connectivity. If this error message pops up, please check your site's internet connection or contact technology staff as needed. Technology staff should contact DRC Customer Service (855-787-9615 or WIDA@datarecognitioncorp.com) if assistance is needed.

Moving to Another Computer or Device

If a student experiences technical issues or any other issues such as a distraction, the student should pause the test until the issue can be resolved. In the case that an issue cannot be resolved, the student may be moved to another desktop, laptop, or tablet if one is available. As the Test Administrator, you should instruct the student to exit the test before logging in to another device.

1. Click the **Pause Test** button (see Figure 39).
2. Click the **Exit** button on the Pause screen (see Figure 40 and Figure 41).

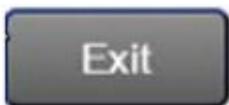


Figure 41: Exit Button

3. The question "Are you sure you want to Exit and Close the test?" will be asked. Click the **Yes, Exit** button (see Figure 42).

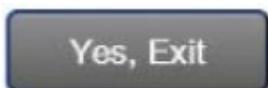


Figure 42: Yes, Exit Button

This process exits the student from the test and allows him or her to log in at a different device using the same login information. The student's answer choices, typed responses, or recorded responses are saved. The student should start the test where he or she left off.

Discontinuing a Domain

If for any reason a student is unable or refuses to complete a domain, you may instruct the student to exit the test using the steps described above. Any responses that the student has already recorded in the test are captured and scored. If the Listening, Reading, or Speaking domain is not completed, the system will not progress to the next domain. At this point, the Test Administrator should consider whether the remaining domains should be administered or not. A student who does not complete one domain is likely to receive scores identifying him/her as an ELL. However, it may be necessary to consult district or state policy about this decision. If it's decided to administer the remaining domains to the student, contact DRC Customer Service to resume the test on the next domain.

This decision is not necessary if a student doesn't complete the Writing domain, because the Writing domain is last and does not create the question of what to do about subsequent domains. If a student refuses to continue the Writing test, you should keyboard "No response" into the response area for the remaining Writing tasks. If a student is handwriting the Writing test using a Writing Test Booklet, then you should leave the response areas for the remaining tasks in the booklet blank.

Drills and Evacuations

In the event that a whole group needs to stop testing (e.g., a fire alarm, electrical outage, or other emergency), as the Test Administrator, you should instruct all students to pause and exit the test (see Figure 39 and Figure 40). Instruct the students to click on the **Pause** button, the **Exit** button, and then the **Yes, Exit** button on the pop-up screen as described in the previous section.

Note: If students do not pause and exit the test, an inactivity feature also exits the students from the test if no mouse and keyboard activity occurs for 30 minutes.

In addition to instructing students to exit the test, collect Student Test Rosters, Student Test Tickets, and, in the case of the Writing test, blank scratch paper and/or Writing Response Booklets, as applicable. Keep these materials secure by maintaining possession of them or by locking them in a secure location. During the interruption to testing, ensure that students do not talk to each other about the test or have access to course materials.

SECTION 9: Scores and Scoring Reporting

9.1 Online Scoring Tool

The Speaking and Writing domains of WIDA Screener Online are locally scored using WIDA AMS. Educators who have passed the relevant Speaking Scoring and Writing Quiz(zes) are certified to score student responses. Access to the WIDA AMS scoring functionality is controlled using the permission “Educator Scoring.” Users with district-level WIDA AMS access are initially assigned the Educator Scoring permission and are responsible for assigning it to certified scorers. AMS users who are not certified should not score student responses and should not need to access the Screener Scoring functionality.

Please note that it is strongly recommended you review the Screener Scoring Module video on the WIDA Screener Online training course. The video provides detailed instructions for assigning permissions within Educator Scoring and setting up users to be able to retrieve and score Speaking and Writing responses within WIDA AMS.

Assigning AMS Permissions to Certified Scorers

Follow the steps below to give a certified scorer access to WIDA AMS Educator Scoring.

