

## State Education Agency WIDA Remote Screener Policies

WIDA Remote Screener training refers to the development of specific state education agency (SEA) policies on test administration, scoring, and placement. This document contains SEA-specific responses to WIDA Remote Screener for the **Florida Department of Education (FDOE)**. WIDA Remote Screener is a remotely administered screening tool that supports the identification of English learners in a time of school closures. This screening tool is designed specifically to enable screening when the student and test administrator cannot share a physical space.

Item	WIDA Guidance or Recommendation	SEA Policy
1.	<p><b>Test Administrator Requirements, page 1 of the Test Administration Manual</b></p> <p>WIDA Remote Screener is designed to be administered by experienced, WIDA certified test administrators who have previously administered ACCESS for ELLs or WIDA Screener. Ideally, you are certified to administer WIDA Screener and score the WIDA Screener Speaking test, and you have a background as an English language educator.</p>	<p>Florida Test Administrators must hold a valid ACCESS for ELLs Paper Speaking or Kindergarten ACCESS for ELLs certificate to administer WIDA Remote Screener.</p> <p>Log in to the WIDA Secure Portal to access training courses and quizzes. All training resources and test materials are available for local download via the WIDA Secure Portal (<a href="http://www.wida.wisc.edu">www.wida.wisc.edu</a>).</p>
2.	<p><b>Technology Requirements, page 2 of Test Administration Manual</b></p> <p>You must be connected to the student via phone or computer throughout the test administration. Ideally, this connection will be through a cellphone, laptop, or tablet that supports video calls in a platform such as FaceTime, Zoom, or Skype.</p> <p>A visual connection between you and the student is likely to increase the student’s engagement with the test and help ensure that you’re both looking at the same test materials at the appropriate time. When a video call is not possible, a supervising adult in the same location as the student might need to confirm the student is using materials correctly throughout the test.</p>	<p>FDOE recognizes the challenges and costs associated with printing and mailing test materials. As a result, sharing the WIDA Remote Screener student materials with students over a video conference instead of mailing the materials is permitted if all of the following conditions are met:</p> <ol style="list-style-type: none"> <li>1. Student has access to an iPad, Chromebook, or similar device during the test session.</li> <li>2. Video platform allows the student to view materials and the test administrator simultaneously.</li> </ol> <p>If these conditions are not met, the student must receive a hardcopy of student materials. Communicate to students and families that the test materials should not be reviewed until the test administrator calls the student to begin the screening.</p> <p>Follow any additional district guidance to make decisions about the English learner status and language support needs of your students.</p>
3.	<p><b>WIDA Secure Portal Access, WIDA Remote Screener Training</b></p> <p>Users must have either the WAPT or Screener permission to access the WIDA Remote Screener training and test materials via the WIDA Secure Portal.</p>	<p>Access the WIDA Secure Portal for test materials and resources, as well as Online Professional Learning modules. To obtain a new login or update your account permissions, please contact your District or School Assessment Coordinator.</p>
4.	<p><b>Remote Administration Delivery, WIDA Remote Screener Training</b></p> <p>WIDA Remote Screener is to be administered to one student by one test administrator. The student and test administrator are in contact by phone for the full duration of the test administration.</p> <ul style="list-style-type: none"> <li>- Arrange a video call whenever possible.</li> <li>- Arrange an interpreter whenever necessary. An interpreter, if permitted by</li> </ul>	<p>WIDA Remote Screener is to be administered to one student by one test administrator. The student and test administrator are in contact by phone for the full duration of the test administration.</p> <ul style="list-style-type: none"> <li>- Arrange a video call whenever possible.</li> <li>- Arrange an interpreter whenever necessary. An interpreter, if permitted by your district's testing policies, can minimize any confusion or frustration with this unusual screening process by explaining to the student and any</li> </ul>

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	<p>your state and district's testing policies, can minimize any confusion or frustration with this unusual screening process by explaining to the student and any supervising adult what the test is and why the student is taking it.</p> <ul style="list-style-type: none"> <li>- Students must have access to a hardcopy, printed student packet during screening. Color printing is recommended whenever possible. School, district, and state test coordinators must determine when and how to provide materials to students</li> <li>- Communicate to students and families that the test materials should not be reviewed until the test administrator calls the student to begin the screening.</li> </ul>	<p>supervising adult what the test is and why the student is taking it.</p> <p>FDOE recognizes the challenges and costs associated with printing and mailing test materials. For Student Packets, sharing the WIDA Remote Screener student materials with students over a video conference instead of mailing the materials is permitted if all of the following conditions are met:</p> <ol style="list-style-type: none"> <li>1. Student has access to an iPad, Chromebook, or similar device during the test session.</li> <li>2. Video platform allows the student to view materials and the test administrator simultaneously.</li> </ol> <p>If these conditions are not met, the student must receive a hardcopy of student materials. Communicate to students and families that the test materials should not be reviewed until the test administrator calls the student to begin the screening.</p>
5.	<p><b>Printing Requirements, WIDA Remote Screener Training</b></p> <p><u>Student Score Sheet</u> Test administrators can download this document, enter student information, and record a decision on whether the student should be identified as an English language learner. Print only the first page of this document when you administer the K-1 grade-level cluster. Print this document double-sided and complete both pages for grades 2-12 screenings.</p> <p><u>Test Administrator Scripts and Student Packets</u> Print these materials double-sided. Staple student packets along the left side to create a facing-page booklet.</p>	See item #2
6.	<p><b>Student Performance and Identification, pages 4-6 of the Test Administration Manual</b></p> <p><u>Evaluating Speaking Skills (Grades K–12)</u></p> <ul style="list-style-type: none"> <li>• Students who demonstrate spoken language skills aligned with the descriptors of proficiency levels 1—Entering or 2—Emerging should likely be identified as English learners.</li> <li>• Students who demonstrate spoken language skills aligned with the descriptors of proficiency levels 3—Developing or 4—Expanding will need additional screening before a decision is made on their English learner status.</li> <li>• Students who demonstrate spoken language skills aligned with the descriptors of proficiency levels 5—Bridging or 6—Reaching potentially have the language skills to not be identified as English learners.</li> </ul>	<p>FDOE recognizes that the WIDA Remote Screener is not as robust as other in-person screening instruments. As a result, WIDA Remote Screener scores should not result in the student not being identified as an English Learner. Students who participate in WIDA Remote Screener will either be identified as:</p> <p><b>English Learner Identification</b> Students who demonstrate the following should be identified as English learners:</p> <ul style="list-style-type: none"> <li>• spoken language skills aligned with the descriptors of proficiency levels 1—Entering, 2—Emerging, 3—Developing, or 4—Expanding</li> <li>• early or intermediate levels of English language reading proficiency and fluency skills</li> </ul>

