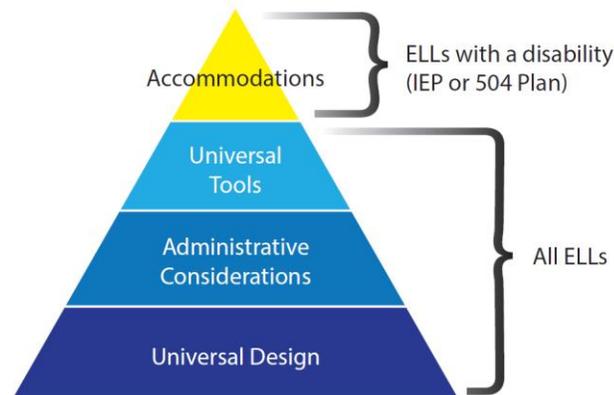# Appendix C-2: WIDA Assessments Descriptions
2020-2021 School Year

Page 1 of Descriptions

This is Framework used to determine Supports and Targeted Accommodations to increase accessibility for all assessments for all ELs.

** For more Detailed Descriptions and additional information, refer to the WIDA Accessibility and Accommodations Supplement

Administrative Considerations

Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing. If other students in the testing environment are familiar with the furniture/ equipment being used (so it is not deemed a disruption to others), students using the furniture/equipment may test alongside other students, rather than in a separate environment.
Alternative Microphone	Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test. Students may also need to be tested in a separate environment in order to limit distractions for other students.
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators are required to be trained and certified to administer the test.

Administrative Considerations

Frequent or Additional Supervised Breaks	Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious).
	Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements for should be made for the student to be escorted in order to minimize interactions with other students.
	During breaks, the student's test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student's paper-based test materials, or ensure the online test has been placed on "pause." The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.
Individual or Small Group Setting	A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., "fewer than ten students" or "no more than 8 students"), or follow the state's policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.
	The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being administered.
Monitor placement of responses in the test booklet or onscreen	Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.
Participate in different testing format (paper vs online) **Approved by DOE** (not needed for Alternate ACCESS**)**	Students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis. **Writing domain:** Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing, as this results in the student receiving the lowest possible score for the domain. **This feature is allowed for any student with DOE approval.**

Administrative Considerations

Read Aloud to Self	A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used.
	To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored and proctored while the assessment is being given.
Specific Seating	Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk.
	While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.
Short Segments	In rare instances, students may need longer breaks than provided through the **Frequent or Additional Supervised Breaks** administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.
	A language domain should be completed within one school day.
	NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.
Verbal praise or tangible reinforcement for on task or appropriate behavior	It may be appropriate to provide students a positive reinforcement during testing. *Reinforcement may not depend on the accuracy of the student's response.* Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.
	Verbal feedback may include phrases such as "Good job," "Very good," "Nice job," and "Okay."
Verbally redirect student's attention to the test (English or Native Language)	Test administrators may verbally redirect the student's attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.

Universal Tools

They do not need to be pre-selected for online testing in WIDA AMS. Universal Tools may be embedded in the online test or provided by a test administrator.

Audio Aids	A tool to amplify or diminish sound. Audio aids include amplification devices, noise buffers, or white noise machines. (provided by school or student)
Color Contrast	A tool to change the text and background color.
Color Overlay	A tool that changes the contrast between the text and the background color. Color choices include green, blue, beige, pink and yellow.
Highlighters, Colored Pencils or Crayons	A tool student can use to mark specific text.
Keyboard Navigation	A tool to change the different areas of the online test screen or move from screen to screen. Does not apply to paper test
Line Guide or Tracking Tool	A tool for the student to guide his/her eyes while reading text on the computer screen.
Low Vision Aids or Magnification Devices	A tool to increase the size of graphics and text.
Sticky Notes	A tool the student can use to make notes in preparing responses on the Writing test.
Scratch Paper/Whiteboards	A tool the student can use for notes, drafts and diagrams. No graphic organizers may be provided. Students may use an individual, erasable whiteboard as scratch paper for notes and responses. The used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase whiteboards at the end of each test domain to maintain test security. **Scratch paper must disposed after test session. Whiteboards erased clean.** Paper test: Only work in the test booklet will be scored.