1. Provide the permission “Educator Scoring” under the administration “Screener” to the certified scorer.
2. On the navigation menu, open **User Management → User Administration** and utilize filters to find the user on the User Accounts table that generates.
3. Next to the user, click on the **View/Edit** action icon to open the Edit User menu.
4. Under the Permissions tab of the Edit User menu, look for the Screener administration, and use the **View/Edit** action icon to add the “Educator Scoring” permission. (If the administration Screener is not available, use the **Add** button to add the administration before adding the permission.) This process gives the user rights to access Screener Scoring functionality. Adding and editing permissions is also covered in the WIDA AMS User Guide.
5. Update the user’s profile. On the navigation menu, open **User Management → User Administration** and utilize filters to find the user.
6. For the user you want to update, click the **Profiles** tab and click the action icon, **View/Edit Educator Scoring Certifications**. (See Figure 43.)
7. Within the window that opens, check the domains that the user is certified to score, Speaking and/or Writing. This step limits the user to scoring only the domain(s) for which the user is certified.

User Administration

User Administration allows the user to perform various administrative tasks. You can edit a user's contact information, change password, add new user(s) to the system or activate/inactivate user(s).

Edit User Add Single User Upload Multiple Users

Instructions

Filters are required. See Instructional Text if unsure how to filter

Administration: Screener - Wisconsin
User Role: (All)
District: (All)
School: (All)
First Name:
Last Name:
Email:

Find User Clear

Users Profiles

Last Name First

View/Edit Educator Scoring Certifications

Please select the content areas that the user is certified to score.

Instructions

Certified	Content Area
<input checked="" type="checkbox"/>	Speaking
<input checked="" type="checkbox"/>	Writing

2 Item(s) Displayed

Submit Cancel

Figure 43: Updating a User's Profile

Scoring Technology Requirements

Most Speaking and Writing responses are available for scoring in WIDA AMS within two hours of the student completing the test. Please note that screener scoring in WIDA AMS is not available during the hours of 9:30 P.M.–6:00 A.M. Central Standard Time.

Certified scorers can complete scoring on any computer or laptop with Chrome or Internet Explorer 11 installed. DRC's INSIGHT testing software does NOT need to be installed on the machine.

Logging in to Screener Scoring in WIDA AMS

Upon logging in to WIDA AMS, if you have permission to use the scoring system, you see the Screener Scoring link in the navigation menu. When clicked, the link will open the Screener Scoring page where you can define the student population that you will score.

Scoring Grades 1–3 Writing and Grades 4–12 Specific Student's Handwritten Writing Responses in WIDA AMS

You should begin by scoring Writing for all students in Grades 1–3 and any students in Grades 4–12 who wrote their writing responses on paper (see Section 7.4). Before beginning scoring, make sure you have all Grades 1–3 Writing test booklets and any Grades 4–12 paper responses so that you may evaluate them to assign scores.

1. Upon logging in to WIDA AMS, you see the Screener Scoring link in the navigation menu.
2. When clicked, the link opens the Screener Scoring page, where you can define the student population that you will score. From your stack of hardcopy, handwritten student responses, select the first student whose responses you would like to score. Locate the student in Screener Scoring by filtering by Administration, District, School, Domain, Assessment, and Test Session as desired, and then click **Show Sessions**. The test sessions meeting the filter requirements will be displayed in the student detail chart. To view a list of students within the test session, click on the **Show Students** action icon (see Figure 45).

Screener Scoring

Screener Scoring will allow the user to score student test responses.

[Instructions](#)

* Indicates required fields

Administration: Screener Wisconsin - 202*

District: DRC Use Only - Sample D*

School: DRC Use Only - Sample S*

Domain: Screener*

Assessment: (All)

Session:

Show Sessions

Session Detail									
District	School	Session Name	Assessment	Session Status	Begin Date	End Date	Item Counts	Action	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Generic Grade 10	Screener Gr 9-12	Not Started	6/25/2020	6/24/2021	0 available, 0 in process, 0 complete		

Figure 45: Show Students Action Icon

- From the list of students, select the student whose hardcopy you intend to score, and click the Score Student action icon to move to the Screener Scoring application (see Figure 46). The Item Counts column indicates if the responses are ready to score (available), already scored but still processing (in process), and ready to report (complete). Click Refresh to update the numbers in the Item Counts column.