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	<p><u>Evaluating Reading Skills (Grades 2–12)</u></p> <p><i>Multiple-Choice Reading Items</i></p> <ul style="list-style-type: none"> <li>Students who respond correctly to two or fewer items demonstrate early levels of English language proficiency.</li> <li>Students who respond correctly to three or four items demonstrate intermediate levels of English language reading proficiency.</li> <li>Students who respond correctly to five or six items demonstrate advanced levels of English language reading proficiency.</li> </ul> <p><i>Read-Aloud Activity</i></p> <ul style="list-style-type: none"> <li>Students who read very slowly, pronounce one word at a time, struggle to enunciate words, or cannot complete the read-aloud activity demonstrate early levels of English language reading fluency. These students might occasionally read two or three words at a time, but the groupings are rarely related to the meaning of the text.</li> <li>word by word, and tend to group two or three words together in a way that is awkward and often not related to the meaning of the text demonstrate intermediate levels of English language reading fluency.</li> <li>Students who read aloud confidently and fluently in meaningful phrase groups demonstrate advanced levels of English language reading fluency. These students might read in small, three or four word groupings, but their reading generally maintains the meaning of the text.</li> </ul> <p><u>English Learner Identification</u></p> <p>After administering WIDA Remote Screener, select one of three options to describe the student’s current English language skills:</p> <ul style="list-style-type: none"> <li>The student is a newcomer or beginner and is identified as an English learner.</li> <li>The student demonstrates a developing level of English language proficiency, but not in a way that clearly supports an identification decision. Additional in-person screening is necessary to determine the student’s English learner status.</li> <li>The student is fluent or highly proficient (equivalent to a monolingual English peer) and is not identified as an English Learner.</li> </ul>	<p><b><u>Additional screening is needed before a decision is made on their English learner status</u></b></p> <p>Students who demonstrate the following will need additional screening before a decision is made on their English learner status:</p> <ul style="list-style-type: none"> <li>spoken language skills aligned with the descriptors of proficiency levels 5—Bridging or 6—Reaching</li> <li>advanced levels of English language reading proficiency and fluency skills</li> </ul> <p>Follow any additional district guidance to make decisions about the English learner status.</p>
7.	<p><b>Student Information Systems Coding</b></p> <p>Scale score or proficiency levels are not reported.</p>	<p><b><u>Grades K–1:</u></b></p> <p>The student’s score on WIDA Remote Screener is identified with the descriptors of proficiency levels 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, 5—Bridging, or 6—Reaching, input whole numbers in the district’s MIS system.</p>

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7.	<p><b>Student Information Systems Coding (continued)</b></p> <p>Scale score or proficiency levels are not reported.</p>	<p><b>Grades 2–12:</b></p> <p><i>Oral Interview</i></p> <p>The student’s English language speaking skills are scored on WIDA Remote Screener with the descriptors of proficiency levels 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, 5—Bridging, or 6—Reaching, input whole numbers in in all applicable test subject content codes within the district’s MIS system.</p> <p><i>Reading Skills</i></p> <p>The student’s English language reading skills are scored on WIDA Remote Screener with the descriptors of Early – 1, Intermediate – 3, Advanced – 5, input whole numbers in in all applicable test subject content codes within the district’s MIS system.</p>
8.	<p><b>Rescreening Requirements, page 6 of the Test Administration Manual</b></p> <p>WIDA strongly recommends that identification decisions are revisited after students return to school. Follow the guidance of your state and district as you continue to make decisions about the English learner status and language support needs of your students.</p>	<p><b>Grades K–1:</b></p> <p>Only students who demonstrate spoken language skills aligned with the descriptors of proficiency levels 5—Bridging or 6—Reaching will need additional screening before a decision is made on their English learner status.</p> <p><b>Grades 2–12:</b></p> <p>Only students who demonstrate spoken language skills aligned with the descriptors of proficiency levels 5—Bridging or 6—Reaching <b>and</b> advanced levels of English language reading proficiency will need additional screening before a decision is made on their English learner status.</p>
9.	<p><b>Test Materials Return, WIDA Remote Screener Training</b></p> <p>The student packet does not need to be returned. Instruct students and families to dispose of these materials after screening.</p>	<p>In accordance with Florida’s test security policies and procedures, please securely dispose of any test materials (hardcopy/electronic) after testing is complete. Instruct students and families to dispose of these materials after screening.</p>