Accommodations (SWD/ELs)

Braille with Tactile Graphics (BR) **Approved by DOE**	Paper-based used to provide access to braille-proficient EL who is blind. Embossed text is provided in either contracted or uncontracted braille. Unified English Braille (UEB) in grades 1-5 English Braille American Edition (EBAE) in grades 6-12
Domain Exemption Request **(Approved by DOE)**	Students with special needs or circumstances who are unable to complete one or more domain areas are able to receive a composite score. Complete Appendix C-3 for this unique accommodation request. WIDA recommends that students who are deaf/hard-of-hearing complete the paper-pencil version. (Different test format)

Accommodations

Extended Time of a Test Domain over Multiple Days (EM)	An individual domain must be completed within one day. However, in rare cases, only when absolutely necessary, due to an illness, disability, or extended interruption in testing, students may extend the testing session over multiple days.
Extended Speaking Test Response Time (ES)	Used to support students with cognitive, language processing, physical or communication disabilities who need additional processing time for spoken language.
Extended Testing Time within the School Day (ET)	Used to support students with cognitive, language processing, physical or communication disabilities who need additional time to complete one or more test sections.
Human Reader for Items (HI) **Approved by DOE**	For students who have a documented need for an in-person human reader (e.g., need for lip reading support, support in focusing their attention, etc.) For writing, this accommodation is only applicable for students in Grades 4-12 who are taking either the Tier B or C forms. Human Reader is included for all tiers in grades 1-3; Tier A in grades 4-12; Kindergarten; and Alternate ACCESS have test prompts read aloud as part of the test administration procedures. Consult the WIDA Accessibility and Accommodations Supplement for further guidance.
Human Reader for Response Options (HR)	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics only response options are not read or described. Only available for the Listening domain and may be used for students who have a documented disability requiring support for reading, print or focus/attention.
Human Reader for Repeat of Items (RI)	Read aloud and repeat test items (e.g., prompts and response options) by in-person human. Used for students with a documented print disability.
Human Reader for Repeat of Response Options One Time (RR)	Only available for **Listening** domain and may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. Translations of test items and response options into ASL or any other language is not permitted. No part of the scorable test items may be signed to a student.
Interpreter Signs Test Directions in ASL (SD) **Approved by DOE**	Interpreter uses ASL or another sign system to sign test directions to the student. This accommodation may be used to help students who use ASL become familiar with test logistics, test directions and practice items. Translations of test items and response options into ASL or any other language is not permitted. No part of the scorable test items may be signed to a student.
Large Print (LP)	(Online: Embedded magnifier, responsive screen) Paper test: 18-point font on 11X17 paper. May be used for students with visual impairments. Students answers must be transcribed verbatim into a scannable test book. Student work and/or answers that are not transcribed will not be scored. Enlargement of response options for Alternate ACCESS for ELLs may be done at the local level.

Accommodations

Manual Control of Item Audio (MC)	May be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability. This allows the student to enable and activate the play button one time. Once initiated, the audio cannot be paused or stopped. Must be selected in WIDA AMS prior to beginning online testing.
Repeat Item Audio (RA)	May be used to support students with disabilities who need repetition based on language processing needs or attention/focus needs due to a documented disability. This allows the play button to be enabled and activated by the student. After the initial auto play, a repeat button becomes available. Once initiated, the audio cannot be paused or stopped. For online testing, this accommodation must be selected in WIDA AMS prior to the student beginning testing.
Scribe (SR) **Approved by DOE**	May be used for an EL who: Has a physical disability that prevents independent computer output even with adaptive equipment, or Has a physical inability to hold a writing instrument; or Has a disability that prevents the EL from expressing written language routinely requiring dictation for written compositions during classroom instruction. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance. Responses must be scribed verbatim on screen on in paper test booklet. Must be administered in a one-to-one testing environment.
Student Responds using a Recording Device, which is played back and transcribed by the student (RD) **Approved by DOE**	May be used to support ELs with writing processing issues to allow ELs to separate the processes of responding and writing the response. Responses must be transcribed by student verbatim on screen or in the test booklet. Transcription cannot be edited or rephrased if not completed in the same testing session. Administered in an individual testing environment.
Test may be Administered by School Personnel in a Non-School Setting (NS) **Approved by DOE**	May be used to test ELs who are enrolled but unable to attend school due to hospitalization or other extended absences during the testing window. Test administrators must be trained. A school-issued laptop with both the Testing Site Manager and INSIGHT should be used.
Word Process or Similar Keyboarding Device used to Respond to Text Items (WD) **Approved by DOE**	A student who is unable to keyboard responses directly on the online assessment or use a pencil to respond on the paper-based test may use this accommodation. For Writing: Spell check, grammar check, dictionary/thesaurus and access to the internet must be turned off.