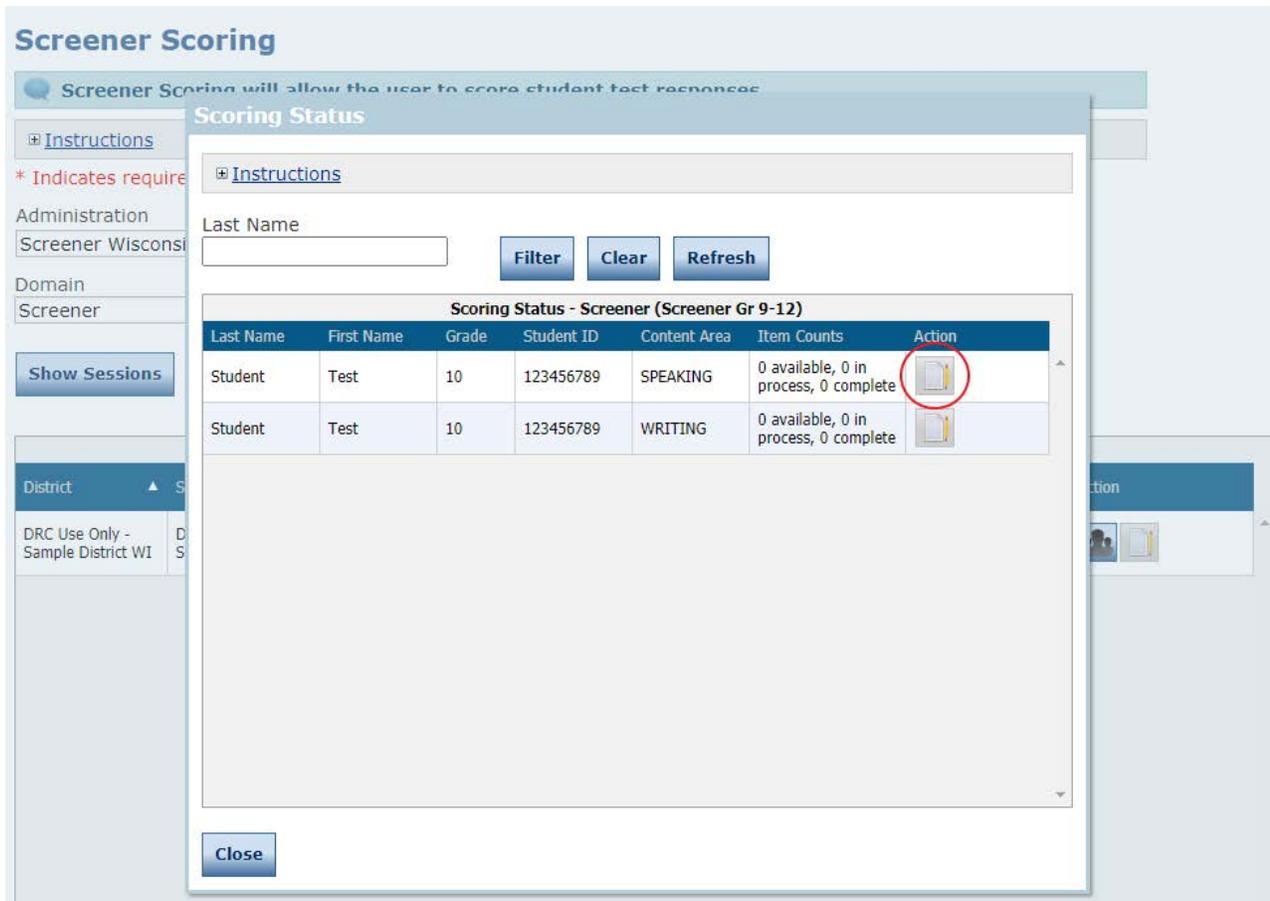


Figure 46: Score Student Icon

- Evaluate the student's hardcopy response, select the appropriate score(s) and click Submit. Since a single student was selected for scoring, no further student responses are shown and the Screener Scoring application prompts you to log out of the working session. Once you log out of a working session, the scores are locked and may not be changed. Repeat steps 2–4 above to score the remaining paper writing responses.
- To avoid locking responses when multiple scorers are assigned in a district, do not select an entire district at a time for scoring. Only select individual students to score.

Scoring Grades 4–12 Keyboarded Writing and Grades 1–12 Speaking in WIDA AMS by Test Session

1. You can select keyboarded writing responses and all speaking response of individual students to score the same way you scored handwritten responses. You also can score by test session.
2. Upon logging in to WIDA AMS, if you have permission to use the scoring system, you see the Screener Scoring link in the navigation menu.
3. When clicked, the link opens the Screener Scoring page, where you can define the student population that you will score. The user can select the required fields as well as additional search criteria from the available filters. Scoring can be done “blind,” so that you do not know whose work you are scoring, provided you do not filter down to the student level. To maintain maximum student anonymity, few filters should be used.
4. Once the student population is defined, select **Show Sessions**. This will populate a list of students in the test sessions.
5. Search for the appropriate test session and click the **Score Session** action icon to the right of the **Show Students** icon in Figure 45. This will open the Screener Scoring application.
6. The system will show Speaking and/or Writing student responses from within the session. Within the scoring application, scorers listen to students’ Speaking response and view students keyboarded Writing responses.
7. After evaluating the student’s response, select the appropriate score and click **Submit** to move onto the next response. Since Writing folders often contain multiple tasks, you may evaluate a series of tasks before submitting and moving to the next screen. Within the same working session, you may go back and review the scores assigned. Once you log out of a working session, the scores are locked so that the student report may be produced.

Entering Speaking Scores into Screener Scoring

Once a student response displays, refer to the screenshot in Figure 50 and follow these steps to enter a score:

1. To review the Supporting Passage, Model Student Responses, and Scoring Guide, select the **Scoring Resources** button. Then select the scoring resource that you would like to view from the **Scoring Resources Filter** dropdown (see figures 48 and 49).

Educator Scoring EWD808 [Help](#)
 Grades 912 P1 School Lunch Tier A 698319
 Project: EWD808
 Lithocode: 990546089172
 Scoring Resources: Showing 1 of 2
 Scoring Resource Type: Supporting Passage

<< Prev Current Next >>
 << Prev Scoring Resource Next Scoring Resource >>
 Response Scoring Resources
 Scoring Resources Filter: Supporting Passage
 Scoring Resources Window:

Submit
 Exit Scoring

Speaking Grades 9-12
P1 School Lunch Task
ITEM ID 698319



Now it's your turn.
 Tell me what other things you see in this picture.

Figure 48: Speaking Supporting Passage

Educator Scoring EWD808 [Help](#)
 Grades 912 P1 School Lunch Tier A 698319
 Project: EWD808
 Lithocode: 990546089172
 Scoring Resources: Showing 1 of 2
 Scoring Resource Type: Model Student Response

<< Prev Current Next >>
 << Prev Scoring Resource Next Scoring Resource >>
 Response Scoring Resources
 Scoring Resources Filter: Model Student Re:
 Scoring Resources Window:

Submit
 Exit Scoring

P1 Model Student Response
Grades 9-12 School Lunch
ITEM ID 698319

Nina, tell me what you like to eat for lunch and explain to me why you like that.

▶ 0:00 / 0:01 🔊 ⋮

Figure 49: Speaking Model Student Response

2. In the Educator Scoring page, click the play arrow and listen to the student’s response under the **Question** heading(s).
 - If a task only has one part that must be evaluated before entering a score, you will see score buttons for selecting your score.
 - If the task has a second part that must be evaluated as part of the score, you will see a **Next** button applied to the task’s first part. Click the play button to listen to the first part and click the **Next** button to move to the second part. Click the play button to listen to the second part.
 - After you have evaluated all response parts, enter the score by selecting one of the score buttons below **Score**. To select a different score, select a different score button and the score button originally clicked is deselected. The abbreviations on the score buttons correspond as follows to the score points described on the Speaking Scoring Scale: EX = Exemplary, ST = Strong, AD = Adequate, and AT = Attempted. If the student does not respond or does not respond in English, click **NR** [No Response (in English)].
 - If a speaking folder has multiple tasks, you will see multiple sets of score buttons.
3. Once a score has been entered for all scorable Speaking parts in the task, click **Submit**. You may replay any speaking response as many times as needed before submitting the scores for the scoring session.
4. You may click **Prev** to play responses and review scores that you have already submitted. Use **Next** to move forward again.
5. To end the scoring session, click **Exit Scoring**. The system will ask whether you want to log out for the day. If you select **No**, your working session pauses and you can return to the same scoring session. If you select **Yes**, your working session ends and scores are submitted and locked so that student reports may be produced.

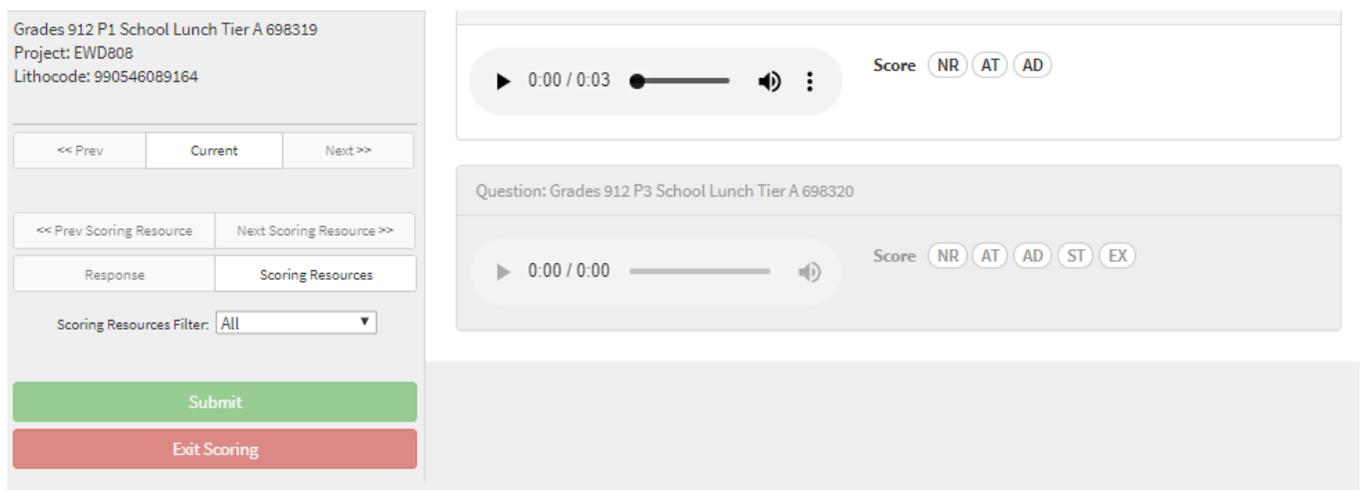


Figure 50: Scoring Speaking Responses

Entering Writing Scores into Screener Scoring

Once a student response displays, refer to the screenshot in Figure 53 and follow these steps to enter a score:

1. To review the Supporting Passage, Anchor, and Scoring Guide, select the **Scoring Resources** button. Then select the scoring resource that you would like to view from the **Scoring Resources Filter** dropdown (see figures 51 and 52).

Educator Scoring EW0008 [Help](#)
 Grades 9-12 School Event 788286
 Project: EWD808
 Lithocode: 990546089166
 Scoring Resources: Showing 1 of 2
 Scoring Resource Type: Supporting Passage

<< Prev Current Next >>
 << Prev Scoring Resource Next Scoring Resource >>
 Response Scoring Resources
 Scoring Resources Filter: Supporting Passage
 Scoring Resources Window:

Submit
 Exit Scoring

WIDA Screener Writing Tasks | Writing Grades 9 - 12 | School Event Task 1
ITEM ID 788286

School Event Task 1

School Event

Lellani made a poster with important information about the event.

1 Think about events at your school, such as assemblies, games, or concerts. Choose one and write important information about the event below.

Figure 51: Writing Supporting Passage

Educator Scoring EW0008 [Help](#)
 Grades 9-12 School Event 788286
 Project: EWD808
 Lithocode: 990546089166
 Scoring Resources: Showing 1 of 1
 Scoring Resource Type: Anchor

<< Prev Current Next >>
 << Prev Scoring Resource Next Scoring Resource >>
 Response Scoring Resources
 Scoring Resources Filter: Anchor
 Scoring Resources Window:

Submit
 Exit Scoring

WIDA Screener Writing Anchors | Grades 9 - 12 | School Event Anchor
Score Point 1
Item ID 788286 and 788287

School Event Anchor Score Point 1

Part A

1 Evento: Governor Vargas
 todas las estudiantes estan invitadas
 En el auditorio, Monday, February 25
 at 10:00 am.

2 Classmate my invited your in the
 auditory Monday 25, February 10:00 A.M.
 Event: Governor Vargas

Figure 52: Writing Anchor Response

2. View the student's written response(s) and follow the steps described in the Writing Scoring Scale to score the response. If the student keyboarded the response (Grades 4–12), you will see the response on the screen. If the student wrote the response in a printed booklet (Grades 1–3 and, if applicable, handwritten Grades 4–12 responses), you must have the student's written response in front of you. To enter the score, select one of the numeric score buttons under **Score**. To select a different score, select a different numeric score button and the score button originally clicked is deselected. If the response is nonscorable (NS) according to the Writing Scoring Scale, click **N** under **Nonscorable**.
3. If a Writing test task has multiple parts, you will see a single scoring area for entering a score for each of the task parts.
4. If a response has multiple parts, use the **Previous Page** and **Next Page** buttons to move between the response parts as many times as needed before submitting your final scores.
5. Once scores have been entered, click **Submit**.
6. You may click **Prev** to view responses and scores that you have already submitted. Use **Next** to move forward again.
7. To end the scoring session, click **Exit Scoring**. The system asks whether you want to log out for the day. If you select **No**, your working session pauses and you can return to the same scoring session. If you select **Yes**, your working session ends and scores are submitted and locked so that student reports may be produced.

Note: once scores have been submitted, they can't be revised.

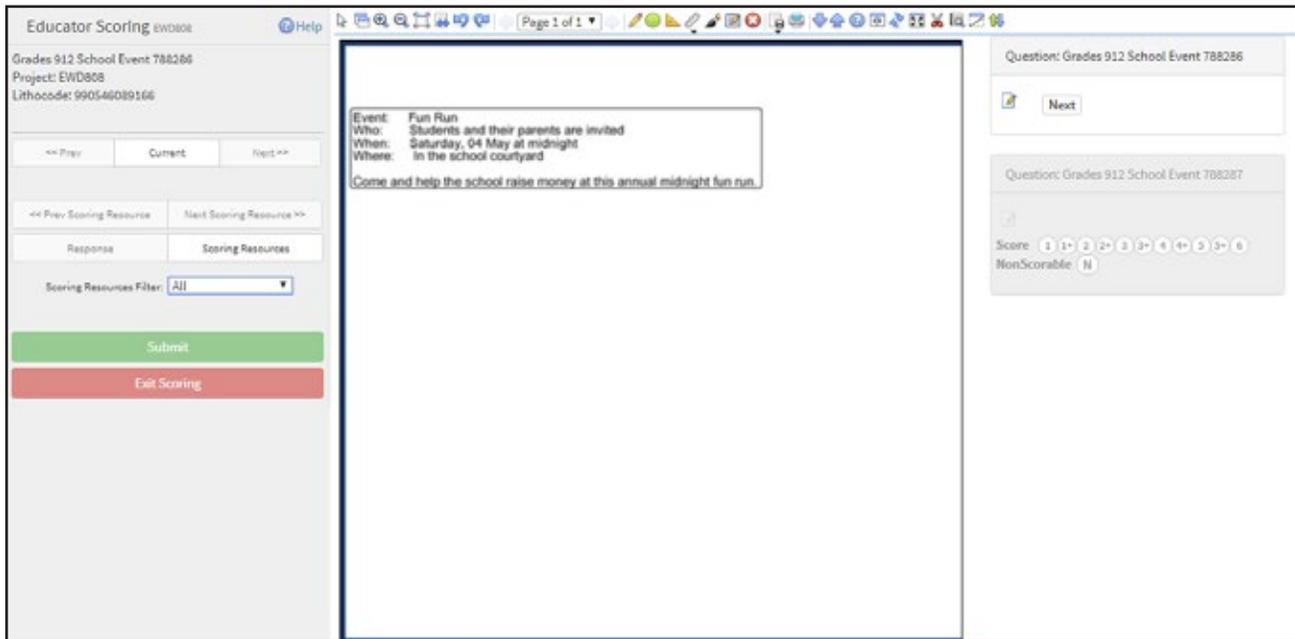


Figure 53: Scoring Writing Responses

9.2 Score Reporting Within WIDA AMS

Student Score Reports may be generated on demand after the Speaking and Writing scores have been submitted. To access student reports, log in to WIDA AMS, and select **Report Delivery** and then **On-Demand Reports** from the navigation menu. Access to on-demand reports is controlled by the permission **View Dynamic Reports**. This permission is automatically granted to personnel at the district level, who may choose to assign it to others as appropriate. Within the **On-Demand Reports** functionality, users must filter by Administration, District, School, and Report Type, and may utilize further filters before selecting **Find Students**. A list of students who meet the filter criteria displays in the **Students** grid. Select the students whose reports you wish to view and choose to open or download their PDF reports (see Figure 54).

Select	Last Name	First Name	State StudentID	Date Of Birth	Grade	Action
<input type="checkbox"/>	Colon	Jovani	239165	11/24/2006	03	[Icons]
<input type="checkbox"/>	Diaz-Maldonado	Brandon	209541	09/12/2007	03	[Icons]
<input type="checkbox"/>	Garcia Perez	Dahir	064888	01/23/2010	00	[Icons]
<input type="checkbox"/>	Gonzalez Clemente	Yarelis	378137	12/31/2007	02	[Icons]
<input type="checkbox"/>	Narciso-Garcia	Chris	383682	03/13/2009	01	[Icons]
<input type="checkbox"/>	PERRE	BENICHLEY	380192	05/21/2010	00	[Icons]
<input type="checkbox"/>	Rosier	Rose Carle	065355	04/26/2009	00	[Icons]

Figure 54: On-Demand Reports

Students receive a Proficiency Level (PL) score for each domain (Listening, Reading, Speaking, Writing) and three different composite scores:

- Overall
- Oral Language
- Literacy

Note that composite scores are derived from a combination of weighted domain scores and cannot be calculated if a domain score is missing.

All WIDA Screener domain scores are reported as integers, with no decimals being reported. Composite scores are reported to the first decimal point at half of a level (i.e. 1.0, 1.5, 2.0, 2.5, 3.0 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0).

The Proficiency Level scores are interpretive scores. They help stakeholders understand what the score means in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels: (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching).

Score reports for WIDA Screener Online are available as a downloadable PDF from WIDA AMS. For specific instructions about downloading the reports, see the WIDA AMS User Guide Part 3.

9.3 General Interpretation Guidelines

The proficiency level designations that result from WIDA Screener Online are directly related to the WIDA ELD Standards. To better understand a student’s results on WIDA Screener, refer to the Performance Definitions and Model Performance Indicators for the student’s proficiency level(s) and for the particular domain in the standards document available at wida.wisc.edu.

The purpose of WIDA Screener is to assist educators with identifying students as ELLs. If WIDA Screener is being used as a criterion to determine eligibility for ELL services, follow the established procedures in your district and state for interpreting the score for these purposes. WIDA does not prescribe criteria for matching particular ELL services to particular scores on the test. This is a matter of interpretation of state policy guidelines.

As with all tests, WIDA Screener scores should be considered one of multiple criteria used in educational decision making. For example, for determining eligibility of a student in program support services for ELLs, you might consider whether or not students have had previous schooling in English, in the native language, or at all. It could be useful to request recommendations from previous teachers who had regular contact with the child. Once WIDA Screener results have been obtained, you may also decide to review the child’s home language survey more closely or look at the results of his or her readiness assessment if applicable. Additionally, student observation protocols could be used to aid in reporting evidence of the student’s needs in the classroom. These are just examples of a variety of criteria that could be used; each state or district may vary in its list of recommended or required criteria for eligibility decisions.

9.4 Questions or Concerns

Questions or Concerns	Contact
<ul style="list-style-type: none"> • WIDA Training Account • Test Administration • ACCESS for ELLs & WIDA Screener Certification and Training • Accommodations and Accessibility 	WIDA Client Services Center help@wida.us 866-276-7735
<ul style="list-style-type: none"> • WIDA Assessment Management System (WIDA AMS) 	DRC Customer Support WIDA@datarecognitioncorp.com 855-787-9615

Appendices

Appendix A: WIDA Speaking Scoring Scale

Score point	Responses at this score point are characterized by...
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none">• Language use comparable to or going beyond the model in sophistication• Clear, automatic and fluent delivery• Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none">• Language use approaching that of model in sophistication, though not as rich• Clear delivery• Appropriate word choice
Adequate use of oral language to provide appropriate satisfactory response	<ul style="list-style-type: none">• Language use not as sophisticated as that of model• Generally comprehensible use of oral language• Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none">• Language use does not support an adequate response• Comprehensibility may be compromised• Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none">• Does not respond (in English)

Scoring Processes

- Listen once
- Select the score point that best describes the overall response relative to the qualities of the model
 - Check to ensure each bullet point is met
 - If not, check one level below

Scoring Notes and Rules

For P1 tasks, assign a score of **Adequate and above** if the response includes more than one word in English. This includes an article plus noun (e.g., “a chair”), and words repeated verbatim from the model.

For P3 and P5 tasks, students may use similar language from the model and should not be penalized for this. This is particularly relevant for personal preference tasks.

At all task levels, simply repeating or reading all or part of the task question should be scored **Attempted**.

At all task levels, responses of “I don’t know” should be scored **Attempted**.

Off-task response: The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of **Attempted**.

Off-topic response: The response shows a misinterpretation of the instructions. An off-topic response is related to the prompt, but does not address it. (Note that this does not refer to task completion – for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off-topic.) **The maximum score for an off-topic response is Adequate.** If any part of the response is on topic, the entire response is scored as on-topic.

Appendix B: WIDA Writing Scoring Scale

	Score Point 6	
	D:	Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience)
	S:	Purposeful use of a variety of sentence structures that are essentially error-free
	W:	Precise use of vocabulary with just the right word in just the right place
5+		
	Score Point 5	
	D:	Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience)
	S:	A variety of sentence structures with very few grammatical errors
	W:	A wide range of vocabulary, used appropriately and with ease
4+		
	Score Point 4	
	D:	Organized text that presents a clear progression of ideas, demonstrating an awareness of context (e.g., purpose, situation, and audience)
	S:	Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility
	W:	A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning
3+		
	Score Point 3	
	D:	Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear
	S:	Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors
	W:	Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times
2+		
	Score Point 2	
	D:	Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors)
	S:	Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences
	W:	Vocabulary primarily drawn from the stimulus and prompt
1+		
	Score Point 1	
	D:	Minimal text that represents an idea or ideas
	S:	Primarily words, chunks of language, and short phrases rather than complete sentences
	W:	Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt
D: Discourse Level S: Sentence Level W: Word/Phrase Level		
Note: This scoring scale is only for scoring ACCESS for ELLs and the WIDA Screener. For interpreting ACCESS for ELLs results and for evaluating classroom writing tasks, see the Interpretive Rubric for Writing.